ACTIVITIES AND PROCEDURES OF SOME COMMUNITY SCHOOLS
IN THE UNITED STATES AND THEIR IMPLICATIONS
FOR THE PHILIPPINES

DISSERTATION

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By

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Adviser
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Living in a "modern world" has been the problem of each generation since education dawned upon man. Helping a growing generation to live happily in its world of today is the compelling task of every school entrusted with the education of youth. The quest for a type of school to attain this goal – helping youth to live happily in its world of today – has led educators to launch numerous experiments regarding the various types of schools. This brings us to the significant warning to educators that "no man is fit to be entrusted with the control of the Present, who is ignorant of the Past, and no people who are indifferent to their Past, need hope to make their future great."\(^1\)

The Community-School Movement in the United States

The early schools of America were the traditional type which emphasized the acquisition of knowledge, particularly the three R's. There developed later, however, a group of farsighted educators championed by John Dewey who saw the precarious existence of the academic school with its undue stress on the training of the intellect while neglecting the interests and emotional needs of children. And so came

the progressive-education movement which gave birth to the activity school that encourages greater freedom among children in order to permit them to develop to the maximum of their capacities. The writer denies any implication that either type of school focuses exclusively on subject-matter achievement or pupil freedom, but contends rather that each type of school is characterized by a major emphasis and not by an exclusive one. Within the past two decades, however, progressive education has come of age. The Great Depression and World War II forced the growing realization that "life is real, life is earnest"; that life is not all sweetness and light; and that, even at its best, life is rather a towering problem of precarious existence, especially in this age of unstable social order and anxiety. Education cannot thrive in an atmosphere of divided loyalty, in a situation in which education, somewhat Jansen-faced, looks in one direction toward love of knowledge and in another direction toward greatly increased pupil freedom. In this state of educational confusion, Brownell asserts that the unrest in education is portentous and unmistakable, and that we labor on education as slaves on the pyramids, adding one thing on top of another until for all our trouble we get merely a bigger pile of stones; and that the educational process perforce is indiscriminate and accretionary.

As a result of this twin realization - the traditional school that leans heavily on the mastery of subject matter and the activity school that promotes greater freedom - progressive educators are now

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2 Baker Brownell, The Human Community, pp. 139-140.
developing the community school as the most effective medium through which the synthesis of basic educational values may be achieved.

As Olsen sees it, the community school should be the culmination of the values represented by both the academic school and the progressive school. The great virtue of the academic school he says lies in its systematic organization of subject-matter; that of the progressive school in its driving concern for the all-round development of the individual child; that of the emergent Community School appears to be its emphasis upon social reconstruction through cooperative effort democratically organized. All three emphases, each transmuted in terms of present needs, must be maintained in the new school of tomorrow.³

The very nature of democracy demands that it have deep roots and firm anchorage at the local level, the community. Community living, therefore, is accepted as the most typical and significant example of the American way of life. Communities everywhere are facing vital problems of education, taxation, health, recreation, home and family living, morality and religion, and a host of never-ending community problems. This situation will continue as long as people live and seek to attain new levels of living. And since the school is the handmaiden of society for the education of its members, it should render the best education possible for improving and enriching the quality of living, both for the individual and for the community.

The community-school movement has been spearheaded by such time-tested and worthy educational experiments as the Sloan Project in Applied Economics, the Kellogg Foundation, the Tennessee Valley

Authority, the Holtville School (Alabama), the Community Dynamics of Earlham College, and many other worthwhile projects. The examples cited, together with others not named, lead the writer to believe that the community school has come to the United States to stay as the happy solution, to a large extent, to many of the impinging problems of daily community living.

**Purpose of the Study**

The purpose of this study is four-fold: (1) to define, or clarify the concept of the community school, (2) to study a number of community-school programs in selected areas of the United States, (3) to analyze the characteristics of these community schools, and (4) to select the resulting principles, techniques, and procedures which would seem appropriate for the Philippines after giving due regard to the fundamental differences between the Philippines and the United States and to apply these principles, techniques, and procedures to the educational situation in the Philippines.

**Scope and Limitations of the Study**

Geographically, the scope of this study is (1) the southern and midwestern states visited by the writer and (2) those states that reported their community-school programs in reply to letters of inquiry sent to schools in those states. Figure 1 shows the distribution of the different schools and experimental centers of the United States represented in this study and indicates that there must be a growing awareness of the vital importance of the community school in this country.
It should be stated here that states other than those indicated in Figure 1 reported their community-school programs; but, for lack of space, the writer selected arbitrarily from various reference materials only those which in his opinion typify the community school in the United States and which at the same time seem to provide the best possibilities for adaptations to the rural areas of the Philippines.

The investigator had barely two months for direct observation and study during May and June, 1963, almost at the end of the school year. Thus the field observations were limited to a few communities and schools, particularly those recommended by his Advisory Committee in such states as Kentucky, Alabama, Indiana, and rural Ohio where existed community-improvement projects known to be related to schools. This limitation did not narrow the study unnecessarily since information secured through direct observation was supplemented by information secured through inquiry, correspondence, and reference to the literature. Thirty-seven community-school programs located in different geographic regions and among sixteen different states of the Union were analyzed and are presented as field observations and case reports in this study.

Some of the information gathered was exceedingly valuable and pertinent. It should be stated, however, that a great many of the materials received were more or less descriptive of curricular offerings of the school, and only in a rather few cases were there evidences of schools attacking community problems directly. This finding,
FIGURE 1. SCHOOLS AND EXPERIMENTAL CENTERS INCLUDED IN THIS STUDY
moreover, coincides with the tentative conclusion of Cooking, who after analysing representative programs and materials on community schools throughout the United States, concluded that most present-day attempts at community-school development are atomistic and unsystematic.

The subject under investigation is one which is not well pictured in written reports and formal materials. The most distinctive practices are best studied in actual live situations. As would be expected, the materials received by the writer through correspondence vary a great deal from school to school, especially when the prevailing concept regards community-school programming as extracurricular or a mere matter of curricular emphasis. The writer was, therefore, very fortunate in being able to make visits to selected schools in which community interaction and projects for the improvement of living were under way.

Chapter 1 deals with the analysis of the community schools portraying the community-school movement, and the purposes, techniques, and procedures of this study. Chapter 2 describes the schools visited and observed personally by the writer, and Chapter 3 shows the cases studied indirectly by correspondence and reference to descriptive materials. Chapter 4 discusses community resources and suggests how such resources may be used effectively in the program of community schools. Chapter 5 shows the integration of the school and the community in the all-important mission of improving the quality of living.

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both for the individual and the community. Chapter 6 presents the various roles of leadership and participation employed in the attempt to bring about general community welfare. Chapter 7 stresses the organization and administration of the community school in a social and economic climate most favorable for engendering community development. Such factors as curriculum, techniques and procedures, classroom and extracurricular activities, work experience, guidance and counseling, and uses made of building, ground, and equipment are presented according to current practices of some of the community schools which were observed. Chapter 8 describes the significance of the study for the Philippines and continues with certain information about the Philippines which will serve as background data for understanding the community-school program designed in this study. Chapter 9 assembles the observations made of some community schools in the United States and then synthesizes those activities and procedures which seem appropriate for effective community-school programming in the Philippines.

Definition of Terms and Clarification of Concepts

In any study, terms are usually defined and concepts clarified to furnish a common ground for understanding and to delimit the concept in order to enhance communication between the writer and the reader. The present section, therefore, will present clarifying material regarding such terms as "community" and "community school."

Cook thinks of a community as

(1) a population aggregate, (2) inhabiting a contiguous territory, (3) integrated through past experiences, (4) possessing a number of basic institutions, (5) conscious of its unity
and (6) able to act in a corporate capacity in meeting recurring life crises.\(^5\)

To Brownell, a community has five characteristics:

(1) A community is a group of neighbors who know one another face to face. (2) It is a diversified group as to age, sex, skill, function, and mutual service to each other. (3) It is a cooperative group in which many of the main activities of life are carried together. (4) It is a group having a sense of "belonging," or group identity and solidarity. (5) It is a rather small group, such as the family, village, or small town, in which each person can know a number of others as whole persons, not as functional fragments. When the group under consideration is so large that the people in it do not know one another, the community disappears.\(^6\)

Hart defines a good community more elaborately:

It will have integration, or integrity; form or organization; a real content of culture and creative life; boundary and limitations. And it will have sense of direction. It will be going somewhere.

As for integration: a good community has the feel of Wholeness - One out of Many; And the One - the Wholeness - is there before the many. That Wholeness is the Fatherland, the Home.

The good community has organization, including a center and a boundary, which means of getting from the one to the other and back again. The center is more obvious than the real perimeter, as is natural. The center holds things together, while the perimeter is the area where growth goes on -- if at all.

As for content, a good community has its own heritage of the culture and life of all its varied past .... In the good community, that content includes traditions, legends, folklore, songs, dances, rituals, attitudes, moralities, religions, social relationships, plays and games, skills, occupations, manners, customs, excuses and denials, acceptances and rejections, ideals and taboos, hopes and purposes, authorities and limitations, -- some of which are honored in the breach, but most in the observance.

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\(^6\) Brownell, *op. cit.*, p. 198.
As for directions, every living community is moving in some direction, forward or backward, up or down, by drift or shove or intention; by contrasting its present with its past; by competing with other communities; by attempting to rise to its own objectives.7

With regard to the component parts of a community, Rugg has identified three such parts which he designates as levels. They are:

1. the material level - the things people use or have made, as well as the people themselves;
2. the institutional level - the organized ways of living, the mass habits of the people ... it is the "cradle of customs, family form, governmental practices, religious rituals, the language used, the number system followed, the common arrangements for economic exchange and monetary usage -- all illustrate institutions of different types;
3. the psychological level - these are the motivations of the people; the desires that produce activity, the fears which inhibit behavior, the attitudes which pattern acceptable conduct, the stereotypes, ideas, ideals, loyalties, values, and taboos which influence and direct human behavior.8

Another approach to the definition is that devised by Olsen and others who suggest a four-dimensional analysis involving four inter-related foci:

(a) community areas - local, regional, national and international;
(b) community levels - material level and institutional level, psychological level as values, ideals, loyalties, fears, taboos;
(c) community setting - physical setting as climate, size, topography, etc.; and human setting as population number, age, sex, etc.
(d) community processes and problems - utilizing natural environment, appreciating the past, adjusting to people, exchanging ideas, etc.

7Joseph K. Hart, Education in the Human Community, pp. 7-9.
A more classical definition of identifying the community is that one suggested by MacIver:

Wherever any group, small or large, live together in such a way that they share, not this or that particular interest, but the basic conditions of a common life, we call that group a community. The mark of a community is that one's life may be lived wholly within it, that all one's social relationships may be found within it.\(^{10}\)

The word community, according to Biddle, stirs a response of warm approval in most men, all the warmer because there is a difference of opinion as to the idea which is being approved. It may refer to some spot of earth where one belongs, or to the emotional glow felt toward friends or to people with common interests, or to such co-operative abstractions as "The Atlantic Community" or "The Community of Nations." Among the experts who study such matters, a community is thought of as a group of people, living out most of their lives in some limited area, with certain major interests and activities in common.\(^{11}\)

Sociologist Beers, in his attempt to identify what a community is, writes:

Our communities are locations in space; they have physical layouts and patterns of habitation discernible to the eye and noted as pleasing or not pleasing. They have roots in nature - environments of resources. They have traditions and history. They are theaters in which people play various roles. They have systems of business, politics, religion, and education. They have social networks of families, cliques, clubs, and classes. They have patterns of harmony and dis­sension. They have value systems - or patterns of feeling and conviction. It will be against the background of these characteristics that any community school will find its reasons for being.\(^{12}\)


\(^{11}\) William W. Biddle, The Cultivation of Community Leaders, p. 39.

For the purpose of discussion and on the basis of the investigator's observations in various communities and schools in the Philippines and the United States the following definition of community is proposed by the writer: a group of people, conscious of their unity and common major interests, and living out most of their lives in some limited area. This area is limited by the service area of the school as the local community. This community is composed of resources: human, natural and physical, technological, and institutional, and to the extent that these resources are improved, the community is likewise improved.

Since the concept of community is interlocked with the concept of community school, the latter term is defined as any school that renders educational service to people of the entire community service-area, not only to the children of school age; and that the discovery, development, and use of the resources of the community become a regular part of the educational facilities of the school. In addition, its buildings and grounds and other facilities are made available to both the young and the adults who together are actively engaged in analyzing problems suggested by the needs of the community and in formulating and exploring possible solutions to these problems with the ultimate purpose that the quality of living is improved and enriched for the individual and for the community. This community-school concept is indorsed by Cooking\textsuperscript{13} when he advocates the use of community resources to improve the school and the use of the basic resources of the school to improve directly the community.

\textsuperscript{13}Cooking \textit{et al.}, op. cit., p. 86.
Development of the Community School Concept of Education

In the succeeding paragraphs, an attempt is made by the writer to portray the community-school concept of education as interpreted by the educational leaders of America. To get an inclusive and all-encompassing picture of the community school, it is necessary to trace in brief the history of the community movement dating back to the log-cabin days when the early Mayflower pilgrims set foot in the wilderness of Plymouth, Massachusetts. During the days of the founding fathers, the people were primarily agricultural and lived in the open country and in small villages. All the members of each family banded together for meeting life's needs and for protection against the attack of the elements, wild beasts, and other enemies. But as time went on, one family united with another family, and so the village of families joined together for protection, for subsistence, for recreation, for education, and for other activities of life. Thus, in 1782 the community of thirteen states had fewer than four million people, but today there are more than 160,000,000 people within the borders of the forty-eight states.

Early education of a formal nature was very scanty. Hart describes this graphically when he points out that the children never went to school more than seven months in the year, that their schooling seldom extended beyond four or five years, and that the teachers were usually just older folks of the neighborhood. But Hart wondered, however, if an hour spent in school under those conditions could be

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14Hart, op. cit., p. 5.
any better than an hour spent in community play or work or in the world of nature.

The early American community was in the very heart of nature: everywhere were the woods, fields, hills, plains, rivers, and meadows, with their endless invitations to exploration, to winter games and summer sports, and with their offerings of all sorts of materials for various uses, such as for food, implements, shelter, and clothing. This closeness of the early community to nature made possible what may be called the "naturalization" of the child, just as his initiation into a local club or fraternity brings his "socialization." He was bitten by ants, stung by bees, experienced stomach ache from eating green fruit, had his leg fractured because of falling from trees he had climbed — and he learned. Nature was something more than a piece of twig or branch held up before him in a schoolroom. The community became the real background of all his living, and provided the patterning for his real existence.

In short, the local community became his stage in the daily drama of living — it became his world of hope and despair, of satisfaction and frustration, of survival and defeat, of living and let live. It was his world of community life, of civic rights and obligations, of social and moral demands, of physical and social health, and of spiritual retreat and salvation. It was for him an institution, solid and whole — it partook of social events, engaged in political affairs, celebrated festivities, and heard mass on Sundays. The wholeness of the community gave life, motivation, and solidity to the growing child. He was nurtured and nourished in its very bosom. The
community influenced his real emotions, his attachment to the family, and his passion and love for the neighborhood. When he came of age, his experiences enabled him to live with confidence, to know the world, and to think of the world realistically. And gradually but surely, he thus acquired power to face the world and faith to live his own fruitful life.

In spite of the attendant advantages of community life, one must bear in mind that while all communities were the results of natural and historical developments, few of them, if any, were realistically good in any ultimate sense. None of them provided everything desirable. Each was the long product of its evolutionary past; and in the process of development and growth, the good and the bad have been portrayed by our contemporary novelists and dramatists. The narrow Puritanism of New England, the sordid poverty of many mountain hamlets, the bitter struggles for supremacy between the South and the North, the exposed ugliness of the mining areas, and class distinction and social barrier were manifestations of the defects of the old community.

By and large, we may state that the nature and extent of the community influenced its men and women - narrow communities would shape narrow persons, fragmentary communities would produce fragments of humanity; but no matter how limited its education may be, this education was effective and real and the impact that it bore upon its "graduates" made deep impressions throughout their lives.

But now what a change one sees as one looks around! Industrialization and the growth of cities have tended to make one forget the
unifying values of community life and, thus, permit the decay of cherished neighborhood centers which early flourished. Writing thus, Glueck describes the complexities of the social pattern which present a number of problems crying for solution on the part of the social engineer — problems of race, religion, politics, social and economic strata, mobility of population, impatience and restlessness of youth, laxity in respect for law and morals, the weakened sense of civic responsibility, and the negligent attitude toward corruption in public offices.

Emphasizing the same theme, Brownell writes that the core of the trouble lies in the disintegration of the human community, and that the tendency toward indiscriminate centralization and mass control of life in the fields of economics, industry, technology, art, religion, politics, recreation, education, and human affairs in general may well be a tendency toward death.

Hart gives his interpretation of the community concept of education when he explains that the community is the true educational institution that educates and provides for life. He enjoins us to organize our socially supplementary institution, the school, until it shall adequately reinforce the work of education where it is weak and supply it where it is wanting.

16Brownell, op. cit., pp. 5-6.
17Joseph K. Hart, Editor, Educational Resources of Village and Rural Communities, 1914, p. 9.
Hart suggests further that the community should provide opportunities for work, and states that there is nothing more educative than sharing in work with parents, older brothers and sisters, or friends and neighbors. In every good community the children have this chance: they see; they hear; they feel; they exert strength; they meet obstacles; they ask questions; they learn to do by sharing in doing.

In the 1945 yearbook of the American Association of School Administrators, Paths to Better Schools, the Yearbook Commission, headed by Willard E. Goslin, presents the following point of view of the community concept of education:

When parents and other lay members of our communities have an opportunity to assist in the development of policies and educational programs, they also will be of great assistance in putting such policies and programs into effect. The school alone will not be proposing a program, but the school and community together will have developed it.

Schools should become community centers in and around which teachers, pupils, parents, and social, civic and recreational agencies develop cultural, recreational, and educational programs. School buildings should be made more generally available for such activities.18

Fowler,19 in one of his recent articles, interprets the community-school idea when he says that the present trend may be designated as the community-centered school where boys and girls could study first hand the characteristics and needs of human society. He says also that factories, libraries, museums, welfare agencies, motion-

18 American Association of School Administrators, Paths to Better Schools, pp. 254, 256.

pictures, radio, civic problems and city streets are the "stuff" of which tomorrow's textbooks will be made.

Olsen\textsuperscript{20} in School and Community proposes ten two-way bridges to connect the schools and the community so that school resources may be channeled into the community, and the community resources may be brought into the school to enrich its curricular offering, for, according to him, it becomes apparent that school education must be projected out of the sheltered classroom and into the living community which is the child's primary scene of present and future life activity.

Kilpatrick\textsuperscript{21} in the introduction to The Community School, advances the idea that education is a community experience, and therefore the complete educative process is a cooperative community enterprise from which, if properly conceived and properly conducted, will flow either directly or indirectly all needed education.

In the same book, Misner\textsuperscript{22} presents the community concept of education when he says that the school could no longer be conceived as the sole agency of education, for the life activities of the community itself must furnish the basis for an educational program in which all persons, adults as well as children, participate; and that to be realistic, education must seek learning situations within the activities and problems of community life.

\textsuperscript{20}Olsen and others, \textit{op. cit.}, p. 12.


Everett\textsuperscript{23} in the last chapter of the book \textit{The Community School} points out that all experience is educative and that teachers are increasingly making use of all of the educational resources - recreational, religious, health, vocational -- which are found in local areas.

Clapp\textsuperscript{24} interprets the community concept of education as intrinsically a social process which includes many elements and agencies and influences, and is tantamount to what one calls "living."

Harrison\textsuperscript{25} presents the community concept of education as one which includes all the experiences had by children both outside and inside school, and thus the school becomes the social agent for initiating and carrying forward social progress in the community.

In the report of the eight-year study of the Progressive Education Association, Aikin\textsuperscript{26} describes how youth in the participating schools studied and shared the life of the community through the exploration of the physical and human resources of the places in which the students lived.

Spears\textsuperscript{27} states that the principal as curriculum-planner must appreciate the fact that school and society are inseparable and, in

\begin{enumerate}
\item[25]W. V. Harrison, "What Is A Rural Community School?" \textit{Texas Outlook}, XXVIII, No. 4, 1944, p. 27.
\end{enumerate}
turn, that an educational program can be effectively provided only in so far as the planners appreciate the social and economic forces at work in the society served.

In describing the development of the curriculum at the Wells High School in Chicago, Pierce advances the concept of home-school-community cooperation when he says that the school's supporting community should be consistently utilized as a laboratory of learning.

Koopman, in discussing education as a community function, declares that the educative process is much larger than school activities; and that as control of process grows, the school becomes more important.

The reciprocal nature of school and community is stressed by Seay, who asserts that the community could serve its school in as many ways as the school could serve the community. Therefore, every individual or group of individuals - the church, the civic organization, the social club, the welfare agency - has a contribution to make to the educational program of the school.

Brewton presents the community concept of education as one


which provides learning situations within the realities of community living, where pupils should be given opportunities to observe and to participate in socially significant enterprises, and where the school should project its program into the life of the community.

The ever-increasing reaches of the term "community" is emphasized by Hullfish, who points out that the school and the teacher must be related to many communities, families, neighborhoods, political subdivisions, cultural units, religious associations, and youth groups, with overtones of the national and international setting since all of these communities of interests are continuously active as educative forces.

From the writer's examination of the extensive body of literature and practices on community schools, he identifies five trends of interaction between the school and the community:

(1) **Community Resources Are Used by Schools.** This trend means that community schools look upon the community as a resource for the enrichment of curricular offerings. This is what Olsen and others call the resources through "ten bridges" between the school and the community.

(2) **Community Vocations Furnish Work Experience for Pupils.**

In terms of this trend the community functions primarily as a resource to give pupils work experience in the different vocational fields. In some communities, the heads of industry and civic agencies may have

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33Olsen et al., op. cit., p. 73.
direction and participation in curriculum planning, thus bringing the needs of the community into the school.

(3) School Facilities Serve the Community. This trend means that the physical facilities of the school are widely used by the various groups in the community. The building may be utilized for community forums or meetings; the gymnasium may be used for recreational leagues and classes; the vocational shop may become the laboratory for creative hobbies of adults; and the library may serve as the reading center for citizens.

(4) The School Offers Service to the Community. This approach means that the school focuses upon service to the community in order to improve and enrich the quality of living of its people. Not only are the physical facilities of the school made available for the use of the citizens, but citizen groups join hands to coordinate school-community activities to attain their goal. Very often, pupils and parents alike are studying matters of common concern to them in order to achieve better living. Efforts to improve living are not casual or incidental but rather deliberate, well planned, and cooperatively participated in by all concerned in the various interaction activities.

(5) The School Works with Other Agencies. The school is the only agency that devotes its entire time and energy to the education of the people in the community and for the improvement of living. But since the community is composed of a family of agencies, it is therefore indispensable that the school must seek the cooperation of other government departments such as health, agriculture, commerce and communications, public welfare, and others. Similarly, the cooperation
of other civic organizations such as the PTA, Rotary, Lions, and others should likewise be solicited in the big enterprise of community welfare. Unless the school recognizes the urgent necessity of this vital cooperation with all other organizations, the goal of improving the community would be difficult to achieve.

A careful analysis of the foregoing descriptions of the operation and objectives of the community school reveals definite trends and assumptions. Specifically, some kind and degree of school-community interaction are involved. The role of education is far beyond the realm of the three R's and implies very much more than intellectual training. The school is looked upon as an educational institution to give direction to community growth and improvement. While the school is only one among the many community agencies, it has the unique role of being the only agency wholly devoted to the educational development of all the people. Basic to its purpose, the curriculum of the community school is flexible and changing to meet vital community problems and demands. Education is a total community concern characterized by group interaction of the citizens, the teachers, and the pupils as they are needed, and can contribute to meeting community needs. For the purpose of this study, therefore, the community school is defined as "a school that has two distinct emphases: (1) service to entire community, not merely to children of school age; and (2) discovery, development, and use of the resources of the community as part of the educational facilities of the school."
In the early history of our education, the curriculum was subject centered. The child's efficiency in learning was measured for excellence on how well he could recite from memory the multiplication facts, the mastery of dates of important historical events, or the ability to associate states and capitals in geography. Soon a new group of educators advocated that the child should be the center of learning, and education then became child centered. Others soon challenged this philosophy by advancing the theory that the individual should find his best fulfillment by serving the needs of society, and education, therefore, should be society centered. Brameld, Counts, Rugg, and others would even go to the extent of setting in advance the goals for society so that education should be directed so as to attain these goals. While each philosophy has had its share in educating the child for his changing world, a more pragmatic group of educators - John Dewey, Boyd H. Bode, William H. Kilpatrick, Joseph K. Hart, Baker Brownell, William Biddle, Maurice Sesy, Paul Hanna, Elsie Clapp, and Edward G. Olsen - would take the child from where he is and educate him according to his needs, as part and parcel of his evolving community.

Thus educational theory and practice moved from the subject-centered school to the child-centered one, then from the child-centered school to the society-centered; and now a great many educators are sponsoring the move from the society-centered to the community-centered school. In the opening paragraphs of the Fifty-Second Yearbook of the
Americans are becoming more and more interested in the community school. This educational term, long used to identify various kinds of schools, is now emerging with a rather definite meaning. The community school to many of us — educators and laymen — is a good school, an effective school, a school that combines many desirable features of educational movements of the past and the present into a concept of education that is sound and permanent — not a fad or a passing fancy. This interest of Americans and this educational development make appropriate an attempt to describe the community school of today.

The community school of today secures its impetus from man's new understanding of the power of education. Problems of people and of communities are being solved from day to day by appropriate use of community resources.54

Criteria for Selecting Communities and Schools for the Study

In any study of this type, and especially in a transcultural undertaking such as this in which the research is done in the United States for the purpose of possible application in the Philippines, a set of criteria for selecting communities and schools is vitally important in order to enable the investigator to generalize, particularize, and make possible applications. Indeed to the investigator these criteria are as the compass needle is to the navigator. Any school, meeting one or more of the criteria selected and listed below is considered a community school for the purpose of this study. Most of these criteria were modified from those presented in The Fifty-Second Yearbook of the National Society for the Study of Education, Part II, The Community School, 1953. The writer believes that these

criteria are applicable to the Philippine situation.

1. The community and the school should preferably be located in the rural areas.

2. The school has adopted as its basic philosophy of education the maintenance and improvement of living for all its people in the community.

3. The school relates its program of instruction to the daily life of the people and works to solve the various problems of living in the community: food, clothing, shelter, work, recreation, health, citizenship, and moral and spiritual values.

4. The school makes use of the various community resources in developing curricular offerings and in helping solve community problems.

5. The leadership of the school resides in the group and exemplifies the concept that the group process depends upon the emergence of satisfying relations among people so that the best ideas available are brought out, accepted, and followed.

6. The school recognizes real community problems and encourages proposals by participation of all concerned, recognizing that this approval enhances the educational development of the participants.

7. The school teaches the subject matter needed for literacy and for civic and economic competence in its social setting.

8. The school has a curriculum which is planned to meet the needs of all communities, from local to international, and
the curriculum is changed or modified as the community needs demand.

Sources of Data

The field data used in this study were derived from two sources: (1) direct observations by the investigator in ten schools or experimental centers which he visited in four different states and (2) the investigator's correspondence with and study of materials from twenty-seven other schools or centers which time did not permit him to visit.

<table>
<thead>
<tr>
<th>School or center</th>
<th>State</th>
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<tbody>
<tr>
<td>(1) Holtville school</td>
<td>Alabama</td>
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<tr>
<td>(2) Murphy school</td>
<td>Alabama</td>
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<tr>
<td>(3) Semmes school</td>
<td>Alabama</td>
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<tr>
<td>(4) Earlham College, Richmond</td>
<td>Indiana</td>
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<tr>
<td>(5) Casey County schools</td>
<td>Kentucky</td>
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<td>(6) Fayette County schools</td>
<td>Kentucky</td>
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<td>(7) Lafayette County schools</td>
<td>Kentucky</td>
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<tr>
<td>(8) Mercer County schools</td>
<td>Kentucky</td>
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<tr>
<td>(9) Sloan Experiments in Applied Economics, University of Kentucky, Lexington</td>
<td>Kentucky</td>
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<tr>
<td>(10) Champaign County, Urbana</td>
<td>Ohio</td>
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The second aspect of securing field data covers the documentary analysis of the community-school programs received in reply to letters of request sent by the investigator. Specifically, these cases of

35A copy of this letter, together with a copy of the subsequent "thank you" letter, can be found in Appendix A.
study by correspondence and use of descriptive material are as follows:

<table>
<thead>
<tr>
<th>School or center</th>
<th>State</th>
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<tbody>
<tr>
<td>(11) Tanner-Williams</td>
<td>Alabama</td>
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<td>(12) TVA Wilson Dam Elementary</td>
<td>Alabama</td>
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<tr>
<td>(13) El Dorado</td>
<td>Arkansas</td>
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<tr>
<td>(14) La Mesa-Spring Valley</td>
<td>California</td>
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<tr>
<td>(15) Darien Schools</td>
<td>Connecticut</td>
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<tr>
<td>(16) Greater Hartford</td>
<td>Connecticut</td>
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<tr>
<td>(17) Westport</td>
<td>Connecticut</td>
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<tr>
<td>(18) Indianapolis Public Schools</td>
<td>Indiana</td>
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<td>(19) Hanson High School, Hopkins County</td>
<td>Kentucky</td>
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<tr>
<td>(20) TVA Gilbertsville Elementary School</td>
<td>Kentucky</td>
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<td>(21) Patterson High School: Baltimore Plan</td>
<td>Maryland</td>
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<td>(22) Baltimore Community Study Program</td>
<td>Maryland</td>
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<tr>
<td>(23) Allegan Public Schools, Allegan</td>
<td>Michigan</td>
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<tr>
<td>(24) Battle Creek Public Schools</td>
<td>Michigan</td>
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<tr>
<td>(25) Stephenson</td>
<td>Michigan</td>
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<tr>
<td>(26) Aberdeen, Monroe County</td>
<td>Mississippi</td>
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<tr>
<td>(27) Clifford J. Scott High School, East Orange</td>
<td>New Jersey</td>
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<td>(28) Fair Lawn</td>
<td>New Jersey</td>
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<tr>
<td>(29) Barker Central School</td>
<td>New York</td>
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<tr>
<td>(30) Bronx Park Community School</td>
<td>New York</td>
</tr>
<tr>
<td>(31) Tillamook Burn Replanting Project, Portland</td>
<td>Oregon</td>
</tr>
<tr>
<td>(32) Family Life Education in Baker County and McMinnville City</td>
<td>Oregon</td>
</tr>
</tbody>
</table>
(33) Green Sea  South Carolina
(34) Alice Public Schools  Texas
(35) Port Arthur  Texas
(36) Cedar City  Utah
(37) Clarkston  Washington

Methods Used in Collecting the Data

The card catalog of The Ohio State University Library, the Educational Index, and the Reader's Guide to Periodical Literature were used by the investigator to locate materials on community schools. Besides the data collected from the use of literary material and those received in reply to letters of request sent to the field, other pertinent facts were gathered through interviews with university and college professors, superintendents of schools, supervisors, principals, teachers, pupils, and citizens of each of the communities or state regions visited. It should also be stated here that through the courtesy of the members of the writer's Advisory Committee for his doctoral program, field contacts were suggested and letters of introduction were directed to a number of university professors. These professional people, in turn, made contacts with school superintendents, principals of high schools, supervisors, and teachers. The writer's visitation in each school varied from several hours to one or two days. The usual procedure was to contact first the appropriate university professors and to discuss with them the community-school program in the university, if any, or in the different schools to be visited in their state, city, or county. Once the contact was made,
there followed an interview with the superintendent, the principal, the supervisor, the teacher, or a combined interview with two or more of these persons as the situation demanded. After a general picture of the program was obtained from the interview, observations were made regarding the different phases of the program. In all instances of school visitation the writer was accompanied personally by the university professor, the superintendent, the principal, or the supervisor. A check list was used by the writer as a guide in collecting and recording information regarding each school. Pictures and printed materials prepared concerning the program of the school were obtained by the investigator whenever possible. These materials have been very useful in reporting the case studies and in identifying the characteristics of the different community-school programs.

**Treatment of the Data**

The literature in the field of the community school has been appraised and reviewed carefully to familiarize the writer with the developments of the community school in the United States. This step was necessary in order to understand the community-school concept of education. Out of the total observations made and the case reports studied by the writer, the characteristics of the community schools have been classified and identified under the following headings:

(1) community-school resources, (2) community-school integration, (3) community-school leadership and participation, and (4) activities

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A copy of this check list can be found in Appendix B.
and procedures underlying the community schools.

In this study, no attempt was made to compare schools of one state with schools of another state, nor to compare one school with another in the same county or state. For each case study, such evaluation has been made as would enable the investigator to pinpoint techniques and procedures that would be useful in developing or improving community schools in the Philippines.

In the case studies that follow in this report, the writer has attempted to analyze and depict the highlights of his field observations and interviews in such a manner as would best serve his interest in this study of finding out principles, techniques, and procedures that would seem appropriate for the community-school program of the Philippines, with the aim of improving the quality of living for both the individual and the community, particularly in the nation's rural areas.

Throughout the observations in different schools and communities, the investigator did not hope to find one pattern of community-school program that could be lifted intact from the United States and applied without change to the Philippines, but rather from the very beginning, he explicitly assumed he would see different situations or practices in the places visited. Since a number of factors have to be considered in transplanting a cross-cultural practice or concept, the writer believes that the principles, techniques, and procedures, recommended here are at best tentative and experimental. Their true worth and evaluation will come after they have been tried out in the educational culture and social climate of the Philippines.
Most of the schools and experimental centers observed directly by the investigator are in the rural South and Midwest particularly in the states of Kentucky, Alabama, and Indiana. The decision to observe schools in these sections stems from the fact that many underprivileged groups reside in these regions and that conditions of farming and living are very similar to those obtaining in the Philippines which is likewise largely agricultural, with 80 per cent of its people living in rural areas.

**The Sloan Experiment in Kentucky Regarding Food**

The Alfred P. Sloan Foundation, Incorporated is a non-profit corporation which aims to promote American education and research through granting aid for specific projects submitted and carried out by fully accredited educational institutions within the borders of the United States. The Foundation was organized in 1934 to underwrite financially new enterprises which, because of their experimental character, might prove to be unwarranted burdens upon the regular administrative budgets of the sponsoring institution. The efforts of this Foundation are dedicated to the problem of how to make economic education more effective in our democracy. Accurate, objective, scientific knowledge is a prerequisite. But it is in the translation

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\(^1\) *Report of the Alfred P. Sloan Foundation, 1942, p. 31.*
and interpretation of this knowledge for the many that the Foundation has made a number of grants-in-aid to projects in economic education and research.  

As was originally conceived, the Sloan experiments would be conducted to help improve the quality of living of the low-income families in rural, undeveloped communities in three states. As announced in its report for the year 1939, the Sloan Foundation gave a grant-in-aid to the University of Kentucky for the purpose of conducting one phase of the experiment which was continued from 1939 to 1949.

The University of Kentucky was selected for two reasons. The first of these is that the University had been conducting researches, the findings of which have been applied to living. Among these are: The engineering laboratories demonstrate improved methods for construction of homes and highways and for the operation of mines and industrial plants; new uses of coal are being demonstrated and developed; hybrid corn has been adapted to Kentucky soils in University experimental fields; new grasses have been developed which make livestock raising more profitable and at the same time increase soil fertility. The foregoing applied researches were the results of the avowed objective of the University as stated by Dr. H. L. Donovan, President of the University:

"... Kentucky... wants a university that recognizes the entire state as its campus... that will find the solution to many problems that affect the lives of its citizens."
Kentucky wants a university that can interpret the results of its research, and the research of other universities, to the people. The application of science to living is almost as important as the discovery of new truths.3

The second major reason for the selection of the University of Kentucky is that the state of Kentucky has many one-teacher schools located in isolated, low-income, undeveloped communities that possess the characteristics and offer the opportunities desired in the experiment.

The Sloan Foundation recognizes that the strength of the nation depends upon the health of its people. Thus, there has been a growing awareness of the need to look into the nutrition practices of the people, particularly in the rural areas where the natural resources have been continuously exploited, the inhabitants tending to become less well off economically with each passing generation. Many of the capable ones leave the rural area to find better living in the cities; many of those who remain become, for lack of proper guidance, so impoverished that by force of circumstance a number follow the "relief lines." This problem of malnutrition, unless checked in due time, may become a grave threat to American democracy. As explained by Roberts,4 in her findings on nutrition of children in the South, malnutrition caused early aging, thus observers noted that the young people are old and all the old people are dead.

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3 Two Years in Review. Report of the Board of Trustees for the Biennium 1945-1947 to the Governor and the General Assembly of Kentucky, p. 5.

4 Lydia J. Roberts, Nutrition Work With Children, p. 245.
Seay and Clark\(^5\) likewise felt the urgent necessity of the study on nutrition. In their joint report, they wrote that the enrichment of the lives of rural people is a recognized need. The elementary schools of rural areas have been generally neglected in programs planned for improving education. This neglect applies especially to the one-teacher elementary school which continues to be a most important unit in rural education.

Hillis\(^6\) drew upon the Sloan Foundation report for the year 1940, in pointing out that thousands of American families are existing in abject poverty in spite of rich opportunities for better living. She emphasizes the question raised by the Foundation: What would happen if the schools, serving these distressed communities where unrealized opportunities exist, built the major part of their programs around the three economic necessities of food, shelter, and clothing?

The plans for the study at the University of Kentucky were formulated early in the summer of 1939, and by the following December experimental and control communities had been designated and the new programs were started. The major aim of the total group of experiments of the Foundation was to find out how much food, clothing, and housing could be improved through providing schools with new instruc-


tional materials related directly or indirectly to promoting better economic living among low-income families in rural communities where good relations with people had been established. Specifically the University of Kentucky would undertake the experiment in food; the University of Vermont, in clothing; and the University of Florida, in housing, with each university providing the necessary personnel who would be free to design their own procedures in a way that would best realize the objective of the experiment -- to improve the quality of living on the basis of the educational philosophy suggested. In the University of Kentucky, the experiment was placed under the supervision of the College of Education.

A number of researches show the vital role that food, clothing, and shelter play upon the life of man. A survey in 1940 of two American families as regards budgetary expenses in their homes revealed that in one family 67 per cent of the family income went to food, clothing, shelter and housing expenses, and in the other, the figure went to 75 per cent.  

Clark in his article on "Consumers and Total Defense," quoted by Seay from The Administration of Schools for Better Living, explains that among poor countries such as India and China, 90 per cent of their total incomes is spent for food, clothing, and shelter, while the rich countries of the world used only from 60 to 66 per cent of

7Quoted by Maurice F. Seay in his lecture on the Sloan Foundation Experiment from The Administration of Schools for Better Living, Edited by Dan H. Cooper, p. 27.

8Ibid., p. 27.
their incomes for the same items.

In the Kentucky experiment all efforts were directed to find out to what extent the providing of economic information to school children and adults will improve the economic conditions of the low-income families of an undeveloped community. Since the people in the communities selected for experimentation were known to have inadequate diets, it was believed that if information on proper dietary practices were made known to the people, new interests and activities among citizens would develop that would ultimately work better to improve their economic living conditions.

The major purpose of the study was to find out by experiment if dietary practices of the low-income families in undeveloped isolated communities could be improved through the process of instruction in one-teacher schools. As officially reported, the results should be evaluated in terms of the following factors:

1. The changes, if any, which actually occur in the dietary practices of the communities and the increases, if any, in health and physical vitality of the people.

2. The amount of time required, to secure changes in dietary practices and increases in health and physical vitality.

3. The instructional materials and teaching techniques which are effective in producing these changes.

4. The ways in which these one-teacher schools and the citizens of the communities on their own volition secure help and cooperation from other public agencies.

5. The effects of the experimental program upon the generally accepted aims of elementary education, such as achievement in reading, writing, arithmetic, geography, etc.9

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9Seay and Clark, op. cit., p. 21.
The designers of the Kentucky experiment in applied economics, charted five major assumptions as reported by Seay and Meece:

1. That school programs which emphasize community problems are effective for teaching the skills.

2. That if children are to receive the ultimate benefits from a program of education in community problems, instruction should begin in the first school year and should continue throughout the period of schooling. All children should be taught, as early as possible, the resources available for solution of their problems.

3. That in order to facilitate measurement, only one economic problem should be selected for special emphasis in the experimental school curriculums. Emphasis upon even one economic need—in schools which had previously given consideration to none—would direct the attention of the schools toward other needs.

4. That the accomplishment of desirable changes would require a number of years. Dietary practices change slowly.

5. That recruiting and utilizing local resources and abilities would contribute towards the success of the experiment.

Since one of the major functions of the Bureau of School Service, a division of the College of Education in the University of Kentucky, is conducting research dealing with important educational topics, it was only natural for the Bureau to assume the role of directing this Sloan Experiment in Kentucky.

The Director of the Bureau of School Service, although working under the direction of the Dean of the College of Education, is administratively responsible for the project. He and the staff receive consultant services from two sources: an Advisory Panel and specially

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designated consultants. Serving in a functional capacity, a project coordinator co-ordinates the four areas of investigations: (1) pupil tests, (2) nutrition, (3) health and physical conditions, and (4) instructional materials.

The much desired cooperative relations are established and maintained with various state and local agencies -- which in the normal conduct of activities would be interested in the educational programs of rural, low-income communities included in this experiment. Accordingly, the formation of an advisory panel was very helpful in establishing these relationships among the panel members, who held the following positions:

1. Dean, College of Education, University of Kentucky, Chairman of the Panel
2. Past-President, University of Kentucky
3. President, University of Kentucky
4. State Superintendent of Public Instruction for Kentucky
5. Director, Kentucky State Board of Health
6. State Director, Farm Security Administration for Kentucky
7. Supervisor of Instructional Materials, Tennessee Valley Authority
8. Executive Secretary, Kentucky Education Association
9. Director of Vocational Education, Kentucky State Department of Education
10. Dean, Junior Foundation School, Berea College
11. Professor of Rural Sociology, College of Agriculture, University of Kentucky
12. Assistant Professor of Home Economics, College of Agriculture, University of Kentucky
13. Professor of Education and Director of the Summer School, University of Kentucky
14. Associate Professor of Elementary Education, College of Education, University of Kentucky
15. Associate Professor of Home Economics Education, College of Education, University of Kentucky
16. Professor of Educational Psychology, College of Education, University of Kentucky
17. Superintendent of Schools, one county in which experiment is conducted.
18. Superintendent of Schools, the other county in which
During the first year of the experiment, records show that the Advisory Panel held three meetings. In each case, the director of the project presented a detailed progress report of the experiment. During these meetings, progress reports and discussions created better understandings of and insights into the experiment among the representatives of important educational interests, and as a consequence, they were able to assist in establishing desirable cooperative relationships.

Since the experiment in Kentucky was only one of the three projects sponsored by the Sloan Foundation, Dr. Harold F. Clark, Professor of Education, from Teachers College, Columbia University, had been designated general coordinator to serve as consultant for each project.

Because of the Alfred P. Sloan Foundation grant-in-aid, it was possible to employ several additional research assistants. Persons elected for these positions were graduate students at the University of Kentucky. The grant provided funds for travel to communities in which the experiments were located and for supplies which were necessary in the preparation of instructional materials. The regular staff of the Bureau of School Service had taken charge of administration and supervision of the project. As a matter of policy, efforts had been directed toward keeping the cost of the experiment at a low figure.

The organization of the work was designed so as to enable the existing agencies of the communities to participate in the activities

\[11\text{Seay and Clark, op. cit., pp. 35-36.}\]
of the experiment, particularly in those activities that specifically concerned their own agency programs. For instance, health and physical examinations were conducted by the county public-health units in full cooperation with representatives of the State Department of Health.

Two experimental and two control schools were selected in each of two Kentucky county school districts. In each case the paired schools were separated far enough geographically so that anything done in one would not influence the other. The study had been designed to introduce no change in the structure of the program—the same teacher, almost the same group of children, the same methods of instruction, and practically the same setting. The real change was the introduction of inexpensive instructional materials concerning food and related topics. Besides the changes in dietary practices, if any, efforts had been directed to check the accomplishments of generally accepted aims of elementary education such as the mastery of fundamental processes. In a lengthy conference which the writer had with Dr. Leonard E. Meece the latter emphasized that these new supplementary instructional materials, particularly the readers, were designed to parallel, not to replace, the regular state-adopted texts, which at the initial stage of the experiment were practically the only instructional materials used in the schools. Dr. Meece pointed out also that while many other needs were obvious, it was believed that

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12 Professor, College of Education, University of Kentucky, Lexington, Kentucky, and collaborator with Dr. Maurice F. Seay of The Sloan Experiment in Kentucky from 1939 to 1944.
providing equipment and supplies other than the new materials, or improving the buildings, or raising the teachers' qualifications would complicate the experiment and consequently increase the difficulty of measuring the effects of the materials. Moreover, it was very important to keep the technique as simple as possible to make it readily applicable to other communities in case the experiment proved this method successful in improving dietary practices. Both the control and experimental schools were measured in exactly the same aspects and by the same techniques.

In order to evaluate the use of the Sloan experimental materials, it was necessary to equate and measure progress in the three areas of investigations: (1) achievement, intelligence, and attitude, (2) dietary practices and the production and consumption of food in communities of both the experimental and the control schools, and (3) health and physical conditions.

The various measurements used were subject-matter tests, surveys and checks, and clinical examinations and laboratory tests. Tests were given to the pupils by a staff member of the Bureau of School Service; the checks concerning community diet and the surveys concerning food production and storage were made by selected citizens living within the communities or by other persons well acquainted with the local situations, and physical measurements were made by the local county health departments, assisted by the chief pediatrician of the State Board of Health and by a graduate nurse on the Staff of the Bureau of School Service.
As reported in the Bulletin of the Bureau of School Service, the testing program of the experiment had been planned in order to accomplish the following purposes:

1. To serve as one of the bases for checking and evaluating the experimental program. This will be done in part by determining what effect the focusing of instruction on diet as the basic problem has on the pupils' normal rate of achievement in the tool subjects. The tests are given to the pupils of the experimental and the control schools.

2. To provide an understanding of the abilities, attitudes, and achievement of the pupils necessary in developing instructional materials. The results of the tests will be used:
   a. As part of the inventory of the pupils, along with such other informational data as (1) family and cultural background, (2) physical and medical history, (3) interests and special talents.
   b. To aid in developing instructional materials at grade levels corresponding to the achievement of the children of these schools.
   c. To determine the deficiencies and proficiencies of the pupils by subject areas.13

These tests were necessary in order to determine the achievement of the pupils at the beginning of the project and at later periods in each of the "so-called" school subjects. A school might improve the diet of the community by devoting most of the teacher's attention to the problem of diet and thus sacrificing progress in arithmetic, reading, geography. Such a program would naturally invite criticisms from the public. To preclude this possible situation, the planners of the experiment saw to it that the school programs in both groups were closely observed. It was believed that

13 Seay and Clark, op. cit., p. 38.
eventually the children would learn to read just as well, if not better, if they read materials which dealt with diet or related problem than if they used materials which dealt with abstract topics, or topics foreign to their everyday experiences.

In the selection of a battery-type achievement test, these factors were considered: (a) ability of the test to measure achievement in fundamental skills — reading, arithmetic, and language, (b) availability of age and grade norms for grades one to twelve, and (c) availability of alternate forms, so that the testing could be repeated frequently without duplication of content. The experimental and control groups were found to have been well matched with respect to mental ability and achievement in reading, arithmetic, and language. The average total achievement age of the experimental group was 101.0 months as compared with an average of 101.3 for the control groups. 14

The Myers Mental Measure was selected as the intelligence test to be administered. The results of no standardized group intelligence test, however, can be accepted as a valid measurement of the inherited capacity of the children of isolated rural areas for the reason that the norms for most standardized tests are based on the results from both rural and urban children, with urban children often predominant in number. According to the study made by Asher, "the performance of Kentucky mountain children and urban children on these and

14 Ibid., p. 66.
similarly constructed tests are not comparable. The study which Wheeler made of the children in the mountain region of Tennessee shows that their average intelligence quotient was 10 points higher in 1940 than in 1930 due to "definite improvement in the economic, social, and educational status" of the community during the intervening period.

For the purpose of the Sloan study in Kentucky, attitude was defined as the emotional acceptance of a situation. Two types of attitude tests were devised: the attitude questionnaire and the free-association tests. The attitude questionnaire included three types of items: G, the garden items; S, the food storage items; and D, the items pertaining to a well-selected diet. In both types of tests, statistical norms and coefficients of correlation were validly derived in order to serve the needs of the Sloan Experiment. Norms were established as "stakes" in both the control and the experimental groups of pupils.

After introducing one new element, use of instructional materials in the experimental group while the study was in progress from 1940 to 1943 Seay and Meece point out below one of the very positive results:

Although the experiment has been in progress for too short a time to warrant comparisons with the 'stakes' that have been established, it is interesting to analyze

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some of the data from the pupil tests, comparing the results for children who were enrolled in 1940 and also in 1945...

It may be observed that in the three-year period children of the experimental schools gained 30 months in mental age, as compared with 15.5 months gained by the children of the control schools -- a difference of 14.5 months. Statistical treatment of the data shows that the chances are about 88 in 100 that the difference is significant.\(^1\)

In a study of this nature where experimental and control groups are compared to indicate change or progress as a result of the experiment, surveys and measurements are indeed very important. Diet measurements used in evaluating the experiments consisted of checks of (1) diet practices, (2) food production, (3) food storage, and (4) school lunches.

The clinical technique to secure exact information on the quantity and quality of foods produced, stored and eaten was ruled out as impractical; and instead a survey technique was adopted, together with other forms of measurement, to provide data suitable for the marking of "stakes" to be used in future comparisons. Among these were:

(1) **Community Diet Checks.** One-day periods were used during the survey in December, 1940 and in May, 1941, showing the percentage of families in both experimental and control communities serving such items as eggs, leafy green and yellow vegetables, tomatoes and citrus fruit, milk, etc. The results of the survey were tabulated to establish the "stakes" as bases for future comparison to determine

\(^{17}\) Seay and Meece, *op. cit.*, p. 68.
changes, if any, during the experiment. Then by introducing the new materials in the experimental schools, it was expected that diet in the future would improve. In describing this, Seay and Meece say:

The new materials introduced into the experimental schools tell of the value of eggs as food; they also tell how to store eggs and chickens for winter use. The series of chicken books describes the kinds of chickens best suited for farm use in this region and the best practices in poultry care and feeding. Better knowledge of poultry care and feeding should be reflected in the future diet checks. In many rural counties in Kentucky, eggs are used as a medium of exchange, rather than as food in the homes. Egg money buys coffee, tobacco, syrup, dress goods, shoes, and other items for the family. Better knowledge of food practices should result in an increase of egg consumption. 18

(2) Community Food Storage Checks. Food storage checks were made in both experimental and control communities. The statistical data show the amount of food stored per person during 1940. Better food storage practice is one of the major needs in the many rural areas of Kentucky. It was noted that while a large percentage of the families grew tomatoes, only a small percentage of the families had tomatoes to eat during the winter and spring.

Using the beginning survey figure as a basis, it would be assumed that any substantial increase in the amount of food stored per person in the experimental communities without a corresponding increase in the control communities would be considered positive evidence of change resulting from the use of new instructional materials, unless other reasons for the change are discovered.

(3) School Lunch Checks. School lunch checks were made in the

18 Seay and Meece, op. cit., p. 77.
experimental and the control communities. The data found showed that
in the twenty-day period, 80 per cent of the experimental group and
72.6 per cent of the control group brought either no milk in their
lunches or an amount less than one quart. Similarly, it was shown
that 62.7 per cent of the children in the experimental schools and
53.8 per cent of the children in the control schools had no eggs in
their school lunches during the twenty-day period. Obviously, milk
and eggs were items of food not frequently found in the school lunches
of the children of either the experimental or the control schools. 19

(4) Children's Diaries. To obtain in another way information
about what the children had to eat each day, the Bureau of School
Service provided diaries for children of both experimental and control
groups to be used in the schools. The data tabulated from the diaries
showed that milk was served as a part of only about one-half of the
meals in either the experimental or the control communities. The
percentages in all communities for eggs, leafy green and yellow
vegetables, lean meats, cereals, honey, and molasses were low.

Another fact was that the foods listed in the diaries cor­
responded closely with the foods grown in the communities.

It was anticipated that more information and better attitudes
concerning desirable food practices should result in an increase in
the preserving and storing of food, with a consequent increase in the
serving of such items as tomatoes, carrots, and green leafy and yellow
vegetables in the late fall and winter and early spring. The instruc­
tional materials that were being used emphasised the importance of

19 Seay and Meece, op. cit., pp. 82-83.
these foods in the diet. Therefore, these data when collected over a relatively long period of time, would indicate trends in the kinds and amounts of foods produced, stored, and eaten, and should serve as measures of effectiveness of the new instructional materials introduced into the experimental schools.

Physical examinations of the school children were conducted by the Chief of the State Board of Health and staff members of the public health departments of the counties in which the communities are located, assisted by a graduate nurse on the staff of the Bureau of School Service.

The initial findings on the distribution of pupils in the experimental and control schools in 1943, according to "body build," showed that slightly more than one-half of the children were classified as "good" with respect to body build. More than one-half of the experimental pupils and more than four-fifths of the control pupils examined in 1943 had "fatigue posture." There was a close relationship between malnutrition and poor posture as pointed out by medical and nutritional authorities. Concerning this, Roberts concluded that faulty posture of a poorly nourished child - the narrow chest, the sagging head and shoulders, the prominent scapulae, and the protruding abdomen - are typical characteristics of a person suffering from malnutrition.

Height-weight-age measurements of both the experimental and control groups of school children were taken four times during the

Lydia J. Roberts, Nutrition Work With Children, pp. 185-186.
year 1943. In computing the average weights for different heights and ages, the weight-height-age tables developed by Rose were used. According to the standards upon which the compiled data were based, a large majority of the pupils in the experimental and control groups weighed less than the average for children of their heights and ages.

Statistical data on the height-weight-age status of the experimental and the control pupils showed that in the experimental schools, 64.1 per cent of the pupils six to eleven years of age were more than 7 per cent below the average weight for height and age. In the control group, the percentage for the same age group was 46.6. For the group 12 to 17 years of age, 42.1 per cent of the pupils of the experimental group and 68.3 per cent of the pupils of the control group were more than 7 per cent below average. Again these were sufficient bases for future measurement of results.

Realizing the need for additional objective evidence on nutritional status, the research group used a hemoglobin test in accordance with the findings of Stuart, who showed a good correlation of hemoglobin level and the adequacy of nutrition in other respects.

However, the data compiled showed that both the experimental and the control pupils were from 1.1 grams to 3.0 grams below "normal." Again, with the introduction of new instructional

23 Seay and Meece, op. cit., p. 95.
materials, it was the hope that possible improvement would be made in
the diet with corresponding changes in the hemoglobin level.

Vision tests of the pupils of the experimental and the control
schools were made in August, 1942, and in August, 1943. The results
of these two tests revealed that 37.2 per cent of the experimental
pupils and 26.0 per cent of the control pupils were handicapped by
defective vision. The significance of these data in the experiment
for the present was unknown but may prove to be valuable later in
studying the effect of diet upon bodily function.

Dental examinations were given to both groups of pupils in 1942,
and the results showed that two-thirds of the pupils of the experimental
schools and three-fourths of the pupils of the control schools had
carious teeth. Considering the findings regarding the insufficiency
of milk in the diet of both the experimental and the control groups
of school children, it was not surprising that a large number of
children suffered dental caries.

In 1943, the teachers of the experimental and control schools
were asked to keep records of the reasons their children gave for
absence from school. The two major causes were work and illness. The
common cold and influenza were the types of illness most frequently
reported as causes for absence due to illness. The use of the pro-
tective foods in the diets of the people will probably decrease the
incidence of the common cold.

The term "instructional materials" frequently used in the
foregoing discussions, refer to several types of tools for learning.
Seay, classifies instructional materials into four types:
(1) commercially printed textbooks, library books, and periodicals; (2) special-purpose materials designed to meet specific needs and put out by government agencies, foundations, and other service groups; (3) school-made materials prepared by teachers and pupils as part of their study of local problems; and (4) the environment of the school: physical, social, and cultural. Materials prepared at the University of Kentucky for the Sloan project in Applied Economics would fall in the second category.

At the beginning of the project, no definite plan for preparing instructional materials was formulated. It was believed, however, that during the first year, a need for special instructional materials was recognized. The following activities were undertaken to fill this need:

1. Analysis of some adopted textbooks for Kentucky with respect to materials dealing with food.

2. Collection and analysis of available instructional materials relating to diet other than those now being used in the schools.

3. Study of the criteria suggested by authorities for the construction and evaluation of reading materials.


An analysis of the textbooks in use in the experimental schools showed that they included some topics related to food but the content was general and often impractical for use in the rural communities.

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26 Loc. cit.
Free and inexpensive materials concerning diet were collected and reviewed by the experimental staff. Although many of these pamphlets and bulletins were found to contain accurate and valuable information, few of them were suitable for use in an elementary school or in the communities in which the experimental schools were located. The vocabulary was technical, the sentences were long and involved, and the illustrations would have been strange and meaningless to people of these communities. Finally, those who were guiding the experiments agreed that if children were to learn how to live successfully, they must have properly prepared and evaluated instructional materials which focused upon a community problem and the resources available for the solution of the problem.

Prior to the preparation of new instructional materials, the following sources were considered in determining the topics to be discussed in the first series of the readers:

1. The analyses of state-adopted textbooks and of other printed materials dealing with diet were valuable in that they revealed the complete omission of many topics specifically related to community needs, and also revealed the very general treatment of such topics as were included.

2. The findings of the preliminary physical examinations of children, as well as those of the check on diet and food storage practices, indicated a very real need for inclusion of certain topics about foods which could be produced and stored for off-season consumption.

3. The eighteen members of the Advisory Panel... devoted much of their time in early meetings to

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27 Ibid., p. 66.

28 Seay and Meece, op. cit., p. 19.
discussion of the desirability of including certain topics in the new materials. The Panel members, leaders of educational agencies and institutions of Kentucky, were able to present viewpoints based upon their varied experiences.

4. Two teachers who had taught in the counties in which the experimental and control schools are located were given scholarships so that they could spend the second semester of 1939-1940 at the University of Kentucky. They spent about one-half of this time working in the materials laboratory of the Bureau of School Service, planning readers on topics considered of vital importance to their communities. This feature of the project during the first year obviated the danger of producing new materials too far removed from the needs and interests of the pupils, teachers, and adults of the communities to be served.29

Because of the policy of the designers of the experiment to use resources available in the University of Kentucky and in the cooperating school systems, the authors and illustrators of the new materials, with only one exception had been selected from graduate students of the University and from teachers of the counties in which the experimental schools were located.

Before the new instructional materials were written, some criteria, worked out from statements found in thirty-four books and articles, were used as a guide in the preparation and evaluation of the instructional materials. These criteria cover such topics as organization of material, clarity of style, suitability of vocabulary, explanation of technical terms, and adequacy of study helps. 30

29 Ibid., pp. 20-21.
During the period from 1939 through 1945, forty-five books were written and illustrated by the members of the Bureau of School Service Staff. These books were for use in the experimental schools and suggested school and home activities to supplement content about production, preservation, and use of food for a well-balanced diet. Most of them are written in story form, presenting character types, action, and locale familiar to the children of the experimental schools. All contain information that is interesting and useful to children in rural communities. Each book is illustrated with lifelike drawings of people doing things. The reading level of the books advances gradually from a series of first-grade readers to a group of science readers for upper elementary grades.

Sprawles made a very interesting study in the fall of 1946 on the distribution of Sloan instructional materials, the uses made of these materials, and the results observed. The greatest number of persons indicated that they obtained the books for one or more of the following reasons:

(1) Need to improve the school program
(2) Need to improve teacher education
(3) Need to improve health and nutrition
(4) Need to improve family and home living
(5) Need to improve community living
(6) Need to improve library services

A number of results from the use of the Sloan books had been observed by the teachers, the pupils, and the community. Arranged in the order of frequency, from highest to lowest, the uses made of the books were as follows:

\[\text{Ibid.}, \text{pp. 37-38.}\]
Among Teachers:

Showed teachers and prospective teachers the importance of recognizing the community and using local resources in teaching. Developed understanding of the value of proper instructional materials and need to prepare own teaching materials. Stimulated interest and activities in the teaching of food, clothing, or shelter. Increased emphasis on health examinations and health instruction in the schools. Helped in preparation and teaching of units (food, clothing, shelter). Provided material for workshops and conferences. Emphasized the need of curriculum improvement. Provided material for preservice and in-service education of teachers. Provided material for class instruction. Increased planning and exchange of ideas and materials among teachers. Helped to give teachers new ideas. Stimulated club activities. Developed better understanding of how materials should be used in schools. Stimulated work of nutrition committees.

Among Pupils:

Developed improved activities in reading. Stimulated interest discussions and activities (food, clothing, shelter). Promoted food habits in school and at home. Increased interest in and appreciation of community living. Stimulated interest in better housing and home and school surroundings. Emphasized nutrition for good health through songs. Stimulated interest and participation in growing gardens at school and at home. Developed interest in better personal appearance and health habits. Developed interest in producing and preserving food for more healthful living. Stimulated interest in better selection and care of clothing. Promoted interest and participation in a program to reduce hookworm and other diseases. Increased interest in community nature and wildlife.

In the Community:

Developed desire to improve housing and living conditions. Stimulated parent interest and participation in school and community activities. Promoted pest control. Helped in adult education program. Promoted improvement in home furnishings. Promoted interest in home gardens. Stimulated reading by parents as children took the books home from school.32

Sprowles, op. cit., pp. 54-56.
The results of this study of Sprowles should prove very encouraging to all those who were responsible for the preparation and distribution of the Sloan instructional materials. When the materials were used, definite results came about to improve living in the school and in the community for all concerned: the teachers, the pupils, and the people. Evidences were available to show that schools and agencies gave considerable emphasis in the basic areas of living as they attempted to promote better diet, better clothing, and better housing through education.

The Sloan Three-Way Experiment in Kentucky

In 1944, the so-called three-way experiment in Kentucky was conducted; that is, experimental aspects concerning clothing and housing were added, following much the same pattern as in the experimental work regarding food. The instructional materials already prepared at the three experimental centers, Kentucky, Florida, and Vermont, were made available to schools cooperating in the three-way program to be used throughout the elementary grades and in several junior high schools.

The first step in the three-way program was the selection of schools. Since the schools were to serve as demonstration schools for the College of Education and inasmuch as the faculty was cooperating

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33 Sprowles, op. cit., p. 68.

in the in-service education of local teachers, it was necessary that the schools be located near the University. With these considerations as a basis, four interested schools were selected to participate in the three-way program: two twelve-grade consolidated schools in farming areas, a six-grade city school in a low-income section, and a one-room rural school.

Because of the urgent need for new materials in the three-way program, officials of the Sloan Foundation and of the three universities working on the Project in Applied Economics made plans to prepare instructional materials at the high-school level. After agreeing that materials should be written for use within established subject-matter areas, the designers of the experiment assigned each of the universities two subject areas. The University of Kentucky was to prepare materials for use in English and social studies classes; Florida, materials for mathematics and science classes; and Vermont, materials for vocational education classes, all were to emphasize the problems of food, clothing and housing.

In the preparation at the University of Kentucky, of instructional materials for the secondary-school level the following criteria were used:

1. The informational content is related to the experience of the pupil.
2. The pupil is conscious of a need for the information which the material offers.
3. The information is adequate for use by the pupil.
4. The material is well organized.
5. The style of writing is clear and comprehensible.
6. The vocabulary is suitable to the age and grade level of the pupil and to the subject matter of the text.
7. Technical terms or unfamiliar words necessary to the content are explained as they are introduced.
8. Useful study-helps accompany the text.
9. The following interest factors are present: people, story, form, action, humor, and a life-like situation. 36

A program involving the use of materials from the three Sloan experiments was undertaken by the twelve-grade school of Greensburg, Green County, Kentucky.

Seay and Meece 36 report that the school consisted of elementary grades for town children, and high-school classes which enrolled town and county pupils. All twelve classes were housed in one large building, situated on the outskirts of Greensburg, a town of about 1,200 people, the County seat of Green County. While some of the farmers were progressive, much of the farm land had been exploited in the past and sections of it were heavily eroded.

The school system was aware of its responsibility to the community. The vocational agriculture and home economics departments of the high school had for a long time contributed actively toward community welfare. As a part of their contribution to the community, these departments supervised the program of the new cannery, for which a building was erected on the school grounds. The structure, built by the Greensburg and the Green County Boards of Education and equipped by the federal government, contains a classroom for vocational agricultural activities. In connection with the establishment of the

36 Seay and Meece, op. cit., pp. ll1-l17.
cannery, a food production course for adults was conducted to help citizens plan victory gardens and to instruct them in the use of the cannery.

The introduction of the Sloan materials on food, housing, and clothing was another example of the school's attempts to make a contribution to community welfare. In addition, the materials on diet were being used in the elementary rural schools of the county. Thus all of the children of Green County had an opportunity to learn how it is possible for a community to solve its own problems.

The children learned to identify breeds and varieties of chickens, learned the value of purebred flocks, learned how to improve and cull a home flock, and how to care for chickens. The study of chickens was only one of the activities that had grown out of the use of the Sloan materials in the Greensburg schools. Teachers and pupils also became so interested in vegetables after reading the instructional materials, *Food from Our Land* and *The Smith Family*, that they undertook gardening in the school and at their homes. In the high school, two biology classes became interested in the beautification of the school grounds and of the yards at home. Poultry raising, gardening, and yard beautification were only a few of the many topics in the experimental materials used to stimulate children's interest in school work and in community improvement. Re-roofing a house, building a chimney, removing spots and stains from clothing, planting an orchard, or keeping beehives were experiences which, just as easily as raising chickens, could be made to apply to the children's own lives and at the same time contribute to achievement in the school subject.
In order to secure more coordination in this three-way experiment in food, clothing, and housing a planning council was organized, demonstration schools were set up, inter-school visits between teachers were arranged, and elementary and high-school groups met to acquire better understanding of mutual aims.

The Green County school systems involved in the experiment and all the various state institutions of higher learning which offer teacher courses in the state and the State Department of Education agreed in their plans to include these basic principles:

1. Selecting the urgent needs and interests of Green County with the cooperation of children and parents.

2. Using these needs and interests as a basis for revising the school curriculum.

3. Widening the base of the planning council by including parents, business men, and representatives of various civic agencies.

4. Continuing the inter-school visitation program within the county and state and extending it to the University of Kentucky.

5. Conducting summer conferences dealing with methods, procedures, and content in solving the community problems selected.

6. Undertaking home visitations to provide teachers opportunities to learn the real problems of the people and the community, and to enable parents to understand better the aims of the school.

7. Utilizing the cooperation between faculty members of the University and teachers of Green County, and encouraging greater participation by University specialists in the solution of community problems. Endeavoring to find classroom techniques and procedures that attack directly the vital problems of every child.
The publication of the second progress report marks the end of the exploratory phase of the Sloan Experiment in Kentucky. The measurement program had been set up, and the status of the experimental and control schools and corresponding communities had been established. Since this was an experiment in social science seeking to change habits and practices of living through an educational process, immediate measurable results were not to be expected. Further application of the measurement techniques was to be suspended until adequate time had elapsed to permit comparison with the "stakes" which had been established.

Throughout the periods of exploratory study, the experiment had indicated that the quality of living in the rural and isolated communities could be improved through a systematic instructional program in the schools.

The exploratory period of the experiment seemed to have confirmed the original assumption that materials dealing with urgent community problems can be produced by agencies within the area, and that such materials can be used effectively in school programs designed to solve local problems.

During the second phase, or the last few years of the experiment, was demonstrated what the one-teacher schools could do in the way of relating their programs of instruction to the everyday life problems, the needs, and the interests of children. The results of such programs in one-teacher schools emphasize the opportunity for all schools to

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Ibid., p. 106.
undertake the incorporating into their programs of everyday problems and needs on an ever-enlarging scale as stated by Dean Taylor of the College of Education, University of Kentucky:

1. That the schools can help solve community problems by relating the skills to real problems.

2. That the school program can be effectively related to social and economic problems.

3. That the children are interested in reading about an urgent economic problem if the materials are written at their level.

4. That, under the direction of an institution of higher education, and with the use of local resources and abilities, instructional materials can be produced to meet the local needs and the abilities of school children.38

The Program of the Fayette County Schools, Kentucky

As a result of a conference with Dr. N. C. Turpen, Superintendent of Schools, and from the reading of printed materials which the investigator secured, the following information on the community-school program in the Fayette County schools is hereby presented.

A little booklet entitled "A Good Start for Your Child," is issued to parents to guide them in enrolling their beginners in the Fayette County schools. Among other things, the booklet informs the parents of the routines to be taken care of before enrolling the child together with certain information about the school's practices.

During the school year 1951-52, a narrative report was sent out to parents covering eight areas of instruction: language arts, social studies, arithmetic, health, science, arts, work habits, and attitudes. Each parent received a report during each twelve-week

38 Seay and Neese, op. cit., p. 5.
period. The report attempted to give the parent a clear appraisal of the total growth and development of the child.

The purpose of supervision in this county is to improve the quality of living. The cooperation of all individuals concerned including children, teachers, parents, and other community members is utilized in the identification, solution, and continuous evaluation of common problems for the general welfare of the school, home, and community. Supervisory activities are available in such community relations as (1) assisting in the formation of parent organizations for rooms, (2) serving as resource people in parent organizations, and (3) keeping the community well informed of the various school activities through such communication channels as the press, radio, and television.

"Teacher's Guide to Resource Visits and Resource Persons" is the work of a committee which compiled in a handbook for the use of the teachers: (1) the resource places and (2) the resource persons of the community. Addressing the teachers, Superintendent Turpen says in this guide:

Learning is sometimes characterized as the interaction of the individual to his environment. We are truly a part of all that we have met if the meeting has been purposeful and significant.

We are committed to the pooling and sharing of ideas, materials and techniques in order that we may help each other help children learn more effectively.

Our community has a wealth of human and material resources that can be used to great advantage to supplement the textbooks and other materials immediately available in the schools. In order to survey these resources, annotate, and evaluate them, and list some of the most significant ones in a usable publication, a committee was appointed with representation from
The various schools...

The legal aspect is well covered in this guide in order to secure the much needed precaution in connection with every field trip made by the teacher and class. The Guide says:

Teachers are responsible for any negligence on their part when taking students on tours or field trips. When a teacher is found to have been negligent this will revert back to the Board of Education for hiring a negligent teacher. A teacher will not be found negligent if the trip is well planned and they have (he has) taken reasonable precautions for the safety of the students.40

Other suggestions given in the Guide concern the arrangements and procedures for making the trip, educational items to be considered, and how to plan a trip.

When the Board of Education asked Superintendent Turpen to make recommendations to revise the board rules and regulations, he appointed a representative committee of teachers, principals, administrative staff members, PTA representatives, local education council delegates, and two seniors from a local high school. For a period of five months, the committee met regularly each week. They reviewed the existing board policy, made recommendations for its revision, and formulated recommendations for new policies. The high-school seniors made their valuable contributions in the area of policies affecting pupils. They worked closely with a coordinator outside regular meetings to study in other school systems the policies referring to pupils. These


40 Ibid., p. iv.
student representatives summarized their policies, talked with the members of their classes, evaluated the statements as best they could, and they presided during certain committee discussions.

When the time came for the superintendent to present his recommendation, he asked the chairman of each committee to render his report to the Board of Education. One of the students ably presented the report for his committee making valuable contributions to the section on pupils' rules and regulations. In a resume, the students stated that these experiences would certainly be very valuable also for other students.

The Program of the Lafayette School, Lexington, Kentucky

Lafayette School opened on September 4, 1939. This event was made possible after ten years of study and planning. The county school administration, with the active cooperation of the County Board of Education, principals, teachers, parents, the Bureau of School Service of the University of Kentucky, and others, had been working in this ten-year period to improve the educational program of Fayette County.

From studies made to determine the academic and vocational needs of the high-school students of the county, it was found that most of the graduates of the high school did not go to college; nevertheless, the curriculum was largely academic and college preparatory. The vocational needs of the youth in the county obviously were being neglected.

As a result of these findings, plans were made for the creation of a new high school the purposes of which were to provide...
ties for adequate training in the basic elements of a general education for all, opportunities for adequate training in the duties and skills of citizenship, opportunities for exploratory work in the skilled trades, specialized training for those who have aptitudes for it, and solutions to community needs and problems through the educational program of the schools. It was believed that such provisions would meet the needs of graduates who enter college, graduates who would not enter college, and pupils who would not graduate from high school as well as the needs of the adults of the community.

In the fourteen years which have elapsed since that opening day in September, 1939, the school has grown from an enrollment of 1,004 to an estimated enrollment of 1,600 for 1952-53. Its achievements can best be measured in the respect and love with which it is regarded in the community.

The school has a sound philosophy, especially for the improvement of living in the community. Addressing the public in the little booklet of Lafayette School in 1951, Principal Davis says:

A good school is a cooperative community enterprise in which the whole community engages in the great task of promoting growth and development of individual pupils towards functioning maturity.

Such a school will have the friendly cooperation of pupils, teachers, and parents in the vitally important task of making the community a better place in which to live and in which to make a living.41

With its enrollment of about 1,600 in grades seven through twelve, it is expected that the school could very well offer a rich

program to meet the varying needs of those who would not go beyond the high school but would choose their vocations in the fields of trades and industries; those who would go beyond the high school but would select vocational fields; and those college bound who would pursue professional courses. The areas offered are business, agriculture, home economics, industrial arts, language, mathematics, physical education, English, fine arts, social studies, and trade courses. The school facilities and equipment for vocational courses are very adequate. Core programming is used throughout all six years. The school has, as a regular feature, many extra-curricular clubs and organizations.

The Program of Mercer County Shakertown Elementary School, Kentucky

The investigator visited in Mercer County at the recommendation of Superintendent Patterson following an interview in his office at Harrodsburg. The principal of the school, Mrs. Eva W. Foster, showed the observer a teacher-made map of the community on which was plotted the location of the homes of the different pupils and which showed census data about the parents as regards location and condition of the home, vocation of parents, education completed, number of members in the family, type of sewage disposal, source of water supply, incidence of common diseases, degree of home ownership, adequacy of housing, number of household conveniences, church attendance, age range of children, sanitation practices, home-site improvement and beautification practices, and building construction and maintenance.

From Supervisor Tallent, who accompanied the writer on this
trip, the writer learned that the Mercer County Vocational Agriculture Departments have been providing "institutional on-farm training," for eligible veterans. This program attempts to help the veteran to:

- Have a good well-balanced farming program that can grow toward a good sized farm business.
- Become progressively well established in farming as a farm-owner, or in some favorable farming situation.
- Use good practices in producing and marketing livestock and products.
- Plan and get into operation a good program of soil use and improvement.
- Plan and get into operation a good program for improving the farm home, buildings, fences, water supply, and the like.
- Construct and repair farm equipment, and care for and repair farm machinery.
- Produce and properly conserve much of the family food supply.

Other community resources are utilized to good advantage to enrich curricular offerings whenever possible. The Mercer County Health Department, through its representative, correlates the health program with that of the school nurse; the County Home Demonstration Agent is utilized in connection with the school 4-H Club in such areas as citizenship training and improved practices in the production of crops and livestock; the services of the Parent Teacher Association are usually sought in connection with health programs and other cooperative endeavors for the welfare of the school and the community.

At the request of Mercer County Board of Education, members of the staff of the College of Education, University of Kentucky, met with a group of citizens of Mercer County in April, 1951, for the purpose
of discussing procedures to be followed in making an intensive study of the school system of the county. Community citizens as well as schoolmen were selected by the Board of Education to represent all areas and interests of the county on a study committee. At this meeting the group agreed that a self-study involving many local citizens would be the best approach to the solution of the school problems, and would in the long run be more likely to produce lasting results. From this initial meeting, the four committees were formed: (1) instructional program committee, (2) finance and administration committee, (3) school building committee, and (4) auxiliary committee.

The school-building committee visited each school in the county to evaluate the buildings, the school grounds, and the school equipment. To determine the number of children to be educated and the location of these children in the county, it was necessary for the committee to secure information from every home in which a child of school age or pre-school age resided.

The final report was presented at a public hearing on April 14, 1952. The more than three-hundred citizens attending the mass meeting approved the findings and a number of the recommendations. Speaking of the future of Mercer County schools, Adams says:

This report has presented the major factors in the operation of the Mercer County schools. It may be concluded that the Mercer County schools have continued to improve as changes have occurred in social, economic, industrial, and road conditions. The success of any school system depends largely

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upon the extent to which the educational program is adapted to changing conditions....

This report has noted that there resides within the county numerous physical and human resources. The physical resources of the county school district are equal to the best districts within the Commonwealth. The human resources are similarly outstanding. Many resources are also represented in community organizations, which are available to contribute to continued improvement. With ample resources available, the major problem for the citizens of the county is to marshal the forces for the improvement of the school program....

The future, then, is very bright not only for the children and youth of the county but also for the entire citizenry. As the people continue to work for and to secure improvement, the quality of living for all the people will necessarily be raised. In addition, people of the county may expect their school system to render even greater services to the total county.

Although the future is bright, outstanding schools cannot be secured without the actual support of all citizens. In the last analysis, schools can be as good as the people want them to be. The challenge and the opportunity for an outstanding educational program and school system reside with all the people and educational leaders of Mercer County.

The Program of Casey County Schools, Kentucky

The observer had the valuable experience of accompanying Dr. Robert L. Hopper, Director of Bureau of School Service, College of Education, University of Kentucky, to the office of Superintendent Wesley of Casey County. From the conference and interview the writer had with the Superintendent of Schools, he learned that there were not many community-school projects except those that are incidental to the regular school program. During the time of the writer's

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Ibid., pp. 69-70.
visit, books were being collected and consequently no classes were observed. Casey County is about 110 miles from Lexington and is located far from any main highway. It has no high school, and the county presents a picture of one continuously depleted because the majority of the youth had moved to industrial cities to make a better living since the county offers very little opportunity for employment. In a personal interview, Mr. Buckhard, owner and editor of the local paper, *Casey News*, informed the writer that generally these people migrate in their youth but return to Casey during their old age, making an acute social problem.

As in Mercer County, the people of Casey County decided that their schools were not as good as they would like them to be. They, therefore, made a special study of their schools in 1951, through the following committee organization:

- **Committee 1**  Administration of School System
- **Committee 2**  Business Affairs
- **Committee 3**  School Plant
- **Committee 4**  Program of Instruction
- **Steering Committee** (composed of board members, teachers, and citizens.)

In this special study people from all walks of life worked together - teachers, farmers, storekeepers, business men, housewives, county officials, ministers, children, newspaper men, school administrators, and school board members - in the job of planning and working for the betterment of the schools in Casey County. By the time that the study was finished, more than three hundred men and women of Casey County had actively participated. They went into the county, visited every school, rode every school-bus route, checked the buildings, and observed the teaching. It is true that they found
weaknesses, but more important is the fact that they discovered the need for and made plans for improvement. The people planned the following for the future:

1. They wanted to decrease the percentage of non-promotion from 19\% to a minimum. The state average was 12\%.

2. Casey County was paying tuition of $20,000 per year for those children who were going to school outside the county district. They had 1000 boys and girls of high school age in Casey County but they had no high school, so they planned to build one that would have adequate facilities.

3. They wanted to improve the 98 schools in the county that were rated in poor conditions by the survey team.

4. They wanted to improve the sanitary facilities of the schools to make them safe and healthy for the pupils. The survey showed that few schools had individual drinking cups, adequate hand washing facilities, and tested drinking water for the pupils.

5. They recommended that the Board of Education acquire a site and construct immediately a high school big enough for all children of high-school age who live in the county.\(^4\)

The Program of the Holtville School, Alabama

Situated about twenty-five miles from Montgomery and about five miles from Deatsville, Holtville is a rural community in the northwestern part of Elmore County, Alabama. The area includes several outlying communities: Jordan Dam, Deatsville, Speigner, Elmore, Robinson Springs, Millbrook, Coosada, North Elmore.

Ceaserville, Riverside, Coosa River, and Lightwood. The Holtville School is a consolidated one of grades one through twelve, with an enrollment of 565 and with twenty-three teachers. Eight school buses and a station wagon transport approximately 91 per cent of the pupils of the Holtville School. The people of this area are fortunate in having a splendid system of highways that make easy the transportation of students over this large territory.

When accredited by the Department of Education of the State of Alabama in 1924, Holtville was a typical consolidated rural school with elementary and secondary schools located in separate buildings. The community was typically rural with dirt and gravel roads, no electricity or telephones, few painted houses, and no water systems in the homes. Food, methods of housekeeping, and methods of farming were average as in other sections of the State. The immediate community and other outlying neighborhoods from which the majority of children are transported are typical Alabama cotton-raising areas, with a rather high percentage of farm tenancy. Much of the land is fertile, with the topography generally level to rolling. There are evidences of erosion in the area although much has been done in recent years to control it. Cotton is the chief source of farm income in the community, but there has been a significant shift from one-crop system of farming to a diversified program including stock raising, grain, poultry, some dairying, and orcharding.

The school plant consists of approximately twenty buildings, mostly frame, spread over the fifty-acre campus. In addition to the main buildings are the home-economics cottage; the agriculture build-
...the cannery; the frozen-food locker plant; the poultry house with hatchery and brooders; the gymnasium; a huge shop building housing a machine shop, an auto mechanics shop, and a woodworking shop; a cafeteria; and several other smaller buildings erected by the students as the need for them arose.

The people had one "burning desire," almost an ambition, to have the best school that could be had. Citizens contributed freely of their time and labor to secure the buildings and equipment necessary for accreditation.

During the early year of the school the program was traditional; and while the school had several hundred pupils enrolled each year, it graduated only two seniors the first year it was accredited, 1924-1925. In 1928, the elementary school building burned, and the need for a new start aroused the community to more enthusiasm. Plans were made for putting up a new stucco building and for establishing vocational departments of home economics and agriculture. Once established, these two new departments achieved two things: (1) they kept the boys and girls in school longer, which resulted in more pupils graduating; and (2) the vocational departments began to affect the methods of farming and the quality and variety of food utilized in the community as well as bringing about improvement of home facilities and better living in the community in general.

In 1938, Holtville High School, upon invitation, joined the Southern Association of Colleges and Secondary Schools in what is known as "The Southern Study," conducted among eleven Southern States with three schools from each state. Under the guidance of a capable
staff employed by the Southern Association Study, the schools were encouraged to analyze and plan their own situations and to locate the problems which they needed to solve.

After several meetings and conferences, the Holtville faculty and pupils felt that they could make improvements in the following areas:

1. That life could be improved in the school, the home, and the community.

2. That the children could do much in making these improvements, and, at the same time, learn through these experiences.

3. That the boys and girls should have more attention as individuals and should have a greater share in deciding upon the courses, studies, problems, and experiences on which each should work.

4. That the talents, capacities and interest of each boy or girl should have a chance to be developed to the maximum regardless of his present status.

5. That the faculty, the students, and the community should learn to work together cooperatively on school and community projects.45

As a result of this experiment, the competent opinion of many observers indicate that great progress has been made in raising the quality of living in the home, school, and community. In evaluating this experiment the Elmore County Board of Education states:

Through more democratic living, students learned to make wise choices for themselves and to feel a part of every movement, in the school or in the community. More emphasis was placed on the dignity and worth of the individual. Individual talents and interests were brought out and developed that would never have been touched under the old system. In fact, the individual was dealt with as such, instead of as a cog in a great

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Ibid., pp. 7-8.
wheel. Yet, he learned to live and work peacefully in a group and to share his experiences with fellow workers.46

Based principally upon the fundamental needs of children, the school, and the community the school adopted these principal objectives:

The first big objective of education at Holtville is that of helping the individual child achieve the maximum possible growth and development.

The second big objective of the school is to guide and educate the child in the field of human relationships.

The third big objective of the school is to train the child in the economic sphere ... to educate the individual as a producer, a consumer, and an investor.

The fourth big objective of the school is to help educate the boy or girl in the field of civic responsibility.

The fifth big objective of the school is to develop a sound and helpful working relationship with the community.... We are thinking here of the school as a part of the community and the community as a part of the school.47

The present program of the Holtville school is primarily an outgrowth of the work, study, and planning of the teachers and pupils in connection with the Southern Association Study from 1938 to 1943 although long before that the school had been doing outstanding work in serving the needs of boys and girls and the communities from which they come.

In a long conference with Mr. James Christzberg, who has been principal of this school since the experiment began the writer learned that at the time Holtville joined the Southern Association Study, it followed the traditional program of a typical southern consolidated school. There were six periods a day with bells ringing at the end

46 Ibid., p. 8
47 Ibid., pp. 10-13
of each period. Although the program then followed the traditional pattern, there were established close relationships between the school and the community which favored auspiciously the initial stage of the experiment. In the first place, the vocational departments, agriculture and home economics, showed much interest in improving the school and the community through cooperative planning and study of teachers and pupils. First they worked with the children of the school developing interest in improving their lives and surroundings, and from this beginning, they extended their projects to the homes among the parents, and finally to the community itself. As a result, many homes were improved - yards landscaped, shrubbery planted, interiors refinished, and conveniences installed. Living conditions and the economic life of the community were improved through raising poultry, getting better crops by proper fertilization and seed selection, setting out orchards, practicing soil conservation, planting better variety of grass for livestock, and improving and increasing homegrown food supplies. Children and parents worked together for these improvements.

At the beginning of the year, a planning committee composed of twelve pupils and two teachers was appointed by the Student Council and the faculty. The duty of this committee was to advise with interest groups, the size and composition of which varied from time to time. At first each pupil was allowed only to belong to one interest group which worked during a two-hour period, and the remainder of the day was spent in regularly scheduled classes. Later, it was found that pupils were becoming interested in more than one group activity and the committee felt that it was necessary for them to take part in two
or three groups.

The plan of arranging the program to make provision for different interest groups continued as a fundamental principle of the experiment so that by 1943, at the end of the Southern Study, there were 119 different interest groups. This necessitated revision of schedules, and a large part of the work of teachers had become highly individualized instruction.

In order to keep the entire student body informed about the problems of each group, reports were made from time to time in assembly and in various meetings concerned with the schools and the community. In this way, and by writing letters and reports of various kinds, the pupils found many opportunities for using oral and written English in connection with the group projects on which they were working. Textbooks were used as references only when needed as pupils moved along in their group work.

Throughout the school year, the average pupil in all grades of high school participated in as many as ten group projects. The schedule was flexible as to the group each pupil chose and the way he worked in the groups. There were no extra-curricular activities as such, and all group projects were part of the curriculum. Each pupil was free to participate in as many as he desired, provided he found the time for them. Group participation had been high and the demand on each teacher was quite heavy. He needed to be alert and versatile in directing pupil group activities and at the same time

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48 These are presented as Appendix C.
not permit pupils to neglect the assimilation of skills and information necessary in the tool subjects.

The parents had also their share in this program. Night meetings were held in the school in which the parents and the pupils were invited to participate in the discussion of the new program. At the close of each meeting parents were very happy to express their views, and in the subsequent survey that followed in the community, 65 percent of the parents were satisfied and felt that the changes were good. 49

It was also found that the uniform state-adopted textbooks would not fit the changed situation so the pupils were advised to sell their textbooks to pupils of near-by school; this money was used by the school library to purchase textbooks, materials, and bulletins needed. In many instances, it was very necessary to write to colleges, the Department of Agriculture in Washington, the State Department of Agriculture in Montgomery, Alabama, and other sources for bulletins and materials which were recent and suitable for the particular group problems on which pupils were working.

The matter of finance was another problem of considerable concern. Like any other public school, Holtville High School receives only its share from the county and state money. The record shows that in 1940, Elmore County spent per capita an average of $62.00, while the county boards of education in the state spent approximately $58.00. The school did not receive an endowment of any kind; but it had tried to make use of the available resources,

particularly those of Federal Agencies such as the Farm Security Administration and the National Youth Administration. The faculty and pupils and the people of the community had been unusually alert in finding ways to raise money or in discovering other means to secure resources as the needs arose.

Since the Holtville program is now a core curriculum, one of the most important experiences which had been provided for the pupils is the opportunity to get a variety of work experiences. Practically the whole program has developed on a work basis. Boys and girls have had opportunities to get actual work in the feed and grist mills which are operated as a community service by groups of pupils on a rotating schedule. Other pupils from the commerce department do the bookkeeping and clerical work for the mills. Similar arrangements are used in the cannery, the food processing plant, the hatchery, the school store, the farm shop, the motion picture show, and other allied activities. Most of the maintenance of the school plant is done by the boys under the direction of one of the teachers or a foreman employed for the purpose. This includes constructing buildings, laying walks, wiring for electricity, plumbing, and the like. There was a time when one of the most ingenious pieces of work was accomplished, known as the "spring project." On the school property, across the highway, the boys harnessed the water from seven springs, built an 18,000 gallon reservoir and piped water to the school, supplying the restrooms and all of the buildings, including the canning plant.

Although the school no longer owns any community farm equipment because it does not seem any longer to be one of the community needs,
there was a time in the early development of the program when the boys operated tractors, a peanut picker, haypress, power fruit-tree sprayer, binder, and some other power farm tools. At that time no such equipment was available to the farmers in the community, and following its philosophy of meeting community needs when no other agency is doing it, the school provided such equipment and made it available for rent to the farmers at a price which they could afford and at the same time pay back the investment which the school had in the machinery. Added to this, the boys secured training not only in valuable work experience but also in self-reliance and dependability through the operation of these vocational implements.

As a result of this community service, many farmers have seen the advantage of power machinery and many have bought their own tools. Another community service was the encouragement to farmers to undertake orcharding through the help which the high-school boys provided farmers in the setting out of more than 50,000 peach trees during the recent years. These trees have been kept sprayed with school's power sprayer.

Sometimes in the past, the commercial students under the direction of their teacher, operated a school bank as part of their regular work, in which all the money and accounts of the different groups and activities of the school were handled. The bank had an average transaction of $300.00 daily and as much as $750.00 during some days. Pupils in the Commercial Curriculum worked in the bank by two's and they were responsible for every transaction that was made while they were in charge. All books had to be balanced before one
pair of pupils turned over the work to another pair.

Flexibility of the curriculum is one of the keynotes in the success of the Holtville program. At certain times of the year farm boys are needed to help with the work on the farm. Under special arrangements worked out in Holtville School, these boys are permitted to work at home and at the same time receive credit with their group at school. A boy who finds he must work at home for sometime makes out a written plan with the approval of his parents and submits it to his "council" at school. His council is his major teacher and all of his service teachers. If his plan is well made and his council approves it, and if he makes an acceptable written report of the work he has done at the end of the work period, he is granted credit toward the year's school work. A similar plan has been devised for part-time work which students have opportunity to do in stores or other places of business in their communities. This is similar to what Ivins called "cooperative work experience."

A variety of recreational activities is offered to the community as well as to the pupils by the Holtville School. Every Saturday night there is a full-length motion picture with short subject and newsreel in the school auditorium for only ten cents. On Wednesday evenings farmers and their wives, and others who are interested, come to school and bowl, play ping-pong or volleyball, or participate in a number of parlor games. The school also circulates books, magazines, and home games such as badminton, checkers, cards, and chess.

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For years the school has served not only as an educational center but also as a social and recreational center. The auditorium is available for many types of programs by various organizations and groups. During the months in which the Methodist Church was under construction, the entire school building served as a church. The gymnasium, the lunchroom, the agricultural building, and the home economics cottage are available for use by several organizations and groups. The home economics cottage has open house to the Home Demonstration Club, which meets monthly. It is also used for teas, parties, small luncheons, receptions, and showers.

The Program of the Murphy High School, Alabama

The Murphy High School buildings, one of the most modern public school plants in the United States, were built in 1926. There are several different academic buildings, domestic arts, manual arts, boy’s gymnasium, girls’ gymnasium, auditorium, cafeteria, new shops, field house, and Murphy Technical School. On the grounds are a football stadium, baseball diamond, an athletic field, and tennis and badminton courts. Being a big high school of about 3000 students and serving Mobile City with a program of core type for one-half of the students, and traditional type for the other one-half, it is to be expected that the curricular and extra-curricular offerings are rich and varied. Unlike most of the schools in the South which try to locate the problems of the community and attempt to help the people solve them, Murphy High School tries to serve the community by offering certain activities in its school curriculum. Among them are:
(1) The Evening School. The evening school, an integral part of Murphy High School, is the Adult and Veteran Division, founded in June, 1947. The purpose of the adult program is to enable adults, regardless of educational backgrounds, to express themselves through creative activity and to learn the things they need to know or find a pleasure in knowing. During the evening of the investigator's visit with the Principal, Louise K. Hamil, he noted that a number of adults were taking courses in the elementary grades. In another class, it was observed that a group of young and middle-aged women were taking the courses in woodcarving just for the "fun of it." To some it has become a hobby to carve, draw, or paint.

(2) Adult Summer Courses. During the summer of 1953, a number of courses were offered purposely for the adults of the city. Included in the courses were swimming, sewing, cooking, crafts, poetry reading, and group dynamics. Intended primarily for better living, these courses carry no formal high-school credit.

(3) Use of Resources. In all the classes visited, community resources were used to good advantage, particularly in core and vocational classes. Rich printed materials from various companies and firms were noted in the core classrooms. Specialists in the community who have something to contribute to enrich the curricular offerings are invited to talk to students and teachers.

(4) Citizenship Training. The major aspects of citizenship training are provided in the school in a variety of ways. Athletics, clubs, assemblies, programs, dramatics, school paper, honor roll, lost
and found activities, cafeteria, etc. all have their part in giving the necessary opportunities and environment for the pupils to live the democratic way of life. A device found effective in citizenship rating is to start every student with 100 per cent stock each grading period. For every misbehavior, a certain deduction is made and his balance at the end of the grading period automatically becomes his grade. This has been found effective in making pupils become careful not to suffer any reduction from their initial capital of 100 per cent.

(5) Vocational Courses. Being in a city high school, most of the vocational courses given are those designed as preparation for employment in trades and industries of the city. In the recent catalogue, the school lists the following vocational courses:

- English Journalism
- Driver Education
- Machine Shop
- Mechanical Drawing
- Architectural Drawing
- Machine Drawing
- Textile Design
- Drafting
- Home Economics
- Typewriting
- Personal Typing
- Bookkeeping
- Commercial Law
- Office Machines
- Blue Print Reading

(6) Health and Physical Education Program. Organized athletics and other forms of sports and games are well provided for in the school. During his observations, the writer was conducted by the principal to the swimming pool where the boys appeared to be really enjoying the dip in the water; to other places in the building where the girls were doing archery; and to the playground where another group of boys and girls were playing ball and other games. The health clinic has been utilized to good advantage and the team of health officials -- nurse, dentist, and physician -- are all doing their share to promote a sound health program of the school.
The cafeteria has been well managed, and balanced diet is served.

(7) **School Survey.** Survey procedures of one kind or another have been a regular feature of practically all the schools visited.

In Murphy High School, a **Parent-Opinion Questionnaire Study** made recently reveals these interesting facts:

1. Over 75% of the parents who answered the questionnaire are satisfied with the school, and less than 5% are dissatisfied.

2. Half of the parents think that most of the teachers know their children as well as they should and about one-fourth say that few or none of the teachers know their children well.

3. Over three-fourths of the parents are satisfied with the way his child is treated by teachers and other officials, while only 4% are dissatisfied.

4. Ninety per cent of the parents think that teachers are always or usually fair in treating the pupils.

5. About 75% of the parents think that the discipline in the child's school is about right.51

**The Program of the Semmes School, Mobile, Alabama**

Not far from the community's canning factory is Semmes School where the writer was taken by Superintendent Burns of Mobile, Alabama. There it was observed that home-economics classes at Semmes are real "homemakers." In an interview with the writer Principal Ray Jones and the home economics teacher, Mrs. Mildred Brooks Hinton, said:

We work on actual problems at home under the co-ordinated guidance of teachers and parents. The teachers made a practice of home visiting which results

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in a two-way proposition, both the home and the
school are being helped.

Integrated in the home economics program at
Sennes School are the activities of a student club
known as Future Homemakers of America. The purpose
of this organization is to promote individual growth
by developing physical, social, and moral qualities.

The Sennes girls have done some pretty big home
economics jobs during this school year, particularly
in the cooking and serving field. They have (1)
prepared and served a football banquet, (2) served
refreshments to about 300 persons at an open-house
for the new building costing $45,000.00 (3) given a
Christmas party for the children from the first four
grades of the school.

The kitchen in the new unit is something to see.
It actually has five food preparation sections, each
consisting of a stove, cabinet and sink, and the stoves
include both electrical and gas ranges. For each
section, there is a breakfast room set up for practising
proper serving.

Completing the equipment are a refrigerator, washing
machine, ironer and drier. And needless to say, there
are ample cupboard and storage facilities.

The sewing room has a long line of sewing machines
where the girls make dresses, smocks, blouses and
skirts and other articles of apparel. With the sewing
room there is a separate fitting room.

The living room, with its cheerful fireplace and
tasteful furnishings, would grace any home in Mobile.
It even has a veranda approach. But it must be seen to
be fully appreciated.

Finally there is the powder room. A wall lined with
mirrors where the girls can see what happens when they
apply those little touches which transform the common-
place into something distinctive.

Along with personal appearance, clothing, cooking and
housing, the home economics department at Sennes puts
much emphasis on human relationships. In working to-
gether in their classes, the girls naturally learn the
importance of getting along with others.

Carrying home economics training into further logical
fields, courses in child development and home care of
sick and first aid are planned.
The child development course deals with the care, food, and clothing for the child. In the course of home care of sick and first aid, students gain an understanding of individual, family and community responsibility in preventing diseases.52

Before the observer left the school, he learned also from the Principal that the PTA and the citizens of the community helped in solving a number of problems of the school. This situation results from creating mutual understanding between the school and the community and helping the people decide the kind of education, environment, and recreation they want for the children. Through community meetings, a number of things have been accomplished; a good example of this is the donation of the playground equipment including electrical installation, fence, and other needs. At the time of the writer's visitation, a number of community citizens were working at filling in the low spots of the playground. Another community project is the nursery. Semmes has one of the largest nurseries in the country, with cuttings and buds traveling throughout the world to supply demand which is especially heavy during the Christmas season. The farmers around the community feel free to consult the agriculture teachers for technical assistance and thus promote the two-way community -- school relationship.

52 Personal visits and interviews held at Semmes Home Economics Building with Principal Jones, Home Economics Teacher Mrs. Hinton, and Superintendent Burns on May 7, 1953. Also from Newspaper Clippings, The Mobile Press Register, Sunday, February 22, 1953, p. 14-D.
The Community Dynamics Program of Earlham College, Richmond, Indiana

The writer's tour of observations took him to Earlham College, Richmond, Indiana. During the week spent at that college, interviews were held with Dr. William W. Biddle, Director of the Community dynamics program; with Mrs. Biddle, Supervisor of the Projects; and with three graduate assistants, James W. Ellis, Jr., Vircher B. Floyd, and Arthur C. Wolfe. During the week there was opportunity to do some research work in the college library where there is a wealth of documents on international program in Puerto Rico. On three occasions the writer attended the community-dynamics classes taught by Director Biddle, who gave him the opportunity of exchanging views with the students regarding the progressive experiments going on under the direction of the College.

Although this type of community school is not identical with those originally selected for visitation in connection with the writer's research, yet with all frankness, the writer believes that the practices, procedures, and principles that emerged from the on-going experiments of Earlham College are full of bright possibilities for adaptations to conditions obtaining in the rural communities of the Philippines where the setting is very similar to that of Puerto Rico. With this introduction, the writer will now present some of the results of his interviews, observations, and study of the community dynamics at Earlham College.

President Thomas E. Jones of Earlham College in describing the community-dynamics program says, "... it gives new purposes and enthusiasm to undergraduate education and demonstrates to
communities in which the college operates that higher education has a practical and indispensable contribution to make to a free society. His thinking is in agreement with that of President Donovan of the University of Kentucky who stated that the people of his state want a university that will work at solving problems which affect the lives of Kentucky citizens.

Conceived to give a better all-around education for students, the Community Program started operation in the fall of 1947, beginning with the limited staff of a director and a part-time secretary. Since then the staff has grown to meet the pressing demands of the College and the community to a director, a supervisor of projects, a full-time secretary, three graduate assistants who spend half time working toward a Master of Science Degree in Community Dynamics, and a research librarian. The course, Seminar in Community Problems, is open to all students, but preference is given to juniors and seniors; it meets one hour each week and carries three semester hours of college credit.

The Program of Community Dynamics embraces three fundamental purposes, based on the needs of the College and the students it serves. These purposes are:

To Improve a Liberal Arts Education. A liberal college education should train for future citizenship and leadership. General education and pre-vocational work both make contributions to this end. Actual contact with real-life leaders struggling to improve

53 Quoted by Dr. William W. Biddle in his book cover, The Cultivation of Community Leaders, 1953.

54 Two Years in Review, Report of the Board of Trustees for the Biennium 1945-47 to the Governor and General Assembly of Kentucky, University of Kentucky, Lexington, 1948, p. 5.
their communities can give laboratory experience of great value. To help wrestle with real problems, to experience the discouragement and delay which often occur, and to develop objectivity in analyzing difficult human situations, is to provide opportunity for solid educational growth. Youthful idealism may find expression in the lives of all students whatever their future occupation.

To Serve Community Needs. A major responsibility of every educational institution, too often neglected, is to become a part of the life of the region in which it is located, to serve the needs of the people in that area. This can, perhaps, be best accomplished through the community as a unit. We have made an attempt to serve communities only as requested. Frequently the invitation comes from a church, a service club, a planning committee or even from an individual. We have attempted in all instances to broaden the base of interest so that as many organizations as possible and as many individuals as possible become involved. Thus the college not only offers its services but tries to make this act as a stimulator for local initiative and responsibility. Communities should grow as a result of our efforts. We do not pose as experts to be called in to solve people's problems for them. We offer rather those activities of students and faculty which will help a community to help itself.

To Carry On a Research in Human Relations. By research we do not mean the social investigation which might be carried on by a university department of sociology, economics, or political science. We do not propose to publish monographs on communities or surveys with findings and recommendations. Rather it is our purpose to observe and record human reactions as people (including ourselves) struggle with real-life problems in their natural habitat, the community. The development of objectivity toward other people and toward one's self is highly important. Students, even those not majoring in psychology or in the social sciences, can be taught to observe carefully, record accurately, and to draw defensible conclusions from analysis. This occurs in the seminar.

Toward Educational Integration. Various colleges, in our day, are seeking to move toward an integration of their divergent offerings to students. This may be attempted on a subject matter basis, on a problem basis, or on the basis of experience. The Program of Community
Dynamics is an essential part of this process. A number of real-life community laboratories have been made available. In these, every academic discipline may find opportunity to adapt its material to real needs. We are seeking educational integration by attempting to establish a liaison between professional learning and the emerging needs of people in communities, both at home and abroad. Potentially every academic department, natural science, social sciences, humanities, may be called upon to re-interpret and apply its skills and knowledge to meet real needs. Students can become active integrators as they study to use their learnings in solution of real problems, or call upon instructors to cooperate in solving the more difficult situations. The educational integration occurs about real problems arising in community laboratories and made vital in the experience of students.  

The seminar is organized around the community laboratories of the college. Each student taking the course indicates in which of these three groups he desires to work: rural, urban, or international. Actually as presently organized, another group should really be added to the choices; this may be considered beyond the seminar and is called the College Service Council made up of representatives from all clubs and groups and faculty of the college.

With the exception of international projects which are undertaken outside of the United States, Puerto Rico for example, practically all of the rural and urban experiments are within a fifty-mile radius of the college. This is necessary since the college students who participate in the projects are usually carrying other regular courses.

During the first year of the experiment in community dynamics, only three projects were undertaken; in the second year, because of

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numerous demands from the community, town officials, and other civic organizations, the number of projects was increased to eight; and from the third year through the fifth year of the experiment the number increased to fifteen.

Community A - Rural. Although a township center, this is a rural community with 300 residents mostly farmers but with a considerable segment of the people working in stores, offices, and factories elsewhere and commuting daily in their cars. In this community are located a consolidated, township elementary and secondary school; three or four grocery stores, three churches and one or two automobile service stations. Most of the shopping therefore, must be done in the city; and recreation facilities are lacking, there being not even a moviehouse or a soda fountain.

During the first year of this project, contacts were made with certain people connected with the school. The college proposed that the college students who planned to work with this community come to the consolidated school one or two evenings each week to conduct a recreation center. Although the responsibility would be borne by the college students, they would need the cooperation of the school officials and of the high-school pupils. When contacted the community leaders were receptive to the plan as long as the college students did the work. Two of the three churches in the town gave verbal support, but the third opposed any organized type of recreation.

The subsequent cases reported herein were summarized from the First, Second, Third, Fourth, and Fifth Annual Reports, Program of Community Dynamics, Earlham College, Richmond, Indiana, 1948, 1949, 1950, 1951, and 1952.
After working out the details and persuading some people, including the principal, to become active members, the recreation center started to function on Wednesday and Friday evenings, using the school gymnasium, the school cafeteria, and the movie-projection room. The evening program consisted of such activities as group games, square dancing, singing, ping-pong, movies, and card games. The recreation center continued throughout the school year.

Since the college's mission has always been to develop permanent leadership in the community itself, several things were attempted. First a youth council was set up early, members of which were elected by those attending the center and with the chairmanship falling upon a high-school graduate who proved later a real potential in gaining the adult cooperation.

Another attempt was that of the American Legion which initiated a recreation program in the Legion Hall. Later the Legion was evicted from the hall due to fire hazards occasioned by the program. In spite of the college students' cooperation, this program eventually died because the council was organized near the close of the school year when college students were leaving campus for the summer. With this experience of seeing a project fail because of lack of continuity, the college resumed work in the fall by organizing a preliminary committee for a later general meeting. Letters of invitation were sent out to all organizations and leaders in the community, and a slate of proposed officers and members was drawn up for presentation to the opening meeting.

Some thirty people attended the meeting at the Legion Hall and
a permanent community council was formed. Time was spent in analyzing the problems and in proposing solutions. These proposals were referred to the newly formed council for its information and action. The students from the college withdrew for the summer and the council continued to function. The council had set up a playground on the school site, installed flood lights, recruited volunteer leaders, and persuaded the town merchants to defray the expenses of occasional outdoor movies. A total contribution of $185.00 was realized, and now a plan is under way to erect a small building on the school playground to house equipment, to permit the serving of refreshments, and possibly to hold parlor games and small dances. Other projects in the planning stage are the public park and community activities at Christmas, Easter, and the Fourth of July. They are beginning to realize also the necessity for over-all planning for community improvement.

The second year found the council with two projects: (1) the operation of the next recreation center for summer, and (2) the development of the town park. One problem that arose was the involvement of people who found themselves too busy with numerous religious and fraternal organizations. At the suggestion of the college, the council was reconstituted, and the local responsibility began to grow with high-school pupils taking much of the initiative. The council succeeded in raising enough money to keep the recreation center in operation, and the adult members, accepting the challenge, constructed the concrete skating platform at the high school. At the present, the council is a going concern although the college has withdrawn its active support some time back. The main concern of the college now
is one of observation and study of this experiment and provision of further occasional services when called upon to do so.

Community B - Urban. This is a neighborhood in an industrial center where the characteristic problems of city-life are rather exaggerated: poor housing, inadequate health and sanitary facilities, high delinquency, general low-income level, and bi-racial antagonism with 60 per cent of the population white and 40 per cent colored. It was difficult to establish a permanent council, and it was accomplished only after about a month of planning, a release of one-thousand printed notices, and supporting speeches by college students in most neighborhood churches. Finally, a permanent council was formed with the election of a white man as chairman, a negro as the vice-chairman, and the nine other members being about equally divided between the two races. Three committees were formed: membership, finance, and activities. The council met approximately once every two weeks after its formation and there has not been what one might call a "mass meeting." Nevertheless, the council accomplished the following things during the first year:

1. They made a survey of recreational needs of the neighborhood, circulating more than a thousand questionnaires through schools and in a house-to-house canvass.

2. They obtained the use of a large piece of property for a summer playground.

3. They persuaded the school board to allow use of the school playground for additional supervised recreation.

4. They obtained a grant of over $1900.00 from the city Community Chest to carry the summer program.

5. They put on several big work days and picnics to develop the property loaned. As many as 300 local
people have been present at one time working together.57

For the past two summers, the council planned and operated two summer playgrounds with financial help from the Community Chest. They also managed a large community-family Christmas party at a public high school which was the subject of admiration as regards orderliness, sociability, and community spirit. Soon the Community Chest withdrew its financial aid for lack of funds, and the council members took it upon themselves to raise sufficient money to carry on the projects largely through the sale of refreshments on the playground. Last year, a small building was erected to house a refreshment stand and a place for storing playground equipment.

Since housing conditions in the community are poor, the council attacked this problem through a series of week-end work camps at which the students from the college and some volunteers from the churches worked side by side with the people of the area to repair roofs and fences and to paint and paper walls. From the project a group of volunteers agreed to devote time for construction activities, including the building and equipment for the playground. The council hopes that eventually this group may help in encouraging a self-help housing program to rebuild many homes in the area. At any rate, the council is fast developing into a general-improvement planning body for the entire section of the community.

Community C - Self-Contained Small City. With a population of 6000 to 6000, this city is a county seat, and a trade and small

57 First Annual Report, Program of Community Studies and Dynamics, Earlham College Bulletin, Richmond, Indiana, Summer, 1948, pp. 11-12.
industrial center. The college was invited by the Youth Center, which had been established through the donation of a wealthy family some years ago, to help improve the services of the center. The first suggestion of the college was to broaden the base of the center to include the rural young people and this was unanimously approved by those responsible for the center. The participation of the college accomplished two things: (1) it improved the quality and variety of the program and doubled the usual attendance; and (2) it helped with the formation of the Community Council after obtaining the sponsorship of the Chamber of Commerce. The council made attempts to study the recreation and health needs of the community. In the health area, it succeeded in initiating a dental program for all school children under the direction of a service club. Then the council suffered from a series of disasters, chiefly loss of personnel, which finally resulted in its complete dissolution.

The College has continued its advisory relationship with the Youth Center, however, in spite of the dissolution of the Council. The college offers training to volunteer leaders of the Center, hoping thus to provoke interest in the study of the more pressing problems of the community. The board for the Youth Center is also recruiting the help of several other organizations to improve and vitalize the program for the young people.

Community D - The College and Its "Outreaches." This project is entirely different from all the others in which Earlham is involved. Its concern is with the college campus and its greater environment. The program is designed purposely to coordinate many services rendered
by students and faculty, to promote the idea of service, and to increase the number of persons who are taking part. To attain these purposes, a College Service Council was set up at the recommendation of the seminar, with memberships representing all student clubs and organizations and the faculty. The Council receives and processes all requests for assistance from churches, clubs, schools, and other public-spirited agencies within the reach of the college. All students and faculty are asked to fill out questionnaires showing the types of activity in which they are willing to give service voluntarily. The returned questionnaires are kept in the personnel file for reference to meet future situations and demands.

In addition to receiving requests, the Council makes contacts with churches, hospitals, civic organizations, and other welfare agencies to explore other possibilities in which the college students, faculty, and personnel could be useful. The campus Service Council has a utilitarian function and is of valuable aid to the Program of Community Dynamics in spotting volunteer aid when needed.

Among the services rendered by the Service Council are:

1. **Evening Meetings.** Student teams regularly attend meetings of community councils or other planning bodies. Prior to these meetings problems are anticipated and possible discussions traced out in preparation for a sound participation. After the meeting, students and often staff members write separate reports of events as observed, with a critical appraisal.

2. **Short-Time Job Assignments.** Although the term "job" is used, the student is asked to volunteer. In describing the importance
of this role, Director Biddle says:

We try to keep the voluntary note high. A student should join the seminar because he is interested, is responding to a challenge, but above all, because he wishes to be of service to social need. College adolescents frequently reach a high level of aspiration for social betterment. This can easily be lost when no effort is made to utilize it. Our purpose is to harness this youthful idealistic enthusiasm, to educate it, to turn it to the achievement of the kind of citizenship needed by contemporary democracy.\(^{58}\)

These jobs involve a wide range of activities such as conducting parties on recreation evenings, working on some aspect of a community survey, cleaning up unsanitary situations, conferring with community leaders, and interviewing officials.

(3) **Long-Time Job Assignments.** These require continued study and observation of social processes off-campus involving two or more weeks, a month, or even a semester or a year. For the present, except for summer camps in a foreign setting, most of this type of activity of the college has been confined to short distances from the campus usually within a fifty-mile radius.

(4) **The Training Institute.** These institutes are leadership-training programs on community dynamics set up on the campus or in the community with students acting as planners, participants, and instructors. Invitations are extended long in advance to potential leaders selected from the college list of community contacts asking them to attend the group-dynamics institute for one or two days. Representatives from the Program of Community Dynamics act as promoters and managers. They will deny any expertness in the fields

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\(^{58}\) Third Annual Report, *Program of Community Dynamics*, op. cit., p. 17.
covered and are willing to bask in the reflected glory shed by co-operating academic departments. Institutes on drama and music have been held; others to be developed are in recreation, discussion methods, and agriculture.

(5) The Work Camp. Partly from the results of war and history and partly from the concept of service developed by the Quaker International Committee, the work camp stresses the idea of service, of healing the wounds and eliminating the hates of war by an expression of unsolicited mutual understanding and freely demonstrated good will. The essence of camp work, whether lasting for a week or eight weeks, is its shared cooperation, shared experience, or shared living. Students of different colleges and of different nationalities and cultures make up a new group which works, plays, eats, sleeps, interchanges ideas, sings, mixes, discusses, debates, persuades together — in the end always working together in order to help some individuals, groups, or communities to help themselves.

In this community program, two types of work camp are used: the week-end camp and the summer-experience camp, the latter usually in some foreign land. Such work camps may be found in the community in which the students are actively studying, or they may be in an entirely different community as part of a preliminary survey made prior to undertaking a more through study in a new community. At any rate, the students have found the work camp exciting because of the dramatic flair it offers to break the frequent drudgery of the week or year of school.

Ibid., p. 20.
Community E - Urban (Human Relations Council). This is a city-wide project in the same community as case B, previously reported. The interest sprang from a desire to improve relationships between the Negro people and the white people. Subsequent discussion and planning with interested parties have culminated in a proposal to form a council to improve human relations. From these experiences, the Community Dynamics Study has learned that when two or more mutually suspicious groups work together to solve some common problem, they make greater progress toward harmony than through an open attack upon injustice or discrimination.

Discussion pointing toward the formation of a permanent Human Relations Council has been going forward for several months with the participation of students. Out of this, two immediate proposals have evolved: (1) the improvement of recreational facilities for the entire city, and (2) open-forum town meetings for discussion of many issues. Either or both can easily become the springboard from which a Human Relations Council can be formed.

Community F - International. Since the inception of the program, there has been a desire to extend the interests of the Program of Community Dynamics to an international setting -- to communities in a non-American environment. One limitation to this is the considerable amount of expense involved in travel and maintenance. In spite of this the Program sponsored two work camps during the summer of 1949, financed largely by the College or by private philanthropy, with the students making nominal contributions. Two students were sent to Gibara, Cuba to work camp under the auspices of Guilford College.
Ten boys went to Buff Bay, Jamaica. At Gibara, Cuba, the two boys helped build an extension to a school, and at Buff Bay the ten boys participated in the construction of a rural church.

These students brought back to the College a wealthy contribution of experiences and impressions from a foreign setting; this served as a background in the program of closer human understanding. The students' opportunity to study foreign languages and cultures broadens their perspective of international community dynamics.

Since the initial two foreign work camps held during the summer of 1949, there have been a number of additional work camps undertaken in foreign settings by the Program of Group Dynamics in the islands of Cuba, Jamaica, and Puerto Rico in the Caribbean.

In the summer of 1952, one such work camp was held in Tanama Adjuntas, Puerto Rico. A graduate of the Program of Community Dynamics was stationed on the island for a two-year period as recreation director with a project of the Church of the Brethren. He believed that Puerto Rico would be an appropriate place for a work camp because of its poor environment because of the customs and traditions of the people, and, because of the isolation of the island. Therefore he organized among the local inhabitants a non-sectarian exploratory committee to survey and choose a suitable locality for the project. Although the committee as organized was composed of six persons of different religious backgrounds they all agreed to regard it as non-sectarian. After surveying several places, they finally decided upon the valley in which the camp was later located. In addition, the committee took one very important step when it started the formation
of a community council of residents in the valley. The members took charge of the physical arrangements, the assembling of furniture for the campers and the introduction of the group of campers to local people. Two months prior to the coming of the campers, the director made a rush trip to the island in order to meet the temporary council, to establish contacts with the natives, to enlist the support of government officials, and to make arrangements for publicity with newspapers. The Insular Department of Parks and Recreations agreed to provide a bulldozer to level off the land and to have it developed as a playground before the arrival of the campers.

In preparation for their taking part in the program in Puerto Rico, certain Earlham students participated in an "area course" during the spring semester. They studied the Caribbean area, with Puerto Rico as the typical situation as well as appropriate human relationships to be used in dealing with people reared and living under adverse economic conditions. The anticipatory and theoretical study was actually put to a test when the campers arrived in the valley and met the local people in the flesh. Besides these local people in the camp, the American students had the opportunity of meeting Puerto Ricans who were government officials, university professors, and representatives of the Department of Education. Members of local clubs and organizations and friends of the project gave freely of their time and effort to make the experiment not only a real success to the local residents but also to provide enriched experiences for the visiting students.

The party consisted of fifteen: eleven students from Earlham College, two Americans who had been working on the island, and Director
Biddle and his wife. It was the hope that some young Puerto Ricans might be added to the group, but this remained a thing to be desired for the future. A number of local people came to the camp but only for the purpose of working for a few days at a time instead of becoming members of the team in the camp.

Throughout the eight weeks, the daily program included work on the project, the laying out and construction of a playground, the maintenance of the necessities of life - preparing meals, cleaning up and doing laundry, visiting new friends, discussion, and some individual free time for sundry activities. In describing this camping of good will on a Caribbean Island, Dr. Biddle writes:

The group went to work in the hot and tropical sun and deluging rain, hauling sand and gravel. The local press was generous in reporting such an unusual event as Americans' abandoning the comforts of their homes to live and work in primitive circumstances. Many came to see; others learned of the endeavor with feelings ranging from incredulity, to suspicion of such "queer" antics, to admiration. Questions were raised as to whether there was not some "catch" in the enterprise, some benefit to be gained by some persons or institution. Attentive wonderment increased when it became apparent that the group was unsponsored except by a college intent upon studying processes of community growth, that no religious sect was seeking expansion through converts as a result of the work. To all inquiries the group insisted that their work was nonpartisan, nonsectarian, and sought to bring together all people and factions willing to work for the common good.

Four weeks of hard labor were necessary to convince the unbelievers that the enterprise represented bona fide generosity on the part of normal human beings. By then it became apparent that the project would not be completed if help from local residents were not made available. Trucks to haul materials, sacks of cement, lumber were necessary. In a sense the group threw itself upon the generosity of citizens of the island to make possible a development to benefit themselves....

After four weeks of labor, punctuated by a few visits
to influential citizens and clubs, the tide of generosity began to flow. The group and the project were "adopted" by two service clubs located in nearby small cities. These in friendly rivalry, sent trucks to haul donated sand and gravel and raised money for cement. The mayors of the two municipalities gave cement, and one sent a truck and crew of men to help. Contributions came from several interested individuals, some as a result of solicitation, some spontaneously. Machinery and tools were loaned by Presbyterians, Episcopalians, the Church of the Brethren, Methodists, Catholics, and government agencies.

One unhappy situation yielded to the solvent of active good will. For years there had been misunderstanding between Catholics and Episcopalians, centering in the persons of a priest and a clergyman of the respective faith. These two (though there were unpleasant stories of enmity between them) had never met each other. Convincing finally of the non-sectarian character of the work, they both came to labor with the group. They worked with the students, at first on separate days, each with full knowledge of the other's participation. At long last, they worked together on the same day with full pleasure in the experience. On the last day of the project, each of the men separately thanked the members of the group for having overcome the misunderstanding and made them friends. This, they insisted, was a friendship which would last. Said one, "If you accomplished nothing more this summer, this bringing of us together was enough to justify your whole effort."

...But the cement on hand diminished and no more appeared. Finally came the day when it was announced in tragic tones that there would be only enough left to allow half a day's work for the following day. With true appreciation of the dramatic the students suggested that they might as well quit since their efforts were so poorly appreciated. They were urged to work at their usual pace while a faculty member took the bus to the near-by town to see what could be done in the emergency. He found none of the promoters of aid available but spread about the story of the emergency. He returned that evening to the group with empty hands and only the assurances of blind faith.

At ten o'clock the following morning a truckload of cement arrived together with the president of the
municipal assembly of the near-by town. Faith had been vindicated in an almost miraculous fashion. And the students marveled openly. Be it said, however, that this sort of miracle cannot be predicated and the wait for one to happen can be wearing on the nerves. The gratification when one does take place is enough to overcome several episodes of disappointment. And the miraculous expression of generosity happens much more often than is thought possible by those who dare not risk a gamble with good will.60

Other projects accomplished in Puerto Rico were: (1) the community road was begun in the summer of 1952, thus linking Tanama Adjuntas Village with the outside world; (2) a school was started, and carried well along toward completion, and the final stages were to be the responsibility of the inhabitants.

Future work camp plans for Tanama Adjuntas Village include a playground, a clinic, community workshop, a community center, a small factory for handcrafts, better crops and livestock, and possibility of redistribution of land to fit better into mountain agriculture and to replace the unrealistic allocations of an earlier land parceling.

Throughout the Earlham College experiments success and failure were interlocked so frequently and sometimes so imperceptibly that students of community dynamics learned a number of principles and procedures that seemed to result in success and a number that seemed to cause failure. Both situations are necessary in order to gain skill and insight in working with people. These emerging principles and procedures are in many cases tentative since several factors are involved in one situation, and since situations and the culture

of people vary a great deal from one country to another. Nevertheless, some tentative principles and general statements come out in bold relief through these expanding community experiments. Among these are the following:

1. The students of Community Dynamics are convinced that the beginning must come from people in the community, not from outsiders like themselves.

2. Any legitimate activity, no matter whether it seems of major importance or not, is suitable for a beginning.

3. With people who are unaccustomed to cooperative thinking and collective responsibility, early success in the first endeavor is imperative.

4. The first project should be relatively uncontroversial.

5. The crucial question is whether people in communities continue to grow or whether they become satisfied with minor achievement and become arrested at a level far below their capacities.

6. If possible, a community council should be a voluntary agency without legal authority or coercive power. This type should be preferred to legally responsible government agencies. This is recommended in order to avoid political factionalism in the interest of greater flexibility and wider democratic participation.

7. Should the council accept the support of public funds? The tentative answer is negative. The council should maintain a position of independence, free to criticize, recommend and encourage existing agencies to carry functions coordinated under a general plan. The council should seek to be a coordinator and planner, not a new and separate agency.

8. The success of the whole idea of democratic local autonomy is based upon the finding and encouragement of leadership ability in more and more people, whatever their previous social position or prestige.

9. A community council is a place for the resolution of conflict, not for the achievement of personal or
group power. Perhaps the fact that such councils have no official authority, own no property, have only routine small budgets, and are organized for public service, makes them less likely to become bones of contention.

10. The role of Earlham College Group Dynamics and students is to attempt to help people but in such a way as to increase their ability to help themselves. The director and students are guides and instructors or better, learners along with community members. The role of stimulator, guide, and observer, can better be maintained when one is an outsider in fact.

11. A first principle to be noted is that conflict is reduced more rapidly when mutually distrusting factions start to work together to achieve some common aim. As outsider, neutral on issues at dispute but clearly protagonists of goodwill and social improvements, the students of community dynamics found themselves acting as counsellors.

12. In seeking an education for better citizenship, in promoting community improvements, they have come to believe that there are two parallel, but complementary functions that need consideration. These are the official and legally responsible people on the one side, and the amateur, usually voiceless, citizens on the other. The official and the amateur are necessary, neither is complete without the other.

13. It is a mistake for the promoter of improvement to push matters faster than growth of democratic thinking will allow. We need to develop the virtue of great patience, to measure results in terms which those who are growing, understand.

14. They have been seeking a method by which a common humanity could be stressed and men learned to work together for the common good.

15. It is less important that the educator-stimulator possesses some important knowledge or skill than that he be personally acceptable.

16. The solution of social problems which will succeed permanently is that which grows out of the experience and thinking of the people involved. It is more important, therefore, to encourage the development of personalities capable of solving their own problems than to reach a given solution, however, good.61

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61 Summarized from the Second and Third Annual Reports, Earlham College Bulletin, Program of Community Dynamics, pp. 13-22 and pp. 23-28 respectively.
The Work of the Champaign County Public Schools Citizens' Committee
Champaign County, Ohio

Urbana, Ohio, the county seat of Champaign County, is located forty-two miles northwest of Columbus on U. S. routes 68 and 36. It is a prosperous small city, with both industry and agriculture contributing to its wealth. Founded in 1800, Urbana has had a slow growth; this, however, has produced stability and a city of good streets, fine homes, and reputable administration. As of 1950, its population was 17,458. A large percentage of the families own their homes. The total population of Champaign County is 26,793. The total number of families in the County is 7,100, with 3.7 persons as the average size.

As of the 1952-53 report, the total school enrollment of Champaign County is 4,464 for grades 1 through 8 and 1,502 for grades 9 through 12, or a total of 5,966. The total number of teachers is 124 for elementary and 94 for the high school, or a grand total of 218. For the education of the people, the county has four elementary schools, two high schools, and one college, the Urbana Junior College.

Urbana is in the rich agricultural Mad River Valley where farms produce some of the finest crops in the state. It boasts an abundance of pure water, good sanitation, adequate fire protection, and capable municipal services. While generally accepted as a farm market, Urbana is, to a large extent, dependent on its diversified manufacturing concerns with a large monthly payroll for the total employees.

In the foregoing setting, the Champaign County Public Schools Citizens' Committee came into existence in February, 1952, and by
April of the same year had drawn up a number of objectives for the development of a public educational program in the county. The Citizens' Committee was developed with the assistance of the Ohio State center of the School-Community Development Study of the W. K. Kellogg Foundation.

The Cooperative Program in Educational Administration at the Ohio State University is concerned with the many complex problems that school administrators face in their endeavor to guide educational thought and action in the communities which they serve. The study has established several cooperative centers, one of which is located in Champaign County.

Basic to the study in Champaign County is the assumption that the citizens who carry the support and financial burden of public education, if given a chance, should be able to contribute their share in the planning for the type of education that the community should design for its people. Thus in the cooperating center in Champaign County, through the Citizens' Committee, the following hypotheses are being tested:

1. Citizens should and can determine the desirable objectives of the public educational program.

2. A citizens study-planning committee can cooperate with educational authorities to translate the common concerns of citizens into a desirable educational program.

3. A citizens committee can develop effective relationships with and among administrators, school boards, and other community agencies.

4. A county-wide citizens committee that studies the basic educational problems, plans for their
solution, and farms out the action program of improvement of the educational programs to groups sharing their educational concerns, can provide for a process of continuous lay-professional leadership in county educational development.62

There are two types of personnel service provided in this study: that furnished by the School-Community Development Study including the services of a project director, an associate director, and number of consultants from SCDS and the Ohio State University, and a number of secretaries; and that provided by the Champaign Citizens' Committee in the form of (a) time contribution of lay people and professional men, (b) services of a research assistant, (c) services of resource persons and outside consultants, and (d) secretarial services.

It was agreed that the Citizens' Committee and the director of the project determine the number, the time, and the place of meetings to be held. The major purposes of the group meetings are:

(1) Learning the ways in which a Citizens' Committee can study the schools of a community.

(2) Evaluation of the data collected in the study.

(3) Formulation of recommendations for the improvement of the educational program.63

As enumerated from the foregoing cited material entitled "Operational Understanding Between SCDS and the Champaign County Public Schools Citizens' Committee," three major purposes of the project were:

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62 Operational Understanding Between SCDS and the Champaign County Public Schools Citizens' Committee, May 18, 1963, p. 6.

63 Ibid., p. 2.
(1) To cooperate with the Citizens' Committee in its effort to study the educational program in the county.

(2) To explore the ways in which a county-wide Citizens' Committee works with school administrators, boards of education, and various organizations in studying and improving the educational program.

(3) To study how a school administrator works with a Citizens' Committee that is seeking to improve the educational program through a cooperative study.64

To govern its organization and operation, the Citizens' Committee adopted the following principles:

(1) The committee should be fully representative of the people in the community.

(2) The committee should interest itself in the overall school program.

(3) The committee should begin by studying school problems and should not make recommendations until after all facts are examined.

(4) The committee, while maintaining its independent view, cooperates fully with school authorities.65

The Citizens' Committee developed a number of objectives for the public schools of Champaign County. These are as follows:

(1) The schools should help develop in students a sense of moral values.

(2) The schools should help develop in students an inquiring mind and a lifelong desire to learn.

(3) The schools should help develop citizens who are not only regular voters but also well informed and thoughtful voters.

(4) The schools should help students decide on a career.

64 Ibid., p. 3.

65 Ibid., p. 3.
(5) The schools should teach health habits.

(6) The schools should help improve the physical health of the students.

(7) The school should help prepare students for careers.

(8) The schools should develop to the utmost the capacities of children in unusual ability.

(9) The schools should help develop to the utmost the abilities of handicapped children.

(10) The schools should assume some responsibility for the emotional health of students.

(11) The schools should help prepare students for parenthood and family life.

A number of activities have developed in Champaign County since the beginning of the Citizens' Committee study relationship with the School-Community Development Study, on July 1, 1952. Some of the more meaningful ones are:

(1) The public schools of Champaign County, Mechanicsburg Exempted Village, and Urbana City have initiated guidance programs with emphasis on educating teachers as to the relationship of good guidance techniques to effective education.

(2) The public school administrators of the county have organized as a study-action group for the purpose of cooperating in the interest of county-wide educational improvement. As of March 26, 1953, school administrators have cooperated with the following activities:

(a) Initiation of a county-area non-learners unit.

(b) Arrangements for a survey of speech-handicapped children in all public schools for the purpose of providing corrective services.

(c) A county-wide teachers conference at which the idea of guidance as effective education was explored.

(d) Inauguration of the Champaign County Mental Health Association.

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Ibid., pp. 3-4.
(3) Citizens surveys of three local school districts have been made for the purpose of recommending future directions. The Ohio State University Bureau of Educational Research and the SCDS have provided cooperative and consultative services to this self-study.

Prior to the writer's visit to Champaign County, there had already been thirteen meetings of the Citizens' Committee, with an average attendance of 21 out of 75 members. During the meeting of this Committee which the writer attended on June 3, 1953, at the Urbana College Library, there were 15 members present. Edward F. Memmott, President of Urbana College, presided temporarily pending the election of officers. As usual after the roll call, the first business was the reading of minutes of the last meeting. At the suggestion from the floor, the scheduled election of officers was suspended in view of the fact that the attendance was too small to express a majority vote. The remainder of the evening was used in the discussion of the draft of the proposed constitution and by-laws of the association.

As a guest observer who is interested in community-schools, the writer was much impressed with the level of discussion among the members. The group process was dominant, and there was free exchange of views relative to the points under discussion. The characteristics of this participation were just like those developed in a university course in group discussion as ways and means of securing constructive group action:

Each person should do his own thinking. Don't try 'to save time' by telling the group the right answer. The leader is not a group instructor but
a guide trying to arrange conditions so that each will do creative thinking. Group discussion is not a debating society. We do not argue for the fun of it. The issues are of great importance; wise men disagree in their views; our task is to find more truth than we bring to any group meeting. We are participating in a cooperative quest. Our thinking is creative rather than combative.67

From later interviews with participants of the Champaign County project, the observer learned that there are two standing committees in this community school program: the study committee and the action committee. While the former studies the practicability of the study and thus lays out plan to accomplish the objectives, the action committee executes the proposals of the planning committee.

From all the indications, the writer believes that citizens' committees are practically indispensable in all public welfare undertakings in which it is desirable to increase the citizens' participation in educational planning of the community. The fact that the members of the Champaign County Committee are drawn from all segments of life makes it truly representative and hence enhances its chances for success.

67 Discussion Group Procedures, The Champaign County Public Schools Citizens' Committee, Mimeograph Copy (No date), p. 2.
In addition to observing personally schools which are focused on community improvement, the writer studied somewhat indirectly many more schools and communities through correspondence with the school authorities and through reference to published materials sent to him by the school leaders. The locations of these twenty-seven schools are shown in Figure 1.

These cases of study through correspondence and reference materials are described in the subsequent sections of this chapter.

Tanner-Williams School, Mobile, Alabama

Tanner-Williams is a typical rural community located about fourteen miles west of Mobile. It consists of scattered farm homes, a store, churches, a garage, and the consolidated school to which 250 pupils are transported daily for the elementary and high-school programs.

Throughout the years the homemaking and agricultural programs in Tanner-Williams School have been continuous. Wartime demands gave the school a big boost in the direction of up-to-date agricultural and home economics programs. The home economics program grew into a community cannery purposely aimed to improve the quality of living of the people. The home economics classes started teaching the girls how to preserve food, a skill later carried to the home. During the summer of 1944-45, the kitchen of the home economics
department of the consolidated school was converted into a community cannery, serving on its schedule two families at a time. Soon families from adjoining neighborhoods began to request similar service until the space became too small to provide for those seeking guidance from the home economics department. Realizing the urgent demand of the Tanner-Williams people, the PTA in the fall of 1945, initiated a move to erect a community cannery. This move had strong community support. The PTA selected five leading citizens to start the campaign for voluntary contributions among the residents of the community. Soon the Board of Education joined the worthy cause; and with the backing of the entire community, the dream community cannery was in no time a reality.

This cannery can turn out 1,300 cans, or about 500 quarts, of food per day. The plant is purely a community project and folk from all over Mobile County are invited to use its facilities for processing their meats, fruits, and vegetables. The home economics teacher and the vocational agriculture instructor, acting as co-managers of the plant, are always available when guidance or advice is needed, but the actual canning is done by patrons themselves. All the equipment necessary to do first-class work is assembled on the job. In addition to the retorts and pressure cookers, there are electrically operated can sealers, meat choppers, hot and cold running water, and plenty of well-lighted working space.

Containers can be purchased at the plant at a cost of only three cents each to cover incidentals for the operation of the plant.

Since the installation of the community cannery, the people
have cut their family expenses in food by avoiding waste and have ultimately improved the quality of living in the community, principally through better diet.

School-Community Cooperation in El Dorado, Arkansas

Believing that the schools actually belong to the people who support them and that good schools are developed only when the people of the community are informed about their schools, the Board of Education of El Dorado, Arkansas authorized the organization of a Citizens' Committee during the school term 1945-1946. The committee was composed of representatives of sixty or more civic, patriotic, religious and fraternal organizations of the community. It worked on definite projects such as the construction of a $250,000 stadium and recreation center. Most of the money was contributed through a special campaign sponsored by the Citizens' Committee.

The committee later became known as the Advisory Committee to the School Board. It initiated a move to equalize property assessments in the school district, a project still being carried on.

Other special citizens' committees have been appointed by the school board from time to time since 1945-46, to study such things as the curriculum offerings of the schools, the standings of individual schools in terms of national standards, and the schools' business efficiency.

One of the most recent of these committees was established in 1950-51, to make a comprehensive study of the building needs of school district. Its report, accepted by the school board, formed the basis for the $1,500,000 school-expansion program which was
approved by the voters at the annual school election in March, 1952.

Since citizens' committees have been studying school problems in El Dorado, local school-tax revenue has been increased more than five times thus helping to meet the problem of expanding education.

Other activities planned to bring the schools and community in El Dorado, Arkansas closer together include weekly radio programs, a Business-Education Day, and an Education-Business Day. The last two activities were sponsored jointly by the schools and the El Dorado Chamber of Commerce.

The Business-Education Day was planned as the final day of the three-day Pre-School Conference to provide an opportunity for all teachers to visit certain business and industrial firms in El Dorado. A total of fourteen firms cooperated in this project. A few days after the Business-Education Day a mimeographed blank was handed to each teacher to give him an opportunity to express his reactions to this project. Of the 180 teachers participating in the program, 114 completed all or portions of the mimeographed report expressing opinions as to the value of the program. In answer to the question "Was Business-Education Day worthwhile?" most of the teachers commented favorably.

As a follow-up of Business-Education Day, an Education-Business Day was planned as a cooperating project between the El Dorado Chamber of Commerce and El Dorado Public Schools to bring business leaders into the schools. Invitations were sent by the schools to approximately 200 business men.

The visiting business men were organized into nine tours,
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each group to focus attention on some specific question such as "Are the schools teaching citizenship?" "What are the schools doing to help pupils select a vocation?" and the like. Teacher committees were selected to plan the details for each tour. These committees worked out a time schedule and outlined a definite program of visitation for the visitors. In so far as possible, groups were assigned to visit in one school for the day. Exceptions to this were the tours considering health, vocations, and leisure time.

Shortly after "E-B" Day, the Secretary-Manager of the Chamber of Commerce mailed to each visitor a blank, asking him to state frankly what he did not like and what he liked about the program and the school system. The majority of the comments praised highly the work of the teachers. Some even recommended the raising of school taxes in order to finance needed repairs and desirable expansion of school buildings and facilities.

La Mesa, California

In 1951 the County Board of Education in San Diego abolished the report card in general use and substituted a card which calls for different types of report for each grade level. The change meant that four or five different forms would be in use. These changes drew adverse criticisms from many of the school patrons of La Mesa-Spring Valley School District.

Subsequently, the local school board was faced with the problem of using the controversial card or developing another report card acceptable to the parents and the school board. The board con-
suited with the relatively new Citizens' Advisory Council and requested recommendations for a report card to be used in the school district. Finally the Citizens' Council called a public meeting of parents and non-parents. Here they voiced their feelings about a marking system and decided to obtain the services of a consultant who could acquaint the Citizens' Advisory Council with the research and trends on report cards and pupil marking. Elaine Milam, serving as consultant, worked with a committee which gathered information for the new county card and pointed out to this group some of the basic findings that have changed thinking about report cards in the United States. The council worked also with the committee and examined 35 different report cards from various parts of the country in their attempt to answer these questions: How many times a year should a report be made to parents? Should the teacher indicate where the child stands in relation to the class? How much space should be reserved for teacher's and parents' comments? What aspects of the school program should be included? One point which was much stressed was that the card should be written in the simplest English. The council then asked the professional educators of the district to prepare a report card that would meet the standards and criteria set by the Citizens' Advisory Council.

The first proposed draft of the educators' committee was revised by the Advisory Council, and a second draft was finally sent to the board of education. The revised report card was used for the first time in the spring of 1952. Parents were very happy about the report card which was developed and appreciated very much having participated in the process from the beginning. Because of this experience they were made to feel that they belonged to the school-
community, that their wishes had been respected, and that their judgment had been used to advantage.

Darien Schools, Darien, Connecticut

At Darien, the Board of Education subscribes to the policy that the schools belong to the community since they are supported by the community. It is the people who should determine school needs and tax themselves to meet these needs.

The fact that the community can and should directly govern its schools places on the Board of Education the responsibility for leadership. Extreme views of citizens which are diametrically opposed must be evaluated and balanced judiciously as decisions are made and policies formulated. More than ever before, adult citizens today demand for their children the highest quality of education. Yet many adult citizens, distressed by the demands of national taxation and unable to curb the trend, seek to effect tax economies at the community level where their influence is effective and immediate. These two contradicting forces naturally place the Board of Education in the crossfire of vigorous and sincere community feelings. Only the resourceful and most diligent elected official can effectively find the happy balance in this difficult situation.

To meet this problem, the school administrators and the board of education constantly desire the counsel of citizens. The schools cannot be the democratic institution they seek to be unless the community makes known its needs. Thus the Darien Board of Education has for several years called regularly upon laymen to serve on advisory
councils or operating committees whenever a major issue is to be
resolved or a far-reaching decision is to be made.

The following are examples of community organizations which
have worked closely with schools:

Darien Community Association
Darien Chapter of the American Red Cross
Garden Club
League of Women Voters
Darien Public Health Nursing Association
Kiwanis and Lions Clubs
Darien Free Library Association

In 1949, the town of Darien took preliminary steps to expand
and improve its high school plant. This decision was reached after
a year of study by a citizens' committee which revealed the need
for additional space for 250 pupils as well as the need for certain
educational facilities essential to a modern high school program.
A building committee was then chosen to study the possibility and
advisability of constructing and equipping an addition to the high
school.

For twelve months the Committee worked closely with the archi-
tects on the development of plans. The principal of the high school
and the faculty shared in the detailed planning of the specialized
facilities of the new building. Expert consultants in the fields of
physical education, industrial arts, and homemaking guided the com-
mittee and the architects.

The contract was awarded in June, 1951; and during the ensuing
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months, the building committee, the contractor, the school administration, and the architects worked as a closely knit team to bring the plan to completion on November 16, 1962.

The building improvements include six new standard classrooms and major conversions and improvements of five classrooms in the old building. A gymnasium for boys and girls, and a homemaking laboratory consisting of rooms for sewing, cooking, and family living have been added. New laboratories for automotive and metals work, wood-working, mechanical drawing, and art have been constructed beneath the new gymnasium, as well as locker rooms, shower rooms, and other facilities for physical education and athletics. In the old building the library room has been enlarged and improved, and a music room and dining room have taken the place of the old gymnasium. Improved stage facilities, business education rooms, science laboratories and Board of Education offices have been provided in the old building. Lighting and heating throughout the old building have been modernized.

The citizens groups who were responsible for this building devoted 2,016 man hours over a period of three years to their task. The insight, judgment, and skills afforded by the members of the groups are among the unmeasurable services of citizenship that characterize the town of Darien. The improved educational offerings, resulting from the new facilities, is measurable only in the enthusiastic response of pupils and teachers.
A few years ago the Westport School Study Council\(^1\) made a study to determine what Westport was buying with its school-tax dollars; to find out what kind of job its schools were doing in educating pupils for a useful life; and to gauge whether or not improvements could be made in equipment, administration, teaching personnel.

In 1946, the idea for a school study council was presented by the Chairman of the Board of Education and the Superintendent of Schools, to a group of six men whose names had been submitted to them by the Father's Clubs of the various schools. The council was to be composed primarily of citizens, though teachers could be asked to serve if it was felt that their special knowledge would be helpful. Service was to be voluntary and without pay. The council was to be completely independent but could call on school officials for any and all facts necessary to its study. The six men present were asked to constitute a coordinating committee to organize the council along lines they deemed best. The six men accepted. Subsequently fifty citizens - parents, teachers, and representatives of various civic organizations - were asked to serve and on November 4, 1946, the first meeting of the council was held.

The Westport School Study Council decided to conduct their study along four major lines, seeking:

1. Facts about the buildings, their equipment, and special phases of the educational program, such as vocational guidance, health and physical education, etc.

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2. Facts about the methods of selecting and grading teachers.

3. Facts about living costs for Westport's teachers and recommendations for the adjustment of salaries in accordance with changes in living costs.

4. Facts about Westport's salary schedule for teachers as compared with those of other communities.2

The council was organized into four committees, in addition to the Coordinating Committee, and each of the four was given one of the above major topics to investigate.

Quoted below are the major conclusions:

1. Administration: Westport is fortunate in having an alert, progressive Board of Education and Superintendent of Schools. However, the superintendent and the principals of the various schools are burdened with too many routine duties, and it is recommended that they be given clerical help so that more of their time can be spent on administrative duties.

2. Buildings and Equipment: Actual shortages of class room space and other facilities exist and graver ones are looming. The school administration is trying to solve the problem as best it can with stop-gap methods. A comparison of Westport with other towns shows that the proportion of the town budget allocated to schools is below average, that its investment in buildings and equipment is also below average, and that its annual school budget is below average. It is recommended that Committee One make a special report on a long-range building and equipment program.

3. Living Costs: Many teachers are not making enough to meet annual expenses and are forced to seek spare-time work to make up the deficit.

2 Ibid., p. 5.
Those hardest hit are single teachers not living at home and teachers who are heads of families. Reasonable expenses for single teachers not living at home come to $2,600 annually, whereas salaries in this group (including income from spare-time work) range from $1,900 to $3,600. Reasonable expenses for a teacher with a family to support total $4,600 annually, whereas salaries in this group range from $2,100 to $4,966 (including money earned by spare-time work). It is recommended that a fair salary schedule be adopted and that this be adjusted upwards and downwards as the value of the dollar declines or increases, using the cost-of-living index recommended by Labor Statistics.

4. Salary Schedule: Prior to the recent $700 readjustment, Westport's minimum salary was from $100 to $800 lower than those of comparable communities. During the current shortage of teachers, this has meant that it has been extremely difficult to attract capable teachers. The $700 increase recently granted will help put Westport in a better position to compete for good teachers, but this is offset by the fact that other communities are also raising their schedules. Since the teacher is the most important factor in determining the value of the education a child receives, and since salary is the most important factor in attracting and holding topnotch teachers, the Council recommends the adoption of a schedule which would start a teacher at a salary of not less that $2,400 annually and would gradually increase that salary, after seventeen years of service, to a maximum of not more than $5,100 annually. It further recommends that this schedule be tied to a cost-of-living index and that it be increased or decreased as the cost-of-living rises or falls.

5. Salary Increases: Since good teachers naturally gravitate to a school system where they can advance most rapidly, the Council recommends abandonment of the present Westport system of giving annual increases (granted or withheld on the basis of merit) of $100 spread over a sixteen-year period since these are not comparable to the increases granted in neighboring communities. The Council recommends annual increases, if merited, of $200 annually for the first five years, $100 annually for the next ten years, and $50 annually until the maximum is reached.
6. Incentive Pay Plans: Not recommended. However, some form of extra compensation for outstanding teachers who have reached the normal salary ceiling is recommended.

7. Conditions of Work: Good teachers are also attracted by good conditions of work. One of the most important of these is the work-load as measured by the number of pupils a teacher must supervise. As compared with nine out of twelve communities studied, Westport's teaching load was heavier. It is recommended that this work-load be reduced (when space is available) in accordance with good educational standards.

8. Selection of Teachers: In view of the present shortage of teachers, the problem is not one of selecting from among many applicants but of finding applicants to accept. We recommend that the superintendent develop a scouting system for spotting outstanding teacher material throughout the United States. It is also recommended that a complete physical examination be required of all applicants instead of the nominal "certificate of health" which is now required. It is also recommended that National Teachers Examinations be used in selecting teachers.

9. Evaluating Teachers. The Council feels that present methods of judging whether or not teachers are doing a good job are not wholly satisfactory, and it recommends the development and use of a rating sheet to supplement the present method of personal judgment by the principals and superintendents. It also recommends that these administrative officers be relieved of clerical detail so they may give more attention to this important matter.

10. Evaluating the Job the Schools are Doing in Training Pupils for Useful Life: This topic was under study, but not completed, by Committee One as this report was issued. Committee One will report its findings separately at a later date. Questionnaires are being prepared for submission to past students, and citizens, to aid in determining whether the education offered by Westport's schools has fitted our sons and daughters for post-school life.

11. Health and Physical Education: Westport, without qualification, is the poorest of the towns
surveyed in regard to health and physical education programs because of its lack of trained personnel and facilities. It has no school doctor, one nurse, and three physical education teachers. The Council feels strongly that this situation should be corrected at once because of the dangers inherent in any neglect of health. It recommends that two male physical education teachers be employed to conduct physical education programs for the Junior High School boys and the fourth, fifth, and sixth grade elementary school boys; and that an additional school nurse be obtained; and that a part-time school doctor be obtained.

12. Summation: On the whole, the Westport school system has been doing a pretty good job despite obvious shortages - shortages of help, shortages of space, shortages of cash. The job has been a conscientious one, of which neither officials nor teachers need be ashamed. If anyone is to blame because the job is not better, it is we citizens of Westport who have not given our children's schools the support and the interest that they deserved. It is the feeling of the Council that Westport should demand nothing less than the best. It is the recommendation of the Council that the citizens of Westport pledge the means whereby the best may be obtained - by their vote at Town Meetings, by their membership in Parent-Teacher Associations and Fathers' Clubs, and by their active support, at all times, of their Board of Education, Superintendent, Principals, and Teachers. To make such a pledge is to buy insurance for the future of their children, their town, and their country.

Hartford, Connecticut

The Greater Hartford Council on Economic Education was organized in the fall of 1949 by a group of thirty-five persons for the welfare of educators, business men, labor leaders, farm

Ibid., pp. 6-8.
organizations, governmental agencies, civic organizations, and individual citizens from all walks of life from the Greater Hartford Community. It forms one of a score of regional councils affiliated with the Joint Council on Economic Education.

The function of the Greater Hartford Council on Economic Education was to develop means by which the teaching of economic understandings may be improved. The means proposed by the Council were:

(1) Exploring economic problems of concern to students in the Greater Hartford area

(2) Making available consultants from education, labor, business agriculture, consumer groups, and government to teacher-organizations, school systems, conferences of educators, individual teachers, and in-service classes of teachers

(3) Making available and appraising for classroom use resource units, and other printed materials, audio-visual materials, etc., concerning economic affairs and problems, and concerning methods for more effective instruction

(4) Developing means of financial support of a program of economic education for teachers to supplement that provided by local school systems

(5) Planning for the development of in-service courses of study, seminar courses, and workshop programs in cooperation with institutions of higher learning

(6) Reporting on superior practices in economic education

(7) Promoting opportunities for excursions, interviews, and other firsthand experiences in the community for students, teachers, and other interested adults.

(8) Evaluating the effectiveness of programs of
As indicated in a recent leaflet of the Council, it champions no special point of view and no fixed curricular pattern; rather, it is stated, the functions expressed in broad terms, are to:

1. Alert school administrators and teachers to economic problems of their community.

2. Help teachers identify and produce materials suitable for classroom use.

3. Sponsor meetings, conferences, and workshops to plan for curriculum improvement in various subject areas and at various levels of instruction.

4. Promote interest in first-hand contacts of teachers with community leaders.

5. Develop mutual understanding between schools and community grounds.

6. Establish forums in which business, labor, and other economic groups may speak freely and on a basis of equality.

7. Mobilize resources - financial and otherwise - from various economic groups to enable teachers to do a better job of educating boys and girls for responsible citizenship training in the community.

8. Encourage study and experimentation with ways of strengthening instruction in education for economic understanding.

9. Evaluate the effectiveness of Council programs and classroom activities in the total effort to increase understanding of economic problems.

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In reality, the program of the Council is a community program since Greater Hartford citizens from local school systems, from labor and industry, and from various organizations plan and carry out the activities mentioned. The main purpose is to engage a relatively small number of citizens, a majority of whom are school administrators and teachers, in conferences, workshops, and other activities with primary emphasis on community area problems.

The Council also suggested a number of experiences that can be planned by and for teachers and students to increase their understanding of an intelligent action regarding economic aspects of Greater Hartford's community problems. Among these were:

1. Clean-up Campaigns in the schools.

2. Production of a movie highlighting some metropolitan problem (such as housing).

3. Field trips to various sections of the community where different kinds of public and private housing can be compared.

4. Use of resource people from the community to address the class on metropolitan problems. Tape record the talks for use in other classes.

5. Debates or panel discussions focusing on the controversial issues involved in redevelopment.

6. Attendance at City Council meetings and public hearings to obtain first-hand information on matters pertinent to metropolitan planning.

7. Investigation of how much the average family contributes in taxes to the community. In turn, list the services that this family receives.
8. A visit to an area to be redeveloped in the community with interviews with the people and businesses affected for their reaction to the change.

9. Analysis of the relationship between crime and blighted areas.6

The Greater Hartford Council on Economic Education invited school administrators and teachers to develop a curriculum with more focus on the local community. The whole approach was designed to break classroom activities away from the memorization of textbook generalizations and abstractions and to develop learning experiences around current topics of vital concern in the immediate community, topics which involve first-hand knowledge of persons and places and sound understanding of the community.

It should be pointed out that long before the Council began its work, many outstanding teachers on the staffs of the Greater Hartford schools had taken pupils on trips, had engaged community leaders as speakers, and had otherwise called attention to economic problems of the community. The special contributions of the Greater Hartford Council on Economic Education have been, in reality, to organize more fully this kind of emphasis, to involve school and community leadership in planning for the extension of teacher-training in community-focused education for economic understanding, and to provide the official sanction and status for the schools in the area to move in this direction.

Indianapolis Public Schools, Indiana

The Indianapolis public schools have recently been much concerned about the role of public education. This concern is apparently shared by schools in other communities. Citizens' groups throughout the nation are asking such questions as: Are the schools teaching what they should? If so, are they teaching it well? Are they teaching things they should not teach? What are the facts that they should teach? Certain basic situations which produce the anxieties expressed by these questions may be identified as follows:

1. In some instances self-interest groups, sometimes with sinister motives, attempt to capture the schools or to discredit them.

2. In other instances, the teaching profession itself is in error in assuming a proprietary attitude toward what is to be taught and how it is to be taught, and in being resentful of well-intentioned and oft-times constructive criticisms.

3. In still other instances sound and well-administered programs get too far ahead of community understanding and acceptance. In such cases educational leadership has usually centered too exclusively upon the staff of the schools and not sufficiently enough upon the development of community understanding.7

It is, therefore, important that educational policy be clearly defined so that the "rank and file" of school personnel can understand it and be able to explain it to the satisfaction of the lay public. Furthermore, it is important that members of the community become informed through their own direct participation in the

planning of school policy.

In keeping with the above point of view an experiment in human relations is being conducted by the Indianapolis Board of School Commissioners led by Superintendent H. L. Shibler who believes that no longer can a school system be operated from an ivory tower. The school administrator, as a human engineer, must be concerned with his community so that the community will be concerned with the schools. For the community to do this well, the people must know the facts so they can render wise decisions. The time-honored concept that the American public schools reflect the society they serve is the very foundation of school community integration. In the American tradition, public schools belong to the people and therefore the people should be vocal in what they want the schools to be and to do. The function of educational leadership is to be alert to the changing educational tempo and to interpret these changes to the people of the community who in turn will make decisions. Thus public education becomes meaningful with and through the approval of the community which supports it.

The first responsibility of the school administrator is to organize his school system and the people in his community so that they understand the system and what it is trying to do. He should (1) bridge the gap between the central office and the classroom teachers and (2) establish rapport between the school and the parents in the homes.

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8 George Leammson, "The Community's Role in School Administra-
For every boy and girl in the schools, public education should strive for the achievement of two major goals:

(1) To develop the child's self so that he may have self-respect, self-discipline, through moral and spiritual guidance, and ability to use his freedom in a constructive way; and,

(2) To develop his economic and social competence to the limit of his capacity for complete living.9

Another recent venture by the Indianapolis public schools concerns the development of curriculum materials out of local resources. Under the leadership of Superintendent Shibler, the community and the public schools organized and developed Indianapolis at Work, a collection of printed materials on business, industry, and economics of Indianapolis to serve as curriculum materials. A group of some thirty leaders of business, industry, labor, and education participated in this development which eventuated in curriculum materials for use in grades seven through twelve.

A real departure from the practice of pervious years in school administration in Indianapolis was the use of a Citizens' Budget Committee of 225 members organized to help plan the school budget for 1953-54. This committee of citizens is actually building the budget. Reporting on this committee, Leammor writes:

It is telling the board, for example, how much the city can afford to pay teachers, how many new classrooms can be built, and is deciding other vital issues. The board and its staff have made available to the committee the advance requests for funds from teachers and principals, the first time this has been done in Indianapolis. The committee considering the budget is made up of Parent-

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9 "A Tentative Educational Platform," op. cit., p. 3.
Teachers Association presidents; teachers; civic, industrial, business, labor and professional leaders and parents. It is representative of every tax paying interest in the city and the decisions it is making will shape the board's future financial actions.

The Indianapolis school board is faced, as are most school boards, with a tremendous increase in school population. From all indications, this rising population will continue for the next ten to fifteen years, making financing of education a major problem. This board will have to spend millions of dollars for additional classrooms, equipment, supplies, and teachers. The general public will have to provide these millions through taxes. But before taxpayers provide it, they will want to know that it is going to be used wisely. So the board feels it is essential that the community decide, in advance, what is needed and what it can pay for. If taxpayers are called to help formulate the educational program, if they feel that it is their direct responsibility, they will act willingly when it is time to pay the cost of the program, whatever it might be. They will rightfully feel, that the schools are their schools and that the schools reflect their thinking.  

**Hanson High School, Hopkins County, Kentucky**

Hanson High School is one of the eight community centers located in various parts of Hopkins County, Kentucky. The county is in the heart of the western Kentucky coal fields, and Madisonville is the seat of the county government.

The school-community improvement which began in 1942 was a part of the improvement program initiated by the Kentucky State Department of Education. Hopkins County was selected as one of the counties with which Western Kentucky State Teachers College would cooperate for the purpose of improving instruction in the schools and also improving the quality of living in the communities. The pre-

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10 Leaunson, op. cit., p. 31.
liminary activities taken were as follows:

(1) A County Council was first organized made up of representatives of public agencies, with the county superintendent as chairman.

(2) The next step taken was a survey of the county from which an analysis of the different communities could be made.

(3) A testing program was administered throughout the schools of the county in order to learn the status of the schools. Three outstanding needs were revealed:
   (a) a need for revising the curriculum
   (b) a need for improved health throughout the county
   (c) a need for beautification program both in the school and in the communities.

(4) The teachers in each community met and worked out upon the needs of the school and the community.

(5) Off-campus workshops were held once a week for all teachers in which problems were studied. In addition, visits were made to schools where a high type of work was being done. 11

Hanson is a small village of about 350 people, seven miles north of Madisonville. The school has fourteen teachers and an enrollment of 425 in grades one through twelve. Included in the campus of seven acres are a school garden and an orchard. The main building is of brick construction and contains in addition to a number of classrooms, a gymnasium and a lunchroom. Besides the main building, there is an agriculture building including a classroom, a club room, and a farm shop. In a separate building on the campus is housed a community cannery. The cannery and agriculture buildings were built through the cooperation of the boys and the parents;

furniture for the club room was provided by the Future Farmers of America, and the home-economics girls made the curtains and otherwise decorated the room.

One very common principle observed along community-school ideas was to have all the school facilities available for use by the entire community. The school, therefore, serves as a community center two or three nights each week for such community organizations as the Farm Bureau, Parent-Teachers Association, evening classes, recreation clubs, and the like. The community cannery serves also as a community center for work and semi-social activity. Many adults come to spend the day in the cannery and assist their friends and neighbors in processing food even though they have no canning of their own to do. More than 400 families have used the cannery every year. The children have acquired rich experiences in other school activities such as the farm shop, the lunchroom, the beauty shop operated by the home economics girls, the school store run by grade six, and a school bank operated by the commercial department. The school bank handles all of the school accounts, and some personal accounts amounting to more than $10,000 a year.

The high school has a band, and boys' and girls' glee club which adds to the spirit and life of the school. School boys and girls, with the assistance of the parents, canned fruit and vegetables from the school garden and orchard for use in the school lunchroom. Children and adults cooperated to paint the inside walls of the agriculture building. As a result of this common experience, many homes and churches have likewise been painted cooperatively. The
school has made use of local human resources in connection with classroom instruction. The county agent, the home demonstration agent, the county health department, the state highway patrol, and other government agencies have all their share in enriching the school curriculum.

Teachers and children plan their work together in many activities such as selecting library books, educational films, and goods for the store.

The community recreation program grew out of a discussion in a home-economics class. It was felt by the group of girls that they needed recreation not only for themselves but also for their parents and others. Thus a recreation club was organized, officers were elected, and various committees for operating such a club were appointed. Membership dues of fifty cents were charged to defray expenses for games, books, magazines, and other needs. This recreation club has continued to function and is especially active during the summer months. At the meetings the groups play games, dance, sit and talk, and serve refreshments. Members of the Parent-Teacher Association chaperon and supervise the program.

The children in this school are reportedly calm and well disciplined, exercise self-control and initiative, and are courteous and happy because of the community spirit of cooperation, pride, and belongingness.
TVA Wilson Dam Elementary School, Alabama

The Wilson Dam School is located in an area which is a part of the Tennessee Valley Authority. In carrying out a school program, the TVA adopted the policy of working through the local government agencies. In 1933, the first year of the school’s operation under the TVA, it had only three teachers and was being conducted along quite traditional lines. In the fall of 1934, the faculty was increased from three to seven, and a full-time principal was added.

During the early years of its existence the Wilson Dam Elementary School, received many visitors, local and foreign, and their comments were filled with admiration. The school was cooperatively administered by the faculty with special emphasis on the democratic way of living within the school and the community among the teachers, pupils, parents, and citizens. Group process and respect for the individual were stressed throughout its progressive practices.

The staff participated fully in the determination of policies and program. The faculty was consulted in the appointment of a new teacher, and procedures were not imposed but were used only after they were understood and supported by all the staff members.

Unfair competition was avoided; instead wholesome cooperation was encouraged. The staff discouraged evaluation that exaggerated the use of marks or symbols, especially the practice of comparing one child with another. Comparing a child’s progress in terms of his own growth and development was the general practice in this school.

Health instruction was woven into the total school program. School facilities and teaching were directed toward proper exercise,
adequate sleep, well-balanced diet, plenty of sunshine and fresh air, need for cleanliness, and correction of physical defects. The health officials, and teachers utilized all the services available. They kept periodical records of height and weight, and provided dental treatment, immunization, good lunches in the cafeteria, and regular rest periods of 45 to 60 minutes in length on individual sleeping pads.

The pupils of Wilson Dam came from homes well above the average for the State, and their major problems centered more on the general community environment than on the homes. Two major problems of the community were erosion of land and lack of adequate diet. These are persistent problems of the southern area of the United States.

Erosion had been taking place continuously on the sloping part of the playground and practically all the top soil had been washed away. In the spring, three boys became interested in this situation and immediately went to the Forestry Department of the TVA to find out what tree seedlings were available for planting on the eroded slope. There they saw many activities of the department and learned how the distribution of trees was carried on. They saw men sorting, counting, and bundling young seedlings ready for shipment. They learned the dual function of trees, for preventing erosion and for lumber. A truck loaded with thousands of seedlings stood in front of the gate ready to deliver the seedlings to Tennessee. They were amazed to discover the countless number of trees raised from seeds in the nursery and distributed to farmers during a year. From the Forester, they learned that seedlings were available free of charge to anyone who
needed them and could care for them. The conversation ended with one of the foresters agreeing to visit the school to examine the eroded area.

When the man from the Forestry Department saw the ground he agreed with the boys that the slope needed immediate attention but he expressed doubt as to whether the boys could plant the number of trees (approximately 350) needed to check erosion. After being convinced by the boys that they could, he promised to bring them the necessary tools and trees. The next day he returned with the materials and a helper to assist in the task. The boys worked in earnest and in one day, they planted one-half of the trees. The next day, they finished planting all the trees. During the two-days of work they learned the varieties of pine trees being planted; they likewise became familiar with the heavy mattock, the sharpblade, and the ax-like tool used to scalp the grass off the ground and to dig the hole for the young tree. Other boys became interested in the project, and finally the whole school became active in gathering information about soil conservation and the uses of many different trees. The children talked about these matters in their homes and parents were influenced to plant trees in areas where erosion was taking place.

The next school attack was on the school garden. The children's problem was to build fertility into the land and to improve the products in their school lunches which were from the garden. Early in the spring, a Garden Committee was chosen, with all grades represented. The committee measured each plot carefully and made plans for planting.
Each grade worked diligently getting acquainted with the names of the tools, the use of fertilizers, and the kinds of vegetables to be planted. Enough attention and care were given by the children that in due time they had enough green and yellow vegetables to enrich their school lunches and thus improve their diet; enough flowers for the tables; and enough seeds labeled and saved for the next season. Most important of all among the contributions made by the garden was the children's satisfaction in promoting and observing a cycle of growth which included preparing the soil, planting the seeds, tending the plants, gathering and eating the vegetables, and securing seeds.

**TVA Gilbertsville School, Kentucky**

The partial description of the school which follows was taken from a case study of the Gilbertsville School during the years 1939-1941. The major task of the school was to meet the problems caused by the TVA's construction of the Kentucky Dam across the Tennessee River at Gilbertsville, twenty-two miles above Paducah, Kentucky. The Gilbertsville school made continuous use of the resources of the community. The enumeration which follows gives the extent of these community activities.

1. The Works Projects Administration furnished three persons to prepare and serve the meals for the lunchroom project, and a gardener to cultivate the lunchroom garden. The National Youth Administration provided labor to help build worktables and cabinets.

2. Children at Gilbertsville school have access to the camp library, administered by the Murray State Teachers College Library under a contract with the
The camp library maintains a collection of about 2,000 books supplemented by regular exchanges from the regional collection at the College. Thus the library is constantly getting new books on all subjects. The children use the library freely and are encouraged to make their own selections. Teachers and librarian work together to see that each child gets suitable material - that "the right child has the right book." The librarian visits the rooms at school to tell stories to the children and to inform them of new books at the library. She also observes the work being done in each room to enable her to select suitable reading material for each group.

3. Upon request, the University of Kentucky has sent bulletins on subjects such as soil, erosion, and how to beautify the school grounds. Also, the University has approved menus for the lunchroom. Special readers - We Make a Garden and Let's Learn About Goats - were sent by the Bureau of School Service for trial in the school. Material on housing worked out by a work-conference at the University during the summer of 1940, has become the basis of the school's efforts in the field of housing.

4. The County Agent has supplied books and booklets. He gave information about the kind and amount of fertilizer and seeds to be used on the school ground and about soil erosion control and prevention, as well as advice and information on the lunchroom garden.

5. The County Health Officer comes at the beginning of school each year and examines each child. He takes samples of blood from each child to test for malaria. He also gives vaccinations and inoculations. The Sanitary Inspector regularly visits the school; he thoroughly checks the grounds and the sanitation of the building and equipment and makes helpful suggestions.

6. The Parent-Teacher Association was organized at the beginning of the second year of school. During that year, at the regular meetings the parents came together and became acquainted with one another and with the teachers. They discussed with the teachers problems concerning the children and participated in programs dealing with recent trends in education. The association sponsored a drive to raise funds to buy the necessary utensils and equipment needed for the lunchroom.
7. During each of the first two years the second-grade children made a trip to the grocery to find answers to their questions about grocery stores. From the grocery store the school obtained wooden boxes, cardboard boxes, wrapping paper, and crates, which were useful in the construction work of different activities.

8. The Woman's Club, during two years did a great deal of welfare work. They made clothes and furnished food to the needy families; some of these families had children in school. A girl in the community was found to have tuberculosis. The Woman's Club furnished a cabin where the girl could have a rest cure. The first year the Woman's Club gave Christmas gifts to all school children, and the second year the Club decorated a tree.

9. The following facilities of the TVA were utilized by the school:

- Public Safety Force
- Recreational Supervisor
- Hospital
- Scrap Lumber
- Free Bulletins and Materials
- Gardens
- Electric Stove and Refrigerator, Tables and benches were lent to be used in the lunchroom
- Fertilizer
- Flag Pole (TVA supplied the flag pole.)
- Playground Equipment - four swings, a merry-go-round, see-saws, and a jungle-gym were donated by TVA

10. Some of the science exhibits collected from the immediate area are:

- Indian relics
- Samples of wood
- Insect collections
- Rocks
- Wild flowers
- Soil
- Leaf prints

11. Some of the trips and excursions have been:

- A trip to the cafeteria
- A trip to the filtering plant
- An excursion for the study of trees
- An excursion for the study of wild flowers
- A trip to the TVA clearance project
Trips to homes to inspect screening, water supply, and sewage disposal
Trips to homes for material on the beautification project.

Patterson Park High School, Baltimore, Maryland

To understand the setting of Patterson Park High School in Baltimore, Maryland, picture a high school community separated historically, geographically, and culturally from the rest of a large city. The majority of the pupils have never visited the main shopping district of Baltimore, and only a few of them have seen the luxurious park-residential areas on the other side of the metropolis. The Patterson Park High School is a community school serving east and southeast Baltimore. This area is separated from other residential sections of Baltimore by the business district on the western edge and by Clifton Park on the northern fringe. Within this territory live people of several different nationalities, many of whom came in during World War I. The people are predominantly second-generation Germans, Poles, Italians, Irish, English, Greeks, Bohemians, Russians, and Lithuanians. A little over one-half of the parents and ninety-five per cent of the children were born in America.

World War II brought another influx of newcomers to work in defense plants, especially people from Tennessee, the Carolinas, Kentucky, and Virginia. War housing projects and low rental areas encouraged these people to remain long after hostilities ceased, and thus the children of many of these war workers attend the Patterson

Park High School.

Poor housing, industrial employment for housewives and mothers, and broken homes create social problems for the adolescent. One-third of the children attending Patterson Park School live in houses which are occupied by six to ten persons. These overcrowded home conditions have a very distressing and disturbing effect on the adolescent since often he has no privacy and no place in which to receive his friends.

More than one-third of the pupils speak a foreign language in their homes instead of English. Many more of the pupils hear a poor form of English in their homes. Thus language difficulty has been quite a strong barrier to the pupils in their social contacts with the outside community beyond the border of the school, and in their efforts to meet competition in the business world.

The school has been very fortunate in establishing good relationships with many community agencies and with their personnel. In selecting a cooperating agency for the program of pupil civic participation, the school applied certain standards. The agencies must:

1. be on a non-profit basis of cooperation with the school
2. have an educational liaison worker
3. agree to teach as well as benefit from the pupils
4. be of a non-sectarian nature
5. have wide acceptance by the community.13

In addition, it was further agreed with the participating agency that anything that would suggest "exploiting" the labor of children was to be avoided. Through adequate orientation, the

pupils were led to see the voluntary performance of their tasks in this civic activity. Agencies as well as pupils appreciated the fact that this was a civic participation, not a work-experience program with pay. Among the agencies that have cooperated in this civic partnership are:

- American Red Cross
- Goodwill Industries
- Enoch Pratt Library of Baltimore
- Maryland Workshop for the Blind
- Department of Public Recreation
- Health Department of Baltimore
- Housing Authority of Baltimore
- Eastern Community Council
- Girl Scouts
- Baltimore Safety Council

One vital factor that contributed much to the success of this venture was the administrative and supervisory leadership in the Baltimore school system and in the Patterson Park High School that provided a professional climate favorable for civic participation. The educational leaders encouraged experimentation and approved widest flexibility in curriculum development. They helped to make available the necessary resource persons and agencies and materials.

Foremost in the program is the introduction stage in which pupils study books, pamphlets, and magazine articles regarding the various functions and activities of civic agencies as a preparation for participation in the project. This is followed by the stages of orientation, observation, and participation.

In the orientation stage pupils are familiarized with the purposes and activities of the cooperating agencies. The responsibility for this aspect is usually assumed by the agency leaders. Demonstrations and audio-visual aids are utilized and some of the orientation programs are conducted in the headquarters of the cooperating agency.
The observation stage is utilized to provide the pupils with actual first-hand contact with the activities going on in the various agencies. They see materials, processes, and practices in action; they ask questions and receive right-on-the-spot answers. This observation period of learning requires two to three months in order to give all the pupils an opportunity to see the cooperating agencies in action. It is during the observation stage that each pupil decides upon his main interest and the civic service he desires to select for his participating experiences.

The participation stage that follows is one in which the pupils of Patterson Park High School acquire unique experiences in civic participation. The various tasks assigned to the pupils generate in them civic consciousness, pride, and self-esteem in realizing their usefulness in the adult world and in giving their due share in improving the quality of civic living in the community. Generally pupils spend from two to three months in this experience.

The Community Study Program, Baltimore, Maryland

The Baltimore Public School Community Study Program is quite different from all the other cases thus far reported. The study program deals with the principles and procedures based on following a proper sequence in the training of teachers for community improvement. The program is really an in-service workshop for teachers which was started in September, 1946. Initiated with a modest enrollment of sixty teachers, the program grew until by 1952, over 1200 teachers, or about one-third of the city's entire educational staff, had participated as members.
The program in Baltimore is a voluntary activity and allows teachers to enroll from a period of from one to four years as individual time permits. A year's schedule consists of fifteen sessions of two hours held during out-of-school time. The minimum time to complete the full program is three years. Participants are made to feel free to follow the courses all the way through or to drop out after their special needs have been met. The experience of the study, however, points to the fact that about 95 per cent of the teachers or participants stay for three or four years, and only a few drop out after one year.

The program of study centers on three C's: (1) child acculturation, understanding the environmental and cultural influences that affect the child in his relation to the school and to learning; (2) curriculum revision, working with students, community leaders, parents, and others to bring about learning that has meaning and purpose in terms of the child's development and his societal needs; and (3) community action, working with community agencies for the improvement of the child's environment and community living.

As reported by the planning committee of this community study based on the foregoing three C's, ten concrete aims which were envisioned are:

1. To create awareness of the community, its historic, economic, sociological and industrial aspects and problems.

2. To make use of community resources for learning purposes at all educational levels.

3. To carry on a continuous program of curriculum revision in the light of available resources and
community needs and problems.

4. To be aware of the total environment in which the child lives in order to know the child.

5. To understand the tensions and problems of the community and to have the school contribute, together with other agencies, toward their solution.

6. To understand the techniques of group cooperation for the purpose of fulfilling local needs.

7. To encourage teacher-growth in understanding the role of the schools in community life.

8. To encourage participation on the part of the educational staff in significant community activities.

9. To create better intergroup relationships.

10. To help create public consciousness of the community needs and problems, and raise the level of general civic participation.14

The participant does not achieve all these aims during the first year of the program. They come to him gradually during each succeeding year. Generally, growth in teacher understanding of community patterns, community resources, and child acculturation come during the first year; curriculum revision during the second year; and community action program during the third and fourth years with the school playing the leading role until the seminar study in the fourth year.

The general pattern of progress is not the same for all teachers. The participant's interest is the deciding factor. To one teacher, understanding children in community culture may remain his important aim; to another, curriculum revision may attract his

14 Harry Bard, Teachers and the Community, pp. 15-16.
attention; and still another may be absorbed on the important feature of community action. Thus, the program affects the participants in different ways, but it does affect them all to a major degree.

The Baltimore Public School Community Study Program is planned in a learning sequence, a progression of community-study experiences aimed to help the participants move from the first year through the seminar experiences. As reported by Bard, coordinator of the study, the sequence follows:

1. The first year of the program is concerned with understanding the community.

2. The second year is largely concerned with curriculum revision and with use of community resources.

3. The third year is mainly concerned with community action resulting from closer relationships between school and community.

4. The seminar or fourth year stresses use of research and active relationships between school and community bearing on a particular problem. 15

Leadership has played a major role in the success of the community study program. While outside leadership has been important in determining the nature and progress of the program, the leadership that has come from local source, the Baltimore teachers themselves, has been the key element in its success. All group leaders and Coordinator serve on the Planning Committee, which acts as steering group for consideration and action on the numerous suggestions for change and improvement of the program.

As the program progresses, associations with more and more

community agencies bring out the rich possibilities of utilizing authorities from these areas as group consultants. A number of universities also have been helpful in assisting the community study program. These include Wayne University, John Hopkins University, and the University of Maryland.

Without minimizing the contributions of those in leadership roles it is important to note that the real leadership comes from the participants themselves. It is they who ultimately decide in their problem-area groups, in their school groups, and in their seminar meetings.

**Allegan Public Schools, Michigan**

Allegan, a city of 4,777, is situated in southwestern Michigan on the Kalamazoo River within an hour's driving range of Grand Rapids, Battle Creek, Kalamazoo, and Holland. Although the county in which Allegan is located is essentially rural area, Allegan itself is both an industrial and agricultural center. The county is listed as one of the State's ten best agricultural counties.

The Allegan Community Council was organized in 1939 by school personnel and other civic-minded and child-concerned individuals who were desirous of establishing a summer recreational program with emphasis on swimming. The Council had been very active in promoting community projects and was quite concerned about coordinating the numerous organizations in order to avoid duplicate efforts in many scattered activities.

In the fall of 1948, Edward Grim, Director of the Kellogg-sponsored Community School Service Program of the Michigan State
Department of Public Instruction, met with the Allegan Board of Education and explained the meaning and merits of the projects which had been already in operation in five small Michigan areas. As a result of this initial contact the Community Council was reconstituted, its membership coming from some 53 church, fraternal, social, civic, educational, cultural, and other organizations. The new Council assumed major responsibility for the CSSP.

As restated, the purposes of the Community Council are:

1. To co-ordinate and to encourage voluntary cooperation, democratic participation, and close harmony among existing organizations, agencies, institutions, and individuals in the community of Allegan;

2. To promote studies, surveys, and other activities to determine both the current and future needs of the community in any desired area of life;

3. To utilize all available local, state, or national resources, or consultant services, in devising ways and means of action to meet the known needs of the community;

4. To maintain an informed, and understanding community from which leadership may be obtained and developed;

5. To foster the goal of community-wide improvement, whereby the community will become a more wholesome and pleasant area in which to live, to play, to work and to worship.16

After several public sessions, the Council set up a number of Action Committees for these fields; (1) health, (2) home and

16 Report of Arthur A. Kaechele, Superintendent of Allegan Schools and Director of the operation of Kellogg's Community School Service Program, 1952. (typed)
family living, (3) education, (4) community relations, especially inter-cultural relations, (5) recreations, and (6) beautification.

For their respective fields, the Action Groups were advised to:

1. determine the nature and extent of the problem;
2. ascertain the facts and explore the needs;
3. recommend lines of action toward achieving something worthwhile, if not solving any problems;
4. encourage democratic participation;
5. keep a permanent, written record of its meetings and its activities;
6. submit a monthly report to the executive board of members and a progress report to the Council meetings;
7. strive for the benefit of the whole community area.

Realizing that the Action Committees could not possibly meet all the existing needs by initiating directly every worthwhile community project or that the members of the Action Committees could not provide the necessary time, personnel, funds, and leadership, the Council solicits the help of particular member organizations as needed. Thus a member organization would usually accept an assigned project which it can best perform alone or it may join cooperatively with another group or groups. Such cooperative ventures broaden the scope of worthy community enterprises, and both the Council and the Board of Education derive pleasure in seeing the projects accomplished.

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17 Kaechele, op. cit., p. 6.
To carry out its program, the Community Council receives its major contribution from public subscription through the Community Chest, a substantial amount, stipulated for use in recreation program, comes from the City Council each year. In the past, the Junior Chamber of Commerce and Red Cross have given assistance. Several civic and service clubs support special projects. The Board of Education makes available the playgrounds, school buses, and the use of rooms, providing free of charge the heat, lights, water, and the facilities and equipment in the school building.

Among the functions which the action group for community relations performs is that of attempting to coordinate its activities with those of the Ministerial Association and church guilds and societies, whose members are affiliated with the Council through their churches.

The action committee on education has helped to pass a bond issue for the construction of new school buildings. Another project undertaken by this committee is adult education, including adult driver training. The local firms provide the automobile for the adult driver training. The Board of Education contributes the use of buildings, light, heat, equipment, clerical expenses, and janitorial services.

The Action Committee on Health has assisted with the immunization program, the mobile X-ray unit for tuberculosis, the hearing and vision programs, speech and correction needs, the plan for a series of Mental Health lectures and discussions under the direction of a consultant from the State Department, and special projects of a
woman's club to increase receipts for the March of Dimes Polio funds.

The Recreation Action Committee has expanded and strengthened the program of recreation, with the goal of employing an all-year full-time director and coordinator of recreation and adult education.

The Action Committee for Home and Family Living is a recent addition to the action groups. The committee assumes leadership for Mental Health series, co-sponsored by two women's groups. It has also set up a Baby Sitters' Bureau.

A number of projects have been handled through the school. The more unique and interesting of these include field trips, a school forest, camping and out-door education, senior government day, a model U. N. assembly, a community canning center and a system of school banking.

The curriculum has been made flexible and is adapted to changing conditions in the community. A number of classroom experiences have been supplemented with learning on the spot right in business and industry, on the farm, in various organizations of the youth, in Career Day, in Senior Government Day, and many other allied activities, where education for responsibility instead of docile obedience has been the keynote.

Living in the community has been improved in many ways - in the friendly and intimate relations among the citizens due to action projects going on; the canning center has certainly much to offer in the way of getting the right kind of food during off-season and stabilizing family budget, desirable citizenship is enhanced by the many camping and organized activities, from the various donations and
solicitations made for the needy, hospitals, and many other civic projects.

**Battle Creek Public Schools, Michigan**

Foremost and central in the philosophy of the Battle Creek schools is the purpose of developing the individual to his maximum capacity. One of the school leaflets says:

...We in the Battle Creek Public Schools believe in the worth and dignity of the individual. To us, this means that the school and its curriculum should be designed to meet the needs of the individual child.18

The "Teachers' Guide" stresses the necessity for community participation when it states:

...That education goes on both within and without the school, and that teachers should seek to make all educative experiences valuable.

That all groups — parents, pupils, teachers and the community — should contribute to the planning of the educational program with appropriate reference to scientific data regarding the educative processes.19

The Educational Advisory Council of the Battle Creek Public Schools has been functioning for more than six years. It has been very valuable to the schools as the medium of cooperation, information, and service between the schools and the community. Its membership consists of two representatives from each local parent-teacher association (the president and another parent of the opposite sex), the principal of each school, the president of the teacher's association, the chairman of the principals' and supervisors' group,

18 "Battle Creek . . . A Good Place to Build Your Future," (no date) Battle Creek Public Schools, Battle Creek, Michigan.

19 The School Digest, Bulletin No. 30, Battle Creek Public Schools, Michigan, November, 1952, p. 3.
the chairman of the service personnel group, the superintendent
of schools, officers of the City Council of Parents and Teachers,
and four additional members selected at large by the executive
committee. There are no dues, and expenses are met by contributions
from local parent-teacher associations. The Superintendent of Schools
reports that the success of the Council is due to the following
conditions:

1. It was organized as a permanent means of main-
taining close working relations with parents
and other citizens in the community.

2. The members of the council are selected by the
various educational groups and organizations which
they represent.

3. New members are brought into the council annually
or at least every two years.

4. Instead of occupying itself with formal programs
and outside speakers, the council has devoted
its meetings exclusively to questions of immediate
or long-term planning and of concrete school
policy and procedure.

5. All members of the council have participated
actively in its discussions - teachers, principals,
and supervisors - and time has been given for
frank consideration of suggestions, criticisms, and
appraisals of educational practices.

6. The educational philosophy of the school system
fosters the free functioning of this advisory
group, without tension, insecurity, or serious
conflict regarding the development of education
in the community.²⁰

Unlike the community-school programs of the Sloan Experi-
ments in Kentucky, the Holtville (Alabama) Schools, and the
Community Dynamics in Earlham College which are more or less

²⁰National Society for the Study of Education, Fifty-Second
Yearbook, Part II, 1953, p. 162.
designed to attack directly community problems, the community activities in Battle Creek Public Schools are rather incidental because the Council promotes activities that seem to concern only the schools directly. Among the practices employed to improve the quality of living in the community are: (1) the maintaining of good public relations, (2) the use of school and community organizations, and (3) the utilization of curricular offerings.

The schools try to accomplish good public relations through the school paper, through press releases, and through the establishment of good rapport between the school and the community. You and Your School is a handbook for parents who are to enroll beginners for the following school year. Leaflets showing the various offering of the schools are freely distributed to the parents and citizens of the community. Publications about "Education-Business-Industry Day" comprise another aspect of the public-relations program. In Battle Creek Public Schools, the name of the school paper is The School Digest, with a sub-title, A Bulletin for Parents and Others in the Community. Another publication is the Annual Report of the Superintendent of Schools to the Board of Education from which the parents and lay citizens learn the facts and figures related to the progress of the schools.

Community organizations have helped to bring about greater participation of the community in school planning. Through the school offerings, the community likewise has been improved in many phases of living: health, family, vocations, citizenship, and human relationships. Among community organizations cooperating with the public schools are the following:
(1) Junior High Curriculum Planning Committee
(2) High School Parent-Teacher Curriculum Planning Group
(3) Joint Committee of Industrial Personnel Associations and High School Staff
(4) Parent-Teacher Workshops
(5) Parent-Teacher Council
(6) Educational Forum Group
(7) Business-Labor-Education Committee
(8) Lion's Club
(9) Willard Trust Income Fund
(10) Exchange Club of Battle Creek
(11) Rotary Club
(12) Needlework Guild of Battle Creek

Among the curricular offerings likely to improve community living is a course called "Community Living," which is offered in the third year of junior-high school and is designed to project the school program into the community. Vocational courses are also offered in order to provide for the vocational interests and skills of those students who may be unable to continue their studies into college. Among such courses are drafting, printing, automotive mechanics, and machine shop. Besides these, the Battle Creek Public Schools in conjunction with other groups offer apprenticeship training for machinists, tool and die makers, sheetmetal workers, draftsmen, and building tradesmen. Regular training courses for practical nurses are set up by the Vocational Education Department and sponsored by the Battle Creek Public Schools.

The Evening School is another program that offers excellent
opportunity for working students and adults who desire to continue their studies. The courses offered include welding, radio, electricity, driver training, auto mechanics, American history, art appreciation, music, photography, English, advanced sewing and tailoring, family psychology and problems, interior decorating, bookkeeping, business arithmetic, office practice, shorthand, and typing.

The schools also provide a program of adult education. Nearly two-thousand adults participated in this program during the year 1951-52. These adult classes are cooperatively sponsored by different agencies and organizations such as the Calhoun County Medical Society, the Y.W.C.A., the Kellogg Company, the General Foods Corporation, and the Civic Art Center. During 1951-52 there were 34 classes and groups organized.

The Schools of Stephenson, Michigan

Another example of improving the community through the initiative of school leaders can be found in Stephenson, Michigan. This village has an immediate population of about 1,000 and is a part of a larger district of 550 square miles, with a population of 2,200. Its community program began in 1946 when the Superintendent of Schools and the Board of Education held conferences with State Department of Education. Besides these conferences, they conferred with person from the University of Michigan in an orientation program regarding community development. To provide continuity to the program the process

 Cocking, et al., op. cit., p. 82.
of conferences was repeated when the membership of the board changed.

Based upon the assumption that the quality of living in Stephenson could be improved through school leadership and planning, the Board of Education and the Superintendent of Schools talked matters over with the citizens of the community who readily endorsed the tentative project with enthusiasm. Under the leadership of the Superintendent of Schools, a steering committee was at once organized, composed of representatives from twenty-seven agencies and associations. The committee discussions evolved four tentative assumptions: (1) people are motivated mainly by self-interests; (2) people are interested in and desire improvement; (3) people need guidance; (4) and people want to participate. During the early meetings the Stephenson Community Coordinating Council with fifty-two members was organized, and an executive committee of five members was appointed with the Superintendent of schools serving as secretary. Almost immediately, the Council established the following seven problem-study committees with membership from ten to twenty-five: (1) home and family life, (2) religious life, (3) farm land, (4) healthful living, (5) community services, (6) recreation, and (7) education. Each problem-study committee in turn appointed three to five members as an action committee. Figure 2 shows the form of organization.

Various reactions have been noted in the study groups. Some are fast in their reactions, others are slow, but in all cases there has been positive indication of the increasing participation on the part of the people. Any citizen is free to report to any study group any phase of community need that can be met or any community problem
Figure 2. Organization for Community Improvement, Stephenson, Michigan

Ibid., p. 83.
that needs to be solved. Often, this citizen becomes a member of the group. Chairmanships of committees rotate through the years to preclude domination by one leader.

The use of building and equipment by the citizens is feature of the cooperation of Stephenson High School. For three years the high school chemistry room was utilized by farm committees for soil testing and other purposes until a laboratory was built for this need.

Another significant characteristic of community growth in Stephenson was when someone thought that the large woodland of scrub pines could be turned into excellent fence material since the trees were useless for lumber or pulp. The citizens undertook the fence manufacturing and in the first year they had a gross sale of $65,000 and the following year, over a million dollars. Today it is grossing a sale of over two million dollars.

As reported in the Fifty-Second Yearbook of the National Society for the Study of Education, Part II, during the five years in which this community program has been in operation, practically all of the communities in and around Stephenson cooperated with the schools or other agencies in promoting one or more community-improvement enterprises.

Since the program began, it has undertaken 125 community projects involving 30 per cent of the total area population. Of these projects, 75 have been completed, among which are the following:

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(1) The farm-use committee, for three years utilised the high school chemistry laboratory for soil testing and other purposes. In due time, the demand for such services exceeded the school's facilities, and a soil testing laboratory in the community was built.

(2) The many square miles covered with scrub pine which was really a wasteland was converted into a thriving business of fence manufacturing. Today Stephenson's fencing concern is grossing over two million dollars annually, thus improving the economic condition of the community and furnishing employment to many persons.

(3) Many voluntary contributions were secured for financing projects for community welfare.

(4) The Council has produced a milk testing laboratory.

(5) The recreation committee sponsored a project which resulted in a lighted sports field, an area baseball league, a summer recreation program, an ice-skating rink, and three outdoor basketball courts.

(6) The school curriculum has been modified in at least five instances and has been accepted by the general public particularly because of lay participation.

(7) Home-and-Family-Living Committee gives a course in baby sitting, leadership, and public attitude surveying.

Aberdeen, Monroe County, Mississippi

Aberdeen, Mississippi, county seat of Monroe County, stands on the Tombigbee River, flanked on the west by the flat, black prairie lands and on the east by rolling, sandy hills. It is the place where the dream of one business man made a valuable contribution to the improvement of an entire county.

This dreamer is J. E. McDuffie, a member of the Aberdeen Rotary Club and director of the Agricultural Affairs Department of the Aberdeen Chamber of Commerce, who arranged for a series of meetings at Wren, Becker, and Hamilton, the surrounding communities of Aberdeen, to promote rural-urban relations. Following these meetings in 1947 the Aberdeen Rotary Club sponsored a resolution requesting the Aberdeen Chamber of Commerce to make a study of the possibilities for a rural community development program in Monroe County.

Fortunately, during this time the president of the Aberdeen Chamber of Commerce was Superintendent A. A. Roebuck of the Aberdeen Public Schools. He had been a member of the Resource Use Education Committee of the Southern States Work-Conference since 1947 and had long felt the need for improving living conditions in the county through the utilization of human, natural, and social-cultural resources.

Early in 1948, the Agricultural Development Department of the Chamber of Commerce made the study and submitted a complete report, along with a specific plan for the rural community development, the plan to be known as the Aberdeen Rural Investment Program.

Seventy-five business firms had pledged $8,300 a year for a period of three years for this program with the understanding that the Agricultural Extension Service of Mississippi State College would accept the full responsibility for directing and supervising the project. The College agreed and in addition, contributed $2,000 per year for support of the project. Soon Superintendent Roebuck announced to the public that the Aberdeen Rural Investment Program had already started its operation, the third of its kind to be directed
by the State Extension Service in Mississippi, the other two being at McComb and Tupelo. The point was clearly made at the beginning that the program would be one of long-range development, and that concrete results could not be expected in a short time.

For their annual contributions amounting to $8,300, the cooperating business firms and individuals were to receive the following services on a county-wide basis, although Aberdeen alone was sponsoring and financing the program:

1. A full-time trained specialist for livestock, dairy, and pasture development
2. A full-time specialist for poultry development
3. An artificial insemination program with a trained technician in charge
4. Sponsorship of 100 bushel corn contests for 4-H club members and adults
5. Sponsorship of pasture contests for 4-H club members and adults
6. An annual farm-rally day
7. Dairy herd chain among 4-H Club members
8. Beef cattle chain among 4-H Club members

The foregoing program of activities, set up by the Rural Investment Program underwent some adjustments in order to cope with changing problems such as: reduction of cotton acres, inability to obtain adequate farm labor due to mechanized age, inadequate supply of needed fertilizer, and need to increase the farm income in order to raise the standard of living.
With the added specialists on the job, many improvements were achieved as the program developed. The farmers of the County as a whole were alert and eager for progress as they had come to realize that their income from cotton alone was becoming smaller each year.

Under the direction of the assistant County Agent for livestock, the pasture-development program was started first because it was a twelve month program with a long-range goal. During 1949, first year of the pasture program, 12,981 acres of year-round pasture were placed under production. This figure increased to 80,078 acres at the end of 1951, which concluded the three year initial phase of the program.

Dairying in the County had been a failure in the early thirties. As the markets decreased, so did the milk production. At the beginning of the Rural Investment Program, marketing facilities were still located outside the county. During its first year, more than one hundred producers were added to the 260 already in the County. The 1950 census showed a gain of almost 200,000 gallons of whole milk sold over that in 1940. With this increasing milk production, a plan is afoot to build a $125,000 milk-processing plant at Aberdeen, with a capacity of 40,000 gallons daily. The City of Aberdeen voted a $60,000 bond issue to finance the building. A grant from the State Building Commission will take care of the machinery. The farmers' money of $35,000 worth of stock in the cooperative venture will be used to operate the plant, which will be under the supervision of the A. & M. Creamery, Starkville, Mississippi, one of the oldest and most successful business of its kind in that section of the South.

Following the pasture and dairy improvement program, work on
the beef-cattle production began. During 1950, there were purebred sires bought and placed on the county. At the close of 1951, there were over 15,000 beef cattle on pasture in the county. A 4-H Club beef-cattle chain was started in 1951, with a purebred heifer given to a Club boy in the county with the understanding that the first heifer calf be given to another Club member. This phase of work is popular among the Club members and is still growing. Interest among the 4-H Club members has been manifested to the point that, during a three year period, Club boys have increased the number of their Jersey heifers from 11 to 100. Besides building better dairy herds for tomorrow, they have won several thousand dollars in prizes at local, district, and state fairs. The 4-H Club Advisory Council, composed of public-spirited business men had started a dairy chain in 1949 by purchasing a purebred Jersey heifer and presenting her to a Club member. This chain now has four links in it and is still growing.

Poultry production has increased greatly since this phase of the improvement program was started in 1949. A majority of the emphasis has been placed upon production of broilers and laying hens for producing hatching eggs. Two poultry processing plants have been built and enlarged to take care of a portion of the increases in production of broilers.

Another important phase of the program was the organization of the Monroe County Artificial Breeder's Association in September, 1948. The program has grown from a mere blue-print organization to a reality to the farmers at a minimum cost to them. During 1951, close to one-thousand dairy cows were serviced by artificial insemination for the
Before the county-wide program had completed its first year under the leadership of the Aberdeen Chamber of Commerce, the public spirited citizens of Amory, the second largest town in the County, saw the results of this worth-while undertaking and wanted to share the cost of the program with the Aberdeen citizens. This became a reality and on September 1, 1949, the program became the Monroe County Agricultural Development Program, with both towns sharing equally the $10,300 budget.

September, 1951 ended the three-year program as far as the local business firms and individuals were concerned. But the results accomplished in all phases throughout the County brought the business men of the two towns to the realization that the program had meant much to the farmer, and that the services of the three specialists should not be terminated. A group of business men and farmers of all sections of the County who had profited from the program went before the Monroe County Board of Supervisors and presented them with a plan whereby the Board would assume the $8,300 yearly portion of the budget which before had been contributed by the business men. This met the whole-hearted approval of the Board members.

The Program is now in its fifth year and is still continuing because it has been built around the needs of the farmers of the community.

The results of the program, so far, have been manifold. They include many aspects relating to increased and potential wealth. The
curricula of schools have been enriched and made more meaningful, and
many people have realized for the first time that Aberdeen and Amory,
as well as all the communities of the County, can work together to
improve the living conditions of all concerned.

Clifford J. Scott High School, East Orange, New Jersey

A unique example of utilizing the services of the youth for
various community improvements through the initiative of the school
is found in the Social Studies Department of Clifford J. Scott High
School, East Orange, New Jersey. First of all, the Social Studies
Department organized the "Youth Volunteer Service," an activity
designed to carry classroom instruction out into the life of the
community. The project really has as its purpose making social studies
function in the laboratory community, investigating its people, its
resources, its needs, its government, and its living. In short, the
community provides opportunity for citizenship training that will be
active and purposeful.

Prior to releasing the pupils for any community assignment,
clear-cut standards are devised to define the respective responsibili-
ties of the agencies and the pupils. The set of standards serves as
a working basis for mutual understanding when the pupil takes his
assignment, and thus provides a ready frame of reference for the
evaluation of the experiences in which the pupils participated.

When the program began, only young people of ages seventeen and
eighteen were given the opportunity to serve with a few voluntary
social and civic agencies in East Orange, particularly the settlement
houses. But as the Youth Volunteer Service became recognized, more
and more agencies have been added to the list. Today, recognized community agencies and organizations are hospitals, community houses, visiting nurse associations, and family service bureaus. In addition, the city clerk's office, the shade-tree commission, the water department, the city tax office, the city welfare department, and other governmental offices make use of the services of these pupils.

As presently organized, all work is done on the pupil's own time for two hours per week for twelve weeks. The time limit is made flexible when necessary for the interest of the participants. Experience has shown that many pupil's develop a strong interest for their work and they spend many more hours on their projects than originally scheduled. In many cases, they have given up some week ends to help out.

The types of work performed by the pupils are many and varied such as hospital assistance to patients and hospital personnel, recreation supervision in community programs, general assistance in the board-of-education offices, program planning for the clubs of retired men and women, help at the workroom for the blind, assistance at day nurseries, city-wide surveys for the shade tree commission, reception responsibilities at the city welfare office, help in the city tax offices, registration of voters in the city clerk's office, and many other services.

At the end of the assignment some members of the agency holds a conference with each pupil, during which period the pupil attempts to evaluate his experience. He reads and discusses the agency's report to the school and tries to note where he can make improvements.
From the standpoint of the student's personal development and growth, these conferences are productive because he learns to improve himself through the suggestions of an outsider. In many instances the faculty have to revise their judgments of the students through these reports. A number of things have come to light because of these outside projects; hidden talents are discovered, character traits formerly unnoticed become evident, and those that fail to demonstrate their ability in school in many instances prove it is only this chance that they need to bring their native interests and abilities to the surface.

The results of the program so far have been very promising.

The social studies teacher of East Orange, reports:

In evaluating the program some of the letters sent in by students and agencies are used. A letter from the director of the Orange Family Social Settlement stated: 'At the outset we took on the project with reservations as to its possible success, but in the three years of our mutual association we have had our fears allayed and now have high respect and regard for these students because of the fine attitude of community-mindedness they brought to the task, and the interest and ability with which they tackled the job of group leadership.'

A recent graduate of the program wrote, 'My experience did much to help me find myself. In some way or other life took on a real meaning. I felt that a drive had been developed within me to use my abilities in furthering a worthwhile activity that would be part of me in the future. I felt as though I was accomplishing something valuable and through this I became important to myself. Above all else I have realized that I gained a great freedom—freedom from indifference.'

Cooking, et al., op. cit., p. 70.
Fair Lawn, New Jersey

Superintendent of Schools, E. C. Grover of Fair Lawn, New Jersey, reports one very outstanding achievement of community cooperation through the leadership of the school in solving its major problem of housing to meet the expanding enrollment. In Fair Lawn, New Jersey, for the last five years the enrollment has continued to rise at the rate of six-hundred additional children per year, while from 1950 to 1951 the only school construction that had taken place was a twelve room elementary school building and a six year high school building in 1943 to accommodate 650 students. This building housed in 1952-53 on a part-time session basis 1,384 pupils.

The Fair Lawn Board of Education tried very seriously to meet this problem but soon realized that the facts must be understood by the people in order to secure adequate support. In June, 1949, the Board arranged a "Dollar Dinner" in the high school cafeteria to which 174 citizens came. In the basis of pre-planning, the citizens present were divided into sixteen groups and each was provided with a discussion leader who served also as a host. After the dinner, each citizen was requested to write what appeared to him as the most pressing need of the schools, and after a general discussion of these problems, to record the solutions he thought best for the problem he had listed. The problems listed by the attending citizens covered a large range of needs under such headings as housing, finance, teachers, curriculum, instruction, public relations, and transportation. The suggested solutions ranged from three-shift class sessions to a "pro rata" collection of $25.00 to $50.00 from each family to raise
the amount badly needed to construct new school buildings immediately.

The next step taken by the Board was to employ a school building consultant to lay out the plans for the building construction needed for ten years ahead. When this was ready, the Board invited the citizens for the second time to group suggestions and study to improve the services of the schools to the public. Following the discussion, the Board had the ten year plan published and circulated throughout Fair Lawn. The first building project called for the construction of a twenty room elementary school building and a five room addition to another building. The Board conducted discussion groups among organizations, civic clubs, PTA's, and citizens. Enthusiasm ran high. The community was ready to try to solve the recurring problem of lack of schoolrooms. When the referendum came to a vote, the new school plan was passed by 25 to 1 and the addition, by 6 to 1.

However, the problem did not end there because the additional children kept on coming to the school at the rate of 600 a year. As 185 graduated from the high school approximately 300 were ready to step into grade seven. With such a big difference between those leaving and those entering the space problem seemed a hopeless one, especially when the Board felt that it had reached the limit of its borrowing capacity. But the problem was there, it have to be faced or it would remain a perennial problem, increasing in seriousness each year.

Led by school leaders and the same group of public spirited citizens, the Board of Education placed the referendum for $1.2
millions before the people for the purpose of financing a junior high school building and a smaller elementary school building. The number of voters this time had doubled and the referendum lost by 75 votes for the junior high school and by 235 votes for the elementary school.

Since the problem was a really serious one, supporters from many quarters organized themselves and campaigned for more adherents and leaders, until they reached a total of 350 courageous citizens who would work for this good cause for the community. The leaders went again to the Board and appealed for a second presentation of the defeated referendum. The Board accepted the proposition and the 350 leaders made a door-to-door canvass, circulated leaflets of the true facts about the schools, carried out systematic presentation of the facts to the people until finally they succeeded in securing six thousand signatures on the petition. A number of mumblings and growlings were heard from opposite camps charging that the board was trying to override the wish of the people since the referendum had already lost. During the three months that followed prior to voting of the issue, group discussions took place, debates were staged explaining both sides of the issue. This time the Board dropped the request for elementary school building; and when final voting was taken on January 18, 1952, 51 per cent of the registered citizens had voted, and the measure was passed by 198 votes. The long struggle had been won, and the 350 citizens who had fought out the battle to victory constituted themselves into a permanent committee to back up forthcoming projects. The committee now publishes monthly news sheets and
keeps the people well informed about the school in every issue of the local press. A plan is already underway for another referendum regarding a thirteen room elementary school building to replace the old seven room building.

Barker Central School, New York

Much of the busy life of a community depends upon the various groups of people that are formed within it: study groups; cultural, social, political, religious, civic, economic, business and industrial groups; youth groups and old-timers' groups. The various groups need space in which to congregate, to fraternize, to talk, and to meet, otherwise life in the community becomes dull and stale. In any American community such congregation is an absolute necessity, and one effective way to foster this spirit of sociability and neighborliness is to provide the necessary accommodations and space. In this particular aspect, Barker Centralized Schools excel in serving its decentralized population of about five thousand.

The Barker Centralized School is located on the edge of Barker Village on a beautiful twenty acre campus, with 150 acre farm and airport adjoining. It is a pleasant rural site providing whole community activities, located about one and one-half miles from Lake Ontario and within easy commuting distance of the Buffalo, Lockport, and Niagara Falls industrial areas.

The Board of Education recognizes the school as a natural center of the community, and under the leadership of its Superintendent of Schools, it authorizes the maximum use of buildings and facilities for community projects. The adults use shop and
and classroom space for adult education programs. The school farm serves as an agricultural experiment station for farmers. The gymnasium is employed by adults for many school-community functions. A chapel, built by the school, offers a place for non-denominational religious services. Annually a community fair is held with 10,000 people in attendance from the surrounding areas. One of the high schools that has a land airstrip constructed by the airport and the aircraft courses of the schools, allows the farmers to make use of this facility for the community wide airplane crop dusting program.

Another important feature that fosters good community relationship is that the school has the very rich curricular offerings including the evening schools for the adults and working students of the community. Several courses leading to graduation are offered in order to meet the varying needs of students. These are academic, vocational stenography, vocational homemaking, vocational agriculture, vocational shop, and airport and aircraft.

Citizenship training, physical education, and health education are stressed in both curricular and extra-curricular programs. The extra-curricular program includes the student council, science research, music clubs, press club, dramatics, public speaking, library club, Betas, Future Farmers of Barker, Future Homemakers of America, cafeteria corps, student officers corps, monitors, athletics, intramurals, and many others.
Large cities, like New York with a population of about eight million, unless there is careful planning and guidance, would likely fail to establish channels of communication through which the people and the schools can work together on constructive projects for the improvement of the community. In many of the large communities of the city of New York, the schools and citizens are developing citizen participation by creating small school community groups with the resources of several school districts available. Dr. Abraham Ehrenfeld, Assistant Superintendent of Schools, inaugurated in 1948 a non-profit organization known as the Community Council. In the mid-Bronx area there are about 400,000 inhabitants with about 40,000 school children taught by 1,500 teachers in twenty-one public elementary schools, six public junior high schools, and one public high school, and a number of parochial schools. The inhabitants include a variety of races, creeds, and nationalities, who are also of different social and economic status. The Council has become one of the symbols of the growing unity between the school and the community.

A school-community coordinator relates the work of different groups in the fields of education, health, sanitation, housing, recreation, group relations, and summer and after school care of youth. In the Community Council, this coordinator serves as ex officio adviser and thus he is able to coordinate the activities of all groups and reconcile differences in their special interests. The school administrators and teachers, members of civic organizations, businessmen and individual citizens all contribute to the projects of the Council in
their worthy attempts to improve the community.

Following are some statements describing this community program which were taken from the Primer for the Bronx Park Community Project:

1. The Bronx Park Community Project is sponsored by the Public Education Association; the New York City Board of Education; and Teachers College, Columbia University.

2. The project, as a pilot study, aims to provide a framework for local action in dealing with the needs and problems of the big city schools.

3. The project is based on the idea that everyone is concerned with education - parents, teachers, administrators, even those who have no children in school.

4. The project attempts to tap the resources of all these varied people in order to build the best education for the children of the community.

5. The project is designed for the type of community which has the resources of wealth, people, and staff to make it a leader in producing new ideas for improving education.

6. Machinery for school-community cooperation is provided, but no blueprint for solving specific problems is offered by the project.26

The broad activities and far reaching achievements of the Community Council can best be illustrated by a number of projects it has undertaken. Each proposed project is analysed by the Council to see if the probable results would justify its existence.

In one activity, the Council allocates money each year to various schools in the districts to help a summer camp placement program. Summer camps are host to approximately 1,500 children for

26 Primer for the Bronx Park Community Project, 1827 Archer Street, Bronx 60, New York.
part or all of the summer season. The Council is able to finance this project and others through its fund raising campaigns. Members pay dues and affiliated groups raise funds through voluntary contributions, the Spring Intercultural Festival, the Spring Journal, dances, membership drives, and other special entertainments.

The Council has also stimulated the community to meet the problem of summer care for the children, especially the under-privileged. Starting with five hundred children cared for in 1949, the number has steadily increased to 1,500 in 1951. At the request of the parents and other groups the schools have opened informal sessions for children and adults from 3:00 P. M. to 11:00 P. M.

Another major program of the Community Council is carried out by the Claremont Area Housing Committee, which is jointly sponsored by the Council, the Bronx House, the Bronx Welfare Council, the neighborhood schools, religious and parents' groups, and individual community leaders. The authorities concerned have been asked to clear the slums and to erect community housing projects. These activities in many instances have become the core studies in the high schools of the area.

**Tillamook Burn Replanting Project, Portland, Oregon**

On August 14, 1933, "fire on Gales Greek," swept into the 240,000 acres of forestland to the west of Portland, Oregon, in spite of the determined efforts of nearly 5,000 men to control it. With the help of loggers, CCC boys, and volunteers from towns and cities in the district, the area burned during the first ten days had been limited to 40,000 acres. Then came the day in Oregon when
everything was bone dry, humidity was low, and danger lurked in every valley near the fire. Within the space of twenty hours on August 24 and 25 the fire "blew up," and the whole 240,000 acres of timber was consumed. Magnificent trees up to 450 years old were swept away, and one of the most majestic forests of all time containing more than 13 billion feet of timber, was destroyed and the State of Oregon lost timber valued in terms of current prices at $100,000,000.00.27

Since 1933, all foresters have dreamed and planned for the day when the burn could be re-forested. But these obstacles stood in the way: the salvagable timber must be logged; taxes must be paid; snags must be cut; road for logging and fire protection must be constructed; and bare land must be seeded or planted. Indeed, the task seemed colossal.

In 1939, there was a second fire in the Tillamook Burn area. The dry snags caught fire and before it could be stopped 190,000 acres were reburned, including some 28,000 acres of green timber which could have reseeded the land.

On July 9, 1945, the third fire broke out, not far from the place where the original fire started in 1933. For six hot weeks, an army of 4,000 high school students, army service troops, sailors, marines, loggers, fire fighters led by the most skilled fire-fighting supervisors in the Pacific northwest, battled the red hot glowing snags to a standstill. But 180,000 acres had been again burned over, three men had paid with their lives, $200,000.00 had been spent in funds,
and 12,500 acres of the finest young trees in Tillamook County had been fatally scorched. Such has been the tragic history of this Oregon Big Burn.28

The idea of replanting is not new. Several years ago the idea was presented to the Portland City Club, and it met with much interest. Various people in school administration have considered the idea from time to time. Young people's community groups have actually done some work in replanting, but with minor results. Like Mark Twain's weather, everybody talks about it but nobody does anything. Finally, someone hit upon the idea of viatalizing the science curriculum of the schools and of finding an outlet for the constructive enthusiasm of the young people as desirable training for citizens in a democracy.

From the beginnings of this novel idea in 1949-50, the project has received widespread public interest. This outstanding citizenship education project has been publicized in: World Week, a national high school magazine, Scientific Monthly, National Geographic, and the Christian Science Monitor.

As a preliminary to the big task of replanting the burn, each high school in Portland trained at least forty students in tree planting techniques. The training took place at Portland's Forest Park, and 18,000 trees were planted during the training period. Over 500 man hours were spent profitably by the pupils in planting on week ends and holidays although most of the training took place on school time.

During the school year 1950-51, all the preparatory stages

28Ibid., p. 4.
were turned into actual planting in the Tillamook Burn area. This was made possible by a three pronged responsibility: (1) the State Department of Forestry, (2) the Local Community, and the (3) Portland Public Schools.

The first step taken by the Department of Forestry was to purchase a portion of the Tillamook Burn area known as the Sterling Ranch, fifty miles west of Portland on the Sunset Highway, just a short distance beyond the Oregon-American overpass. Then each high school was assigned a forty-acre plot, and planting plans were prepared for the school plots. Attractive roadside placards soon marked the area. When the pupils go to plant trees, the State Department of Forestry provides the tools and trees as well as a trained forester for each group of forty students. The students have agreed to assume complete responsibility for their project and assigned land and to treat it with the same conscious planning and care as a farmer would his land.

A Community Planning Committee composed of foresters, civic leaders, and educators, is attempting to secure greater participation by the community, especially as regards the funds necessary to meet the expense of transporting pupils to the planting area. A bus chartered for the day to transport pupils to the Tillamook Burn costs approximately $40 while a day's trip to the training ground, Portland's Forest Park, costs $25.

Additional community participation is being enlisted by encouraging an interested civic group to "sponsor" each of the high schools. Members of this group are encouraged to take planting trips with their students.
The replanting project in each high school centers around pupil volunteers who meet as an extra-curricular group. Whenever the novelty of planting wears off, the teacher capitalizes upon their interests for other educational activities in the Burn. Inside the area are the elk and deer, there are several streams and during spawning season large salmon can be seen first hand; other forms of life are found in the spring-fed ponds; huge logs spread about the area contain carpenter ants, termites, and certain kinds of salamanders. All of these are interesting to children and may be talked about when they return to school.

The Student Planning Committee meets after school and takes its responsibility very seriously. For example, the committee decided that each high school should have a separate plot of its own for planting to develop greater responsibility and to permit the detection of errors or carelessness, if any.

During the school year (1951-52) over 64,000 trees were planted in the Burn Plot. Combined with the prior years' planting, the total now is about 82,000 trees. An average of more than one tree has been planted by each student in the Portland Public Schools. However, it is the hope that at least one tree will have been planted by each pupil sometime between the sixth and twelfth grades so that in the future every graduate from Portland Public Schools can say, "I helped plant those trees, and I'll see that they are used wisely."
Baker County and McMinnville City, Oregon

The investigator decided to include this project in his study because of the highly integrative aspect of "family life education" in community living and also in view of the second objective of the Oregon project: to establish community understanding and support of the schools' effort toward family life education.

The Oregon experiment in family life education has two centers: Baker County in eastern Oregon and the City of McMinnville in western Oregon. The Baker County experiment was under the direction of Professor Lester A. Kirkendall of Oregon State College, and the McMinnville center was under the leadership of Professor Curtis E. Avery, Director of E. C. Brown Trust and a staff member at the University of Oregon. Briefly, the purposes of the two developmental centers as announced are these:

1. To orient and train teachers in the fundamental concepts of family life education.

2. To develop community understanding and support of schools' efforts toward family life education.

3. To derive experience and to develop methods, techniques, and ideas in family life education which can be used by other teachers and communities. By means of publications, tape recordings, workshops and demonstrations based on the experience of those who participated in the work of the centers it is hoped that their influence will be felt in ever-widening circles throughout the state and elsewhere.

29 A non-profit foundation for social hygiene and family life education in Oregon, established as a trust fund through the will of the late Dr. Ellis C. Brown.

Both centers began, after preliminary surveys of needs, with a two-day workshop for all teachers who were to teach before classes began. The workshop provided all teachers general instruction in family-life education under the leadership of the two professors assigned to projects.

The workshops were followed by an extension course. Although the course was designated as a one-term course, it was decided to extend the class meeting schedule and to spread the meetings throughout the entire academic year. In general the course consisted of two parts: the first part was devoted to basic principles, and to the planning of the individual projects; and the second part to evaluation of projects and a discussion of progress. Libraries of needed books and materials were supplied by the E. C. Brown Trust. Films and other instructional aids, tests, and special materials were also made available at both experimental centers.

Class discussions covered these topics:

1. What family life education is
2. Family life education in the pre-school period and in the elementary school
3. The psychology of personality development
4. The formation and modification of attitudes
5. Counseling in family life education
6. The place of sex education in family life, and some fundamentals of sex education
7. Ways of working with parents
8. Ways in which the school might advance a family life program
9. What should be taught adolescents in preparing them for marriage

10. Basic psychological concepts in teaching family life

One source of major difficulty was the definition or description of "family life education." The term has been used in so many different settings that it has acquired many confusing connotations. However, the experiment agreed on a number of broad principles and specific concepts. The broad principles were:

1. Family life education (with reference to schools) involves any and all school experiences which help the human personality develop to its fullest capacity as a present or future family member—those which equip the individual to solve most constructively the problems unique to his family role.

2. Family life education must be concerned with the whole personality of the individual—not with restricted areas of learning and experience; thus family life education has a definite mental hygiene aspect.

3. Family life education includes (but is not limited to) training (1) in home management skills, (2) preparation for marriage, (3) child care and development, and (4) sex education.

4. Sex education, a part of family life education, involves much more than knowledge of human reproduction. It includes also information and attitudinal development with respect to sex roles and their psychological, social, and economic implications.

5. While family life education is broad, especially at the elementary school level, and involves attention to personality development, it must plan to do something more specific for pupils as they approach puberty. Such pupils will need help in problems of dating and adjustment to physical emotional growth—and later, in high school, help in preparation for marriage and parenthood. These specific phases of family life education are

Ibid., p. 3.
implicit in the first four points but need separate planning and emphasis on the secondary school level.

The specific concepts agreed upon were:

1. In general, boys and girls should be taught together in much of the instruction.

2. Instruction at all levels should recognize constantly that pupils are potential adults. Instruction at the secondary level should especially recognize the imminent adulthood of pupils.

3. A realistic approach to the problem of sex should be part of the instruction.

4. Counseling should be provided in addition to classroom teaching, especially at the secondary level.

5. In family life education, the so-called "student centered" approach is especially desirable; that is, students should be encouraged in every way to discuss their problems, ideas, etc., and not the problems or ideas a teacher thinks the students want to discuss.

6. Instruction should involve both men and women teachers.

7. When aspects of family life are not formally taught, teachers may indirectly and perhaps even unconsciously carry on family life education if they are thoroughly imbued with the basic principles and concepts.32

The most difficult aspect of the program was the preparation of teachers. Two sources of this difficulty are: (1) personal attitudes of the teachers, and (2) the very nature of the project itself.

32 Ibid., pp. 4-5.
Certain generalizations made relative to the sources of this difficulty were:

1. Some of the teachers were disturbed and uncertain in approaching family life education, in some instances, because of deficiencies in personal family adjustments or individual lacks in personality development.

2. For some teachers, the emphasis on family life education was disturbing because it appeared to threaten vested interests or security in well-worn and time honored patterns of procedures.

3. The teachers were very much at a loss and confused, in the beginning, because they were not given precise directions about how to proceed.

4. The traditional concept of education as a lecture—"teacher telling what to do" process—was fastened to the project even more firmly by the organization of the work on a course-credit basis.

5. Some of the teachers had difficulty in feeling there was anything they could do to advance family life education in their work.

6. The lack of local leadership in day-to-day activities of teachers was another serious problem.

7. The general difficulty arising from the very nature of the project—calling for individual pioneering efforts on the part of teachers—is illustrated by the problem of supplying materials for reading to fit the specific individual needs of the teachers.

8. While the support of the top level administrators is necessary, the support and understanding of the administrators immediately in charge (i.e., the principals) is absolutely vital.33

The second objective of the two centers was to establish community understanding and support of the schools' effort toward family life education. The accomplishment of this objective also

33 Ibid., pp. 6-8.
met a number of difficulties, but they were so complex as those related to the first objective.

The first difficulty anticipated was that of resistance to that part of family-life education which deals with sex. Actually, not much difficulty was met here although both Baker and McMinnville have citizens who because of their religious beliefs might have been expected to offer strong opposition. The lack of opposition was thought to be partly due to the natural manner in which was presented the idea of family life education.

Another difficulty was that produced by the false assumption that outside leadership is essential to a community family-life education program of this kind. If community education is to succeed in small communities, it must utilize local resource people partly because of the difficulty of securing so-called "experts."

In Baker County, the County Tuberculosis and Health Association expressed genuine interest in parent education. Finally, this organization was instrumental in calling together groups of parents to discuss the possibilities of working out a program of citizen education in Baker. Had they clung to the false assumption of insisting on outside leadership, these laudable efforts would have come to almost nothing since Baker County is a considerable distance from the location of most resource persons.

The City of McMinnville found the parents were so favorable toward the experiment in family life education that they asked for a program for parents similar to that provided by the Trust for teachers. Since McMinnville is not far from Portland or other centers where
resource people are available, it was possible to provide the program. About sixty citizens attended the ten meetings with gratifying regularity. Through committees of this core group, local people assumed more and more responsibility for planning and implementing parent education in family life in the community. One committee began work on the establishment of a family counseling center; another committee planned a series of forums designed to attract larger crowds than that of the original study group.

**Green Sea, South Carolina**

The Green Sea School District, in Horry County, is purely an agricultural community. The chief product is tobacco. The district covers an area of 56 square miles. Among the counties of South Carolina, Horry County is ranked tenth in population but twenty-ninth in the state in density of population. Nearly three-fourths of the population is white and three-fourths of the people live in the rural areas.

The land is productive when fertilised, and the county is ranked among the first 100 agricultural counties of the United States in value of farm products sold and used. In spite of this favorable situation, the average family does not fare well with its income. There is a large amount of hand labor and more than 50 per cent of the people are tenants.

For sometime the State Department of Education had been concerned about poor attendance, and it was decided to undertake a pilot rural guidance program as a means of finding a solution to this
and other problems. A meeting was called in Horry County to talk about what was happening to the boys and girls of the area. Present were parents, high school students, teachers, school trustees, a clergyman, the county superintendent of education and others. The main problem presented at the meeting was how to get the children to come to school and how to hold them there long enough to enable each individual to discover and to develop his potentialities.

It was desirable to have full participation by everybody in the district; therefore, several teams of local persons including such persons as the public health nurse, leaders, teachers, and a consultant from the State Department of Education, for the purpose of creating interest in the guidance program, visited with farmers at work in the fields and in their homes, invited them to a meeting to discuss the needs of their boys and girls. In this meeting the people of Green Sea discussed the possibility of developing a guidance program for their children and young people. From the beginning, it was emphasized that any successful program must be developed by persons representing each of the eleven elementary school districts in the County.

At the second public meeting, the people saw the need for a guidance program and for organized Planning Council. It was pointed out to the people that they had been blessed with fertile land that gave them some money, some of which could now be used to improve life in the community; and that now was a fine opportunity to undertake a program to solve the many problems of the Green Sea School District. Even with this happy beginning, the problem of how to make democracy
work continued. Regarding this Warburton states:

But the problem of making democracy work was not easily solved. The most difficult hurdle from the outset, and one which persisted through the three years of the program recorded in this book, was that of finding or developing leadership in each of the elementary-school areas to assume responsibility for working consistently with the planning council in carrying forward this project. 34

The early work of the Planning Council was devoted to listing the conditions that represented problem situations. Among the problems listed were:

1. Too few children come to school regularly, and too many drop out early.

2. The young people have no place to go and nothing to do.

3. Doctors are hard to get when we need them, because of distance.

4. We don't have enough public-health nurses.

5. We have no drug store.

6. Our children are ill too much.

7. We have too much hookworm.

8. Schools and homes are not always sanitary.

9. Our children marry too young and drift into sharecropping; they need guidance.

10. Money is more important than education to some of our children; they need to learn better values.

11. We need better telephone service and better roads. 35

The following resources were listed as available to help solve

34 Amber A. Warburton, *Guidance in a Rural Community*, Green Sea, South Carolina, p. 16.

the above problems:

- Churches
- Women's Missionary Society
- Masons
- Tuberculosis Association
- Red Cross
- Farm Bureau
- Veterans Agricultural Classes
- Local Schools
- Agricultural Extension Service
- Future Farmers
- Junior Homemakers
- County and State Departments of Health and Education
- Cannery
- Hatchery
- 4-H Clubs
- Soil Conservation Service

It was decided that the first problem to be attacked was irregular pupil attendance and the early dropping out of school. For this study the Council designated a committee which was to survey the situation and report to the Council.

The Planning Council sponsored a number of activities. Certain of these are briefly noted in succeeding paragraphs. The Youth Guidance Institute was an institute to give the community - teachers, parents, school trustees, youth, and all persons interested - the opportunity through free discussion to decide what to do about the problems that the studies revealed or those that they had been discussing for several months. Several working committees were organized to implement the institute's purposes.

Another feature sponsored by the Council was a workshop for teachers designed to produce a better understanding of the children. In this workshop, the high-school teachers formulated plans related to further guidance and improved opportunities for youth. The primary-teacher group proposed the collection of much information about the children's environments, their health histories and records, their cumulative school records, and other pertinent information. The intermediat-teacher group, which had difficulty with the teaching or
reading, agreed to have an extension class on the teaching of reading to be held at some nearby center.

The Youth Round Table was organized by the Council as the group through which the high school students would participate in the Youth Council Guidance Institute. The high school students like the start that this organization had made and decided to continue to work with the community Planning Council as a "young citizen's league" and at the same time serve as a student council.

The health committee of the Youth Guidance Institute made a survey to determine the need for immunisation services and to discover facts about sanitation. Information was secured from each home regarding the source of the water supply. Data regarding communicable diseases and hookworm were secured. Schools were appraised as to their efforts to provide a safe and sanitary environment.

The Planning Council decided to sponsor a health institute to which teachers, principals, and parents would be invited. The consultant in health education from the State Department of Education assisted in planning a program to focus community attention on the findings of the various surveys on ways of using available resources to meet the needs pointed out in the surveys, and on planning an educational program to aid in accomplishing the desired results.

Alice Public Schools, Texas

In schools throughout the United States, Parent-Teachers Associations are natural components of the educational system. In the Alice Public Schools, a group of interested parents and teachers
conducted among themselves a workshop in September, 1951, for the purpose of putting together in printed form the resources of the community under the caption, "Everybody's a Teacher." The work for the project was divided between two sub-committees known as the Survey Committee and, the Public Information Committee.

The worthy achievement of the workshop was a mimeographed compilation of the resources of the community, resulting from their attempts to bring the community people together for a common cause and to provide ready resources for the schools through which classroom instruction could be made lifelike and enriched.

Following are the major areas represented by the resource people whose names are listed in the directory along with their address and specialties:

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<tr>
<th>Occupations</th>
<th>Collections (continued)</th>
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<tr>
<td>Business and Professional</td>
<td>Science Specimen</td>
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<td>Clerical</td>
<td>Stamps</td>
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<td>Farming</td>
<td>Wood Carving</td>
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<td>Ranching</td>
<td>Other Collections</td>
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<tr>
<th>World Travel</th>
<th>Talents and Skills</th>
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<td>Africa</td>
<td>Dancing</td>
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<tr>
<td>Australia</td>
<td>Magic Tricks</td>
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<tr>
<td>Europe</td>
<td>Playing an Instrument</td>
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<td>North America</td>
<td>Puppets</td>
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<tr>
<td>Pacific</td>
<td>Singing</td>
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<td>South America</td>
<td>Skits</td>
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<td>Story Telling</td>
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<th>Collections</th>
<th>Other Talents and Skills</th>
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<td>Antiques</td>
<td>Leaders and Helpers in Boys' Groups</td>
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<tr>
<td>Coins</td>
<td>Leaders and Helpers in Girls' Groups</td>
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<tr>
<td>Costumes</td>
<td>Parent and Teacher Study Groups</td>
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<td>Guns</td>
<td>Helping on Trips</td>
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<td>Paintings</td>
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Another community activity that occurred in Alice Public Schools, is the unification of all individual parent-teacher associations into a City Council, composed of a representation from each unit of two delegates and its president. The Council serves as a clearing house for local units and thus increases their capacity for service through cooperation and united strength. To further enhance its activity, life membership has recently been awarded annually to some member who has rendered outstanding services during the year in line with the community objectives of the organization. Added to its old committee of "Home and Family Life," are a number of working committees dealing with: spiritual and moral training, the welfare program, and the safety program.

Distributive education, a regular feature of the curriculum, is vitalized with the business and industry activities of the community. Assisting its coordinator is an Advisory Committee who helps set up such policies as wage scales, desirable training stations, and related school instruction. Through the Advisory Committee, a number of deserving pupils are now employed and are acquiring training in economic and community living.

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37 The Alice Daily Echo, Sunday, March 1, 1953, Alice, Texas. p. 3.
The administration of the Port Arthur Independent School District believes that a free, public educational system is one of the most important features of the American way of life and that it is the real backbone of American democracy. The general goal of the Port Arthur School is to train boys and girls who:

1. are mentally alert
2. are emotionally stable
3. are morally sound
4. possess a good general education
5. are physically strong
6. are ready to go to college or to earn a living.

The Board of Education and the Superintendent of Schools are committed to the concept that education is the business of the entire community. They say:

“We know that higher standards of education mean higher standards of community life. Only as the community finds an interest in and gains a knowledge of its schools can we provide the kind of education to which our children and youth are entitled.”

The most outstanding aspect of efforts toward the schools community welfare is the adult education program which started in 1951 under the leadership of the Director of Adult Education. When the plan was brought before a public meeting, it was unanimously approved. The academic program in the Adult Education Program includes grades one through twelve and the freshman year of college.

38 The Oil Can, A publication of the Port Arthur Public Schools, Port Arthur, Texas, March 5, 1963, pp. 1-2.

39 Ibid., April, 1962, p. 6.
Besides the academic courses, adult and vocational activities have been provided in such areas as wood and metal work, sewing and cooking, typewriting, and home and family life. Classes are held four hours each night from Monday to Friday and the operating expenses are met on a cost basis, with the students being charged approximately 25 cents per student hour. Students doing work at school level may be promoted from one grade to the next each three months while those in the high school, once each six months. The freshmen college classes are taught by extension from the Texas Southern University of Houston.

Much stress is being given to citizenship training and participation in community affairs. The adult education classes join the regular pupils in community project activities such as athletic league, musical and literary programs, participations in observance of holidays, American Education Week, dedication days, Business Industry Education Days, and the like. Two other community aspects that deserve mention are the community bands in many schools. A plan is under way to have each band under the sponsorship of some civic group. Community resources are also utilized in both the day and evening classes by inviting for conferences, panel discussions, or lectures the professionals and "experts" of the community.

The unified FTA organization in Texas is more or less a going institution, with standing committees on Home and Family Living, Spiritual and Moral Training, Welfare Program, and Safety Program. Vocational education is made functional by the employment, under the Advisory Committee, of a coordinator to look into the distributive education of the pupils in the work experience program in the community.
Cedar City, Utah

Since its beginning in 1939, the Cedar City community program has had as its foundation the ideal of working together for the solution of community problems, particularly those about home life and community betterment.

The Cedar City Coordinating Council was formed in October, 1939, when thirty-five people attended a meeting, deliberated, and agreed:

(1) A community program in Cedar City should be developed because of a unanimous feeling that there was great need for some coordinating effort in order that existing community programs might become more effective.

(2) Cedar City was chosen as the place for this community coordination program because it was already well organized and was reputed for its community cooperation.

(3) A community coordinating council was very necessary to direct a community program which could serve as a clearing house for securing information about what is going on in the community, for studying community needs, for finding ways of meeting these needs more effectively, for discovering community resources, and for developing new leadership.

(4) A temporary committee should be set up to make recommendations for organizing into a community coordinating council that would serve the foregoing needs.

Figure 3 shows the organization of Cedar City's community program. The organization is indeed remarkable for its simplicity and for securing the general involvement of the entire community.

The community program functions through the Cedar City Coordinating
A COMMUNITY COORDINATING COUNCIL composed of representatives from every organized group. This council meets to discuss local problems which justify community planning.

The council's executive body is called the CENTRAL COMMITTEE, which translates plans of the Coordinating Council into action through:

WORKING COMMITTEES

Music Arts

Safety

Recreation

UNESCO

Art Exhibit

 Beautification

Health & Sanitation

Town Calendar

Adult Education

Community-School Relationships

FIGURE 3. GRAPHIC REPRESENTATION OF CEDAR CITY'S COMMUNITY PROGRAM

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Community Program, Cedar City, Utah, Bulletin No. 7, July 1, 1948 - July 1, 1951, p. 3.
Counoil, which is widely representative of Cedar City’s community groups and agencies.

An example of the activities of the Council is the meeting held in June, 1950, when the council met at the request of the local Library Board to view the architect’s drawings for a proposed new Memorial Library Building. Many suggestions were made, and the people were given an opportunity to be heard publicly and to understand the reasons for numerous changes introduced.

During the years, round-table discussions have become a valued part of the Council’s procedures. Any group or representative may express views on community problems. Frequently, these discussions have been the sounding board for important enterprises. The Council does not always make decisions about every problem. Very often the problem is referred to an appropriate working committee.

The Central Committee is composed of eight members of the Coordinating Council, six of whom are elective, and two are ex-officio. The superintendent of the county schools is ex officio since funds for the program come through the state and county departments of education, and are administered through his office. The other ex officio member is the Coordinator who gives guidance to the program.

The Central Committee serves as the executive body and is charged with the responsibility of keeping all working committees organized and active. Each member of the Central Committee serves on a regular working committee.
The Central Committee plans the agenda for all Coordinating Council meetings. They carefully select all working committee members. The Central Committee makes every effort to express the collective thinking of the citizenry on problems affecting the home and family life in the community.

A working committee is created as the need arises as was the case with town beautification, the first community project. One of the more recent working committees in Cedar City is the Town Calendar Committee, which takes charge of the cumulative listing in advance of all the scheduled activities and of posting these in the local newspapers during the appropriate week in order to keep the people well informed and to prevent conflict in the calendar of events. Many excellent examples of community cooperation have arisen within the experience of this committee. It is not uncommon to have one group give way to another to promote cooperation and good will.

In all of the working committees throughout the years, one definite element of success has been the full support of the governing body of the community, i.e., the Mayor and the City Council.

Clarkston, Washington

Clarkston is in the southeastern corner of the state of Washington where the historic Lewis and Clark trail crosses the Snake River. A small town of one square mile, it has a population of about 10,000 including the suburban area. Clarkston produces dairy products, poultry, cattle, soft fruits, vegetables, wheat, and peas. The major payrolls come from two meat packing and processing plants, some lumber-
ing and milling, and a box factory.

The schools of the town comprise one parochial and five public schools: three elementary, one junior high, and one senior high.

Just across a bridge in Lewiston, Idaho, a much larger city, highly industrialized, with a trading area population of approximately 72,000. Many of the citizens of Clarkston shop and work in Lewiston where the lumber mill provides the largest payroll in the valley. If Clarkston had not been located so near a large city, it would need to provide many additional facilities for its people.

In May, 1951, each of Clarkston's six federated women's clubs, all study clubs, elected a representative to a Planning Committee. This committee invited fourteen student leaders from the ninth grade to join it.

During the first meeting the committee discussed plans for the "Build Freedom with Youth Contest." At that time two projects were approved: (1) a survey of available summer jobs for young people, and (2) a vacation employment office, with two girls offering their services in the office on commission basis.

The fourteen young leaders and friends they enlisted to canvass homes and stores for types of jobs available to teen-age boys and girls, such as baby-sitting, lawn mowing, ironing, pulling weeds, window washing, running errands, and janitor work. Application blanks were passed out in school for pupils who wished to work, stating the kind of work preferred and experience if any and giving three character references. Some four hundred young people signed application blanks
for work. An employment office for the summer work was opened.

The Planning Committee met later to decide on another project; they decided to clean up the town by making an inventory of "eyesores" and spotting these on a large map of Clarkston. Included among the "eyesores" were uncovered garbage cans, messy yards, trash burners, vacant lots, tall weeds, and chickens or livestock, the presence of which violated city ordinances. The youth covered not only Clarkston but included also the neighboring town of Lewiston, which was having a great deal of trouble with rats.

The results of the clean-up campaign were encouraging to many, but some showed resentment and told the youth to mind their own business. Resentment gradually decreased, however, as the adults recognised that the young people were really interested in community welfare.

The City Council arranged for a general clean-up week for Clarkston to coincide with the school's spring vacation. This idea pleased the young people, and every boy and girl in town agreed to help make the clean-up week succeed, and thus help it become an annual affair in Clarkston. Those who wished could sign up with the youth-employment agency to make their services available to those who needed the help. These developments amazed the community, which was much pleased, however, to find such responsible citizens among the "young children."

The Planning Committee approved the election, by the young people, of a boy and girl to represent it at the meetings of the Clarkston City Council. By this time the mayor and the Council had become very willing to cooperate with the efforts of the young people.
The youngsters took part in many deliberations of the Council concerning the welfare of Clarkston. One important activity was the one in which the classes in social studies made the census of children for use in determining the need for new school buildings and the centers of school population in which to locate them.

Later, the youngsters established a Youth City Council by electing two boys and two girls from each grade, seven through twelve, with one alternate for each. Then they asked for one junior-high and one senior-high teacher to serve as advisers. The Youth City Council decided to collect questions for a youth forum to be held after business meetings.
If one could cut across a section of a community and lay it bare before his telescopic view, he would find an assembly of things, a panoramic vista of resources: people, land, water, buildings, factories, machines, and many, many more. These are the things people use in living and in making a living. There is an endless array of such resources in every community. For the purpose of this research, four types of resources are identified:

**Natural Resources.** By these the writer means the things or resources that come from nature: sunshine and air, land and water, plants and animals, forests and mountains and minerals, and climate with its varying seasons, temperature, and humidity.

**Human Resources.** To this classification belongs the people of the community. Categorically, when speaking of the community school, human resources are thought of as the citizens, the pupils, the parents; in fact, all the people in the community.

**Technological Resources.** To this category belongs the technical "know-how" which man uses to improve his way of living. While "know-how" can be classified as a human resource, for emphasis, the writer gives it a separate classification. The knowledge and skill with which man uses nature's raw materials come from technological resources such as science, inventions, highways, cars, bulldozers, chemicals, airplanes, and countless others. The meteoric progress
of America in the fields of science, technology, and inventions is
due not only to her extensive material wealth but also to the
potential of her intellectual and scientific genius.

Institutional Resources. Man soon realised the futility of
living alone. Individuals, therefore, have grouped together in order
to satisfy their basic needs and wants. They have made institutions
and organizations such as schools, colleges, universities, chapels,
churches, post office, health and education departments, government
capitals, markets, hospitals, parks, zoos, art galleries, libraries,
orchestras, government, and other agencies and organizations. These
organizations are legion. The World Almanac for 1961 lists approxi-
mately twelve hundred societies and associations in the United States,
three-fourths of which have been in existence since the beginning of
the present century.

As the writer has indicated in earlier discussions, any group
commissioned with the task of shaping educational theory or practice
for any people or community should logically start with a critical
examination of the society to be served, its natural resources, its
interests and goals, and its people and institutions. The Alabama
Education Association had this major concern when it wrote:

First and foremost in the drama of education is
the social scene in which it is enacted. The school
is in the midsts of all the elements of this scene -
the soil and climate; the land, the streams, minerals
and timber; the people, black and white; their homes,
farms, factories, shops, and roads; their work and
play; their houses and gardens; their food and clothing,
their amusements and folkways; their government;
their problems of disease and crime; their poverty,
their wealth; their vanishing natural resources; their
economic uncertainty; their insecurity of position or
place; their joys and sorrows; their children, and anxieties for the future.¹

The writer believes that there should be an integration and improvement of all types of resources in order to advance the welfare of the individual and the community. The growth of the people as a whole is basic to the corresponding development of the community, which is constantly changing. Borne of a fervent desire to improve his living and those of his loved ones, man's aspiration to attain higher and still higher levels of culture and civilization is always operating along a continuum. To the extent that more people are involved, more institutions and agencies participate, more technical "know-how" is utilized to commandeer and improve the natural and physical resources, to that extent is the community likewise improved.

Natural Resources

Natural resources are utilized to improve living in the community. In the Sloan Experiments in Kentucky, the survey of home conditions and the influence of classroom instruction had resulted in increased acreage in farming, poultry, stock raising and dairy and thus increased family income and correspondingly improved diet. In Holtville, Alabama, besides livestock farming and tract gardening, the study of springs had resulted in their being consolidated and the water piped for the use of the schools and other building plants. In the Tillamook Burn, Area of Oregon, the classroom study in science classes led to reforestation and subsequent planting of 82,000 trees.

In Allegan, Michigan, the school acquired 162 acres, and the students have converted it into a forest park with a start of 20,000 evergreen seedlings. The elementary schools at Wilson Dam, Alabama, and Gilbertville, Kentucky, in the Tennessee Valley Authority, studied soil erosion and reduced it by planting trees, and by developing landscape gardening in the two communities. The many square miles of neglected scrub pines in Stephenson, Michigan, which were useless for lumber, posts, or pulp have been turned into a lucrative fencing manufacture by the citizens, with an annual gross sale of over two million dollars.

Many more cases could be cited to show that the school people and the community citizens have worked together to increase family income or otherwise create more facilities and conveniences out of the natural resources for the general improvement of living in the community. The Tennessee Valley Authority power-dam projects are the greatest examples of using natural resources to improve living in the Southern States.

Natural resources are used as learning laboratories for school children. Field and outdoor trips are usually done by classes to gain better understanding and insight of the community in which the children live. The study of soil, plants, animals, rivers, lakes, sea, climate, sky, and stars and their interrelationships with man are more concrete and meaningful if done in the outdoor community laboratory. All community schools are using natural resources as learning laboratories in such areas of living as soil conservation, better seed selection, improved fertility of the land, irrigation, rocks and minerals, water supply, fishing, clouds, rain, evaporation, plants, insects, birds, and other things. In Lexington, Kentucky, and Alice, Texas, outdoor
places for visitation are gathered in a resource file for the use of teachers in connection with these trips. In some schools, teachers learned to use clay from a neighboring stream for pottery, charcoal for sketching, and natural pigments for painting. In Bronx Park School, New York, the survey of slum districts is done outdoors; in Clarkston, Washington, the cleanup campaign was planned by the students after an ocular study of the town.

Natural resources are improved for recreational use by the community. In Holtville, Alabama, the students and citizens cleared the dam site to provide a good fishing resort for the community. The biggest achievement of the Community Coordinating Council in Cedar City, Utah, has been the establishment of a permanent city planning and zoning commission to undertake needed improvements. The school in Allegan, Michigan, initiated the reclaiming of good land area from a city dump for a parking site. In Clarkston, Washington, the community citizens supported the students in eliminating the blind and dirty spots of the city during the cleanup week campaign to make the plaza attractive for public meetings. In Green Sea, South Carolina, the students erected a recreation center from a donated piece of land.

In all these cases, there are evident deliberate attempts of the school people and lay citizens to cooperate in using natural resources for recreation centers of the community.

Natural resources of the community and near-by environs are catalogued or otherwise organized to serve as guides for teachers and students. In Lexington, Kentucky, under the initiative of the Superintendent of Schools, a committee of teachers produced a "Teachers Guide
to Resource Visits and Resource Persons," and in Alice Schools, Texas, the workshop of community citizens published a booklet, "Everybody's A Teacher," covering four areas of directory-listing of name, address, and specialty including world travel. While this listing was found only in two schools, it is possible that many schools have been doing this in connection with their outdoor trips.

Human Resources

Human resources of the community are studied before planning service projects. The population growth and its composition, occupations and employment of the people, business and industry, farming, fishing, stock raising, and cottage industries are some of the items about which data are secured, usually by means of survey. This is a vital study, especially when population tends to thin out because of the decline in the chances for employment in the community. Such a shift in population weakens the human resources of the community. Practically all the schools are making surveys in connection with statistical data regarding future expansion and school enrollment and home census and vocational opportunities. In the Sloan Experiment in Kentucky, a survey of the living conditions of the people in both control and experimental schools and their supporting communities was undertaken in order to establish the "stakes" as a basis for future comparison. In Shakertown Elementary School, Kentucky, the school principal had a big map of the surrounding community indicating the census data about each family with children in the school. The same type of community survey is being conducted in Greater Hartford,
Connecticut, in connection with the Joint Council on Economic Education. In Stephenson and Allegan, Michigan, Holtville, Alabama, and Green Sea, South Carolina, the schools had complete surveys of the communities being served as to population, principal industries, health conditions, fertility of the land, and many other items preparatory to planning and launching their community service projects. The Patterson High School, Maryland, surveyed the people it served, thus bringing to light various nationalities of second-generation Germans, Poles, Italians, Irish, English, Greeks, Bohemians, Russians, and Lithuanians, and discovered that a little over one-half of the parents and 90 per cent of the children were born in America. In the Philadelphia Schools, Pennsylvania, curriculum materials known as "The Neighborhood Survey," aim to discover the conditions of the community and its human resources. One definite activity of the community school is the study of human resources in order to effect a more functional planning of the community service projects.

Democratic participation seems to have been found the most effective way of bringing into action human resources. In the community schools studied, democracy is the all-pervading spirit. Teachers and pupils manifest a high regard for the sacredness of personality in the classroom, in all school relationships and outside. Faith in living and working together is exemplified in all the community schools observed; conflict tends to give way to united action as the school people and lay citizens work together. In the group process, provisions are made for a climate of free expression among people participating. The method of intelligence in solving community problems
and resolving issues is the common medium of all activities. Throughout these cases presented, teachers, pupils, and lay people gain purpose, meaning, and inspiration in the community school through participation in the process of arriving at important decisions relative to problems of the school, the community, and the nation. Since everyone should be given a chance to participate, it may be said that democracy is partial to the extent that participation is partial.

Group action is the medium of expression of human resources. In all cases studied, the pupils invariably become members of the school assembly, student government, clubs, homerooms, student council, Future Farmers of America, Future Homemakers, and a host of other groups. Teachers form professional associations of their own and in most cases are also members of many community organizations. Foremost among these organizations and found in all schools is the PTA, which quite often becomes the springboard for the formation of a community council. In Alice Public Schools, Texas, all parent-teacher associations were unified into one with annual awards of life membership for any member demonstrating outstanding achievement for services to the community. In many a community, most often at the suggestion of school people, there is established what is usually known as the Community Council with its study groups and action committees. This seems especially true of those centers attached in some way, with the Kellogg Foundation such as: The Champaign County Public Schools Citizens' Committee in Ohio, Allegan Public Schools for Community Improvement in Michigan, and the Community Councils of Bronx Park and Barker Schools in New
York. In Baker County and the public schools of McMinnville, Oregon, the E. C. Brown Trust Company sponsored two experimental centers to improve family living in the community through school instruction in Family Life Education. This resulted in the involvement of the parents, and they asked a similar course on family-life education provided to teachers by the Trust. Not attached at all to any formal sponsoring agency, excellent community councils that have attacked community problems directly were observed in Cedar City, Utah; Stephenson, Michigan; Green Sea, South Carolina; Alice Public Schools, Texas; and Portland Public Schools, Oregon. A number of community councils and citizens' communities have no on-going systematic and direct attack on community problems, but are organized now and then to support tax levies for building expansion or surveys of school needs. Examples of these are the survey of school needs involving three hundred citizens in Mercer and Casey counties, Kentucky; the Westport, Connecticut community study of its schools; the Fair Lawn, New Jersey project, where the signatures of 6000 citizens carried through the passage of $1.2 millions for the erection of the junior-high-school and elementary-school buildings; and an effort in El Dorado, Arkansas, where the community people worked together to finance the construction of a $260,000 stadium and to increase the salaries of the teachers.

Still a further example is Earlham College, Richmond, Indiana, which for the last five years has been experimenting with lay participation in community development through cooperative and group action. Group action, it seems to the writer, has been the most universal expression of the people's desire to promote the general welfare of the community.
There are citizens in every community ready to give time and effort for community-school improvement. In all the cases presented in this study, there is a continuous attempt to involve children, youth, and adults for the improvement of the community. In the Sloan Experiment in Kentucky, the citizens assisted in the survey of community diet. The community canneries in Tanner-Williams and Holtville, Alabama, Hanson, Kentucky, and Allegan, Michigan, resulted from the cooperation and efforts of the citizens. Champaign County, Ohio, has involved the youth and citizens in the surveys of handicapped children for corrective purposes and of three local school districts for future school planning. The citizens of La Mesa, California, changed the form of the pupil report cards. In Darien, Connecticut, the laymen served as an advisory council to the Board of Education, with various committees on school buildings, salaries, parents' handbook, sex education, and report cards. The Citizens Budget Committee of 225 members in Indianapolis Public Schools, passed judgement on all school expenses. In Patterson High School in Baltimore, Maryland and in East Orange, New Jersey the students became involved in civic participation of two hours each school day for a period of from six to twelve weeks in various activities of health, recreation, beautification, formation of clubs for the old timers, library centers, and public forums -- all for the improvement of the community. In Green Sea, South Carolina, 400 hundred citizens participated in the survey of rural guidance and the type of education that would best suit the needs of the community. The citizens of Aberdeen, Monroe County, Mississippi, took upon them-
selves the improvement of their farmlands, with the school 4-H Club being intensively involved. This experiment resulted in better farming and stock raising, more income on the part of the farmers, and closer friendship among themselves in the community. In Clarkston, Washington, the boys and girls involved the entire community in the cleanup week campaign. The students and the community of Portland, Oregon, reforested with 82,000 trees Tillamook Burn Area. In Allegan, Michigan, 20,000 evergreen seedlings started a newly opened forest park for the schools. Many more cases could be cited showing that in every community there are citizens ready to give time and effort for community-school improvement.

The lay people can be educated through workshops and institutes to discharge more effectively their responsibility in community service projects. In Holtville, Alabama, the home economics teacher, with some senior girls assisting, carries to neighboring groups of mothers, home economic courses on interior decoration, child care, and homemaking. In Green Sea, South Carolina, community problems and subsequent improvements sprang from a three-day youth guidance institute attended by 400 citizens from all walks of life. Earlham College has been conducting institutes during week ends for those designated to become community leaders. In McMinnville, Oregon, the parents themselves asked the E. C. Brown Trust Company to give a course in Family Life Education. In Cedar City, Utah, the community council has been continuously holding workshops on various phases of community improvement. This workshop brings to Cedar City as consultants or guest speakers prominent specialists from the state and national levels
of rural life and education. In Casey County, Kentucky, several meetings and much study took place before the school survey was made through these various committees of lay citizens. In Alice, Texas, a group of interested parents and teachers conducted among themselves a workshop which resulted in a publication of a directory of resource personnel. In Tanner-Williams and Holtville, Alabama, Allegan, Michigan, and Hanson, Kentucky, preliminary institutes were held prior to the formal opening of the community canneries. In New York City, the Parents' Association at P. S. 106 is presenting a series of lectures on the areas of elementary curriculum for the education of its members. At each meeting one of the areas is discussed, with a New York City educator guiding the discussion. In all these communities, institutes and workshops have proved to be desirable in order for lay people to make more effective their participation in the community service projects.

Leadership is vital in directing human resources into action. In those communities where leadership was wanting, almost invariably the school or the Board of Education or the two jointly took the lead. The excellent community program at Cedar City, Utah, started from a suggestion of two State Department of Public Instruction leaders to two local school officials. The history of the Sloan Experiments in food, clothing, and housing shows that leadership in one-teacher schools has been a decisive factor in influencing the lives of the people in the rural communities. The Holtville School, Alabama, started improving the living conditions of the pupils, then their homes, and later extended the improvement to the community. In Tanner-Williams,
Alabama, the home economics lessons in food preserving led to the construction of a community canning factory. In Earlham College, the program of community dynamics for the last five years has been providing stimulation and leadership to help the community improve itself. In the Kellogg Foundation centers of community activities in Champaign County, Ohio; Bronx Park, New York; and Allegan and Battle Creek, Michigan; the schools had provided the leadership long before they became cooperating centers of the Foundation. In Green Sea, South Carolina, the initiative was provided by the State Department of Education, prompted by the problem of low attendance in the schools.

The community school services human resources while the latter service the school. This condition has been observed in the type of schools that attack directly community problems. In Holtville and Tanner-Williams, Alabama; in Hanson, Kentucky; and in Allegan, Michigan, the people use freely the community canning factory; and, in return, they help in constructing, repairing, and painting the school buildings. In all community schools the buildings, facilities, and equipment are available for services of the farmers and lay citizens while these people help in financing school expansion or in other ways of improving the school. In Barker, New York, the airstrip and equipment are being used by the community for crop dusting. This two-way servicing is a general practice in all community schools.

In many community schools, the opinion of lay citizens is polled to furnish data for community needs. In Fayette, Kentucky, Alice, Texas; Bronx Park School, New York; and in Allegan, Michigan;
the parents were polled to make a "talent file" for the school. In Murphy High School of Mobile, Alabama, interesting facts about the parents' opinions of the school and teachers were revealed. The business-industry-education day celebrations in El Dorado, Arkansas, in Lafayette School, Kentucky, and in Allegan, Michigan, and in many others resulted in polling of data concerning industries, occupations and employment.

In the larger and more populous communities, some type of community division and the employment of a coordinator facilitate the functioning of a community council. Cedar City, Utah, with a population of about 6000, has employed a part-time coordinator since 1940. In certain districts of the Bronx Park Community, a school-community coordinator has been assigned to act as the liaison between the schools and their various communities. In New York City, the trend is to divide the big city into many small communities, each with its own council, in order to establish effective channels through which the people and the schools can work together on constructive projects.

**Technological Resources**

Technological resources are usually provided first by teachers, students, and school facilities in meeting community problems. In practically all cases, teachers, besides providing leadership, give their technical assistance in many community service-projects. In Holtville, Alabama; Hanson, Kentucky; Allegan, Michigan; El Dorado, Arkansas; and Green Sea, South Carolina, vocational teachers provide farmers with suggestions for avoiding faulty use or the waste of land, for increasing their farm produce through scientific use of
fertilizers and better seed selection and for improving stock raising with better breeders and pasture. In Barker Central School, New York, the airstrip and equipment are used for dusting farm crops of the community. The "quick freeze," the canning factory, the farm shop, the grist mill, and other machinery and equipment are all utilized to help in the solution of community problems. In Lexington, Kentucky, two high-school students participated in the deliberation of the Planning Committee and Board of Education while revising the school policies affecting the school which the pupils represented. In Green Sea, South Carolina and in other communities the preschool clinic is used by the parents with the technical assistance of teachers, to obtain the age-height-weight record and the vision test of the school beginners. The same is true with the Sloan Experiment in Kentucky where the teachers assisted in health examination and in the survey of the control and experimental groups of pupils. In numerous instances, teachers sit with citizens' group meetings to give their technical knowledge of the problem under consideration as was done for example in La Mesa, California, where a teacher served as consultant for a citizens' committee in the study of report cards from various schools.

Technological resource persons are usually found in nearby schools, colleges, universities; in county, city, and federal agencies; in clubs and organizations; and in many groups of individuals possessing special talents and abilities. In the study of the Sloan Experiments, the listed advisory panel includes technical men from colleges, universities, the TVA, school superintendencies, and others. In the experiment at Green Sea, South Carolina, consultant services were
furnished by the State Department of Education, the Alliance for Guidance of Rural Youth, school trustees, a clergyman, and others. The same is true of other community schools.

Technological consultants, both continuous and special, have been utilized in many community projects. In all foundation-sponsored community projects, consultants have been used continuously during the period of the study in such centers as the School-Community Development Study in Champaign County, Ohio; Bronx Park School, New York; in Allegan, Michigan; and in McMinnville City and Baker County, Oregon. In some cases, consultants are provided only during the period of the workshop as in Greater Hartford, Connecticut, or in Green Sea, South Carolina. In all these instances, resource persons have contributed technical assistance for an added prestige to the realization of the community project.

Technologists serve as resource visitors in community schools for the purpose of enriching the curriculum. As previously cited, it has been shown that a number of schools keep a "Resource Guide" or "Talent File" for the purpose of inviting resource visitors when the need arises in connection with science, social studies, or vocational courses or in students' extra-curricular activities. This is a general practice in community schools. On numerous occasions, the writer himself has been requested to talk about the Philippines before a class or a group of students in the course of his visitation to the various schools in the United States. In many interviews with school administrators and teachers, the writer was given, the following reasons for making use of resource visitors: (1) it provides
information which is personal, fresh, and real; (2) it gives the pupils a chance to experience knowledge which is not always found in books; (3) it promotes social experiences between adults and pupils through face-to-face relationships, thus bringing the school closer to the community since this happy event becomes the topic of conversation among parents and pupils; (4) it provides a good medium of learning when excursion or field trip is not possible or when a firm or factory does not have the policy of admitting visitors; and (5) it offers opportunities for experiences in social skills such as letter writing, telephoning, making introductions, receiving guests, carrying on conversations, interviewing, listening, and participating in discussions.

The training of local resource persons has been found successful in helping to ensure the realization of community projects. In the Sloan Experiment in Kentucky, the designers of the project were able to train local teachers to write the necessary readers and other instructional materials. In McMinnville City, Oregon, local resource people, after acquiring due training, made up the panel for each of the public forums on Family Life Education. In Earlham College, trained local leaders took over successfully the community development after the college had helped them to help themselves. Citizens in Mercer and Casey Counties, Kentucky; in Westport, Connecticut; and in Fair Lawn, New Jersey, were trained locally prior to making the school surveys instead of securing the services of experts from outside the community who quite often are too busy with their own local programs.
Institutional Resources

Institutional resources are usually supplied by a selected university or college in the vicinity. This is true with the Kellogg Foundation community school development study in Champaign County, Ohio, which derives its institutional assistance or resource mainly from The Ohio State University and in the Bronx Park School, New York City which draws from Teachers College, Columbia University. In a number of instances, the sponsoring institutions furnished the necessary technical assistance as in the community project in Allegan, Michigan through the Kellogg Community School Service Program and as in Baker County and McMinnville City, Oregon, through the Family Life Education provided by the E. C. Brown Trust Company. In others, the assistance of neighboring colleges or universities is generally solicited in connection with workshops or institutes. This is especially true in Earlham College, Richmond, Indiana, for the training of community leaders in connection with community programs.

Government departments and agencies provide many institutional resources. The Sloan Experiment in applied economics in Kentucky utilized the institutional service of the State Department of Health in conducting health surveys, particularly the study of the hemoglobin test for both the control and experimental pupils. In Green Sea, South Carolina, the State Department of Education furnished technical resource in planning for the project. The County Home Demonstration Agent in Mercer County, Kentucky was used in connection with the school's 4-H Club. In the TVA Wilson Dam Elementary School, Alabama, erosion was remedied by planting 350 trees with the assistance
of the District Forestry Department. The State Department of Forestry participated in the students' replanting of 82,000 trees in the Tillamook Burn near Portland, Oregon. References to other such instances could be prolonged, but the principle remains generally true that government departments or agencies and state-supported institutions comprise the first line of consultation service in connection with community school projects.

Business-Education Day provides for exchange of visits between the school and business and industrial institutions. Business-education day or career day has been observed as a regular feature of school and community relations or in connection with high-school vocational courses. On this occasion men of industry and business are invited to an "open house" in schools, and later teachers and certain pupils become the guests of business and industrial firms. Typical examples of these visits have been found in El Dorado, Arkansas; Alice, Texas; Allegan, Michigan; and Lafayette, Kentucky. This activity not only serves to enrich the curricular offerings but also results in (1) business and industrial men comprehending better the role of the schools in the community and (2) the teachers and pupils gaining familiarity with the various industrial, commercial, and business activities and how to make use of them in connection with school work. Free materials from business and industry, when used properly, enrich the school curriculum with real and current illustrative examples. Work-experience, which is discussed more fully later, stems in many instances from these inter-visitations.
Commercial institutions have their responsibilities in improving the living conditions of the people in the community. In Aberdeen, Mississippi, the Chamber of Commerce furnished the much-needed push and cooperation on the part of the citizens to launch the program of the Rural Community Development; the theater owners in New York cooperated by not allowing students to see movies during school hours. In Indianapolis, Indiana, "Indianapolis at Work" is a regular publication featuring curriculum materials in education, health, recreation, business, farm, and labor, and is sponsored by men of business and industry and is under an advisory committee headed by the Superintendent of Schools. In this connection, it was noted also that many of the commercial institutions grant scholarships or financial aid to worth-while projects in order to improve living in the community. The Sloan Experiments in food, clothing, and shelter; the Kellogg Foundation in the Ohio State School-Community Development Study; the E. C. Brown Trust Company; and in other cases not reported in this study such as the Russell Sage Foundation, the Rockefeller Foundation, the Ford Foundation, and the Carnegie Corporation of New York are all instances of ways in which foundations, contribute to the improvement of community living.

Welfare, civic, and service organizations and institutions are also utilized in the promotion of community projects. Of their own volition or upon invitation, these civic agencies are desirous of extending their assistance to the schools and community for the welfare of the people. To this group belong the so-called service clubs and many civic clubs and organizations. In community-school programs,
the central committee or council is usually a joint representation from various clubs and organizations. In the summer camp of Earlham College in Puerto Rico, the Rotary and the Lions Clubs took turns in financing and completing the community projects such as road building, playground, development and school plant construction. In Richmond, Indiana, some summer recreation centers are financed by the Community Chest. More of these instances have occurred in Cedar City in Utah; Battle Creek, Stephens, and Allegan in Michigan, Bronx Park School in New York, and other community schools. Throughout all these cases, the community school subscribes to the concept that it is only one among many institutions commissioned to render service to the community but that the school is the only agency devoted fully to the education of the community; thus when community leadership is lacking, the school must assume major responsibility in providing it.

The institutional resources serve as training laboratories for civic participation of pupils. In Patterson High School in Baltimore, Maryland, such agencies as the American Red Cross, Enoch Pratt Library, Department of Public Recreation, Housing Authority of Baltimore, Girl Scouts, Goodwill Industries, Maryland Workshop for the Blind, Health Department of Baltimore, Eastern Community Council, and Baltimore Safety Council provided laboratory training, for pupils in civics participation following the three stages of pupil orientation, observation, and participation. The same practice was noted in Clifford J. Scott High School in East Orange, New Jersey, which used hospitals, community houses, visiting nurse associations, family service bureaus, anti-tuberculosis society, city tax office, and other city welfare depart-
ments. In both instances, from two to three months are used in this civic participation, and the pupils, besides improving the community, gain civic consciousness, pride, and self-esteem in realizing their usefulness to the adult world. In the Bronx Park School, in New York, the Housing Area Agency serves the students in the study of town planning, beautification, and removal of overcrowded and slum districts. There are other instances that could be mentioned, but the writer believes that enough have been cited to indicate that institutional resources serve as training laboratories for pupils in community schools.

Throughout the foregoing observations, it appears that the community schools have made very profitable use of resources in the continuous developmental task of raising the level of community living. A very important principle noted is that all resources of the community - human, natural, technological, and institutional - are being surveyed and inventoried to provide the necessary data for the concrete solutions of community problems. It was also observed that resources naturally vary from one community to another, and that the plan and design of the community program depend to a large extent upon the kind and amount of resources available. Most schools that have succeeded in improving the quality of living in the community have employed a desirable balance and integration in the use of resources. The study, therefore, of all community resources provides the necessary foundation upon which to structure the program of community development.
From the very beginning, the writer has consistently emphasized the concept that the school is only one among the many agencies designed to improve the quality of living of both the individual and the community. But since it is the only agency devoted fully to the formal education of the people, it has the unique responsibility of integrating itself with all other agencies for the total task of community improvement. This integration of the school with the community can be done in the different areas of living. The investigator realizes that there are at present various ways of classifying areas of living; at least he is aware of about a dozen schemes for classifying terms for what ranking educators consider as the "basic needs of youth." Foremost among these are the four-fold characteristics of an educated person as advanced in 1938 by the Educational Policies Commission,¹ self-realization, human relationships, economic efficiency, and civic responsibility. In 1944, the Commission² emphasized "ten imperative needs of youth." The National Society for the Study of Education³ enumerates four classifications: physical and mental health and fitness, life work and economic literacy, leisure interests and standards.

¹Educational Policies Commission, National Education Association, The Purpose of Education in American Democracy, pp. 39-123.


and citizenship and groups living. Havighurst\(^4\) sets down nine developmental tasks of education; Albery\(^5\) in suggesting a reorganization of the high-school curriculum offers four areas; and so on with other possibilities advanced by Harold Hand, Stephen Corey, and others. For the purpose of this dissertation, the writer has evolved the following classifications which in his opinion are inclusive and would best serve the needs of the Philippine public schools and rural communities.

1. **Healthful living** is an area centering around these factors of health: food, clothing, housing, water, diseases, sewage, medical and dental services, and protection against hazard to life and safety.

2. **Social and civic living** is an area focusing on the relationship of man to man and man to society and government and including such topics as citizenship, worthy home membership, democratic process, desirable human relationship, civic consciousness, prevention of delinquency, and achieving the greatest good for the most people.

3. **Vocational living** involves such phases as economic security, production, work, thrift, and conservation of food and natural resources.

4. **Recreational living** refers to sports, athletics, outdoor life, forums and programs, and indoor and parlor games. Baseball, hunting, fishing, camping, golf, reading, movies, and hearing guest speakers are also instances of recreational living.

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\(^4\)Robert J. Havighurst, *Developmental Tasks and Education*, pp. 30-56.

5. **Aesthetic and creative living** involves activities of appreciation and creation of beauty in the arts, dramatics, poetry, music, landscaping, painting, sculpture, ceramics, designing, carving, architecture, hobbies, home decoration, and others.

6. **Moral and spiritual living** refers to that phase of a community-school program which seeks to help a growing person achieve an understanding of his relations to nature, society, and a Supreme Being. In the words of the Educational Policies Commission, "By moral spiritual values we mean those values which, when applied in human behavior, exalt and refine life and bring it into accord with the standards of conduct that are approved in our democratic culture."\(^6\) In this category belong man's concept of right and wrong in the society in which he lives, his inner satisfactions, his cultural pattern, his philosophy of life, and his freedom of worship.

Running through all the implied activities of the six classifications presented in the foregoing paragraphs should be an emphasis on creative thinking and skill in solving problems - for both the child and the adult. Training in this important quality is realized only by actually providing situations which call for creative thinking and problem solving. The school offers abundant opportunities in which the child is challenged to make a choice, to render a decision, or to execute a program of action as planned. In all these instances, whether in a social science or in an arithmetic class, in a class meeting, or in a group activity, the child is challenged to solve his

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\(^6\) Educational Policies Commission, Moral and Spiritual Values in the Public Schools, p. 3.
own problem. Similar situations are also encountered in many extra-curricular activities in which he participates as an individual or within a group. Likewise, the adult of the community is challenged when making a choice or is deliberating in the group process to resolve community issues. Considering the fact that life outside the school demands competent skills in similar situations, creative thinking and problem solving should indeed be emphasized in carrying forward a community program.

Healthful Living

The community and school, through a coordinating council or citizens' group, conduct health surveys to gather the necessary data for the improvement of the community. The community's health status is revealed by the general nature or condition of such items as food, clothing, housing, water, infant and maternal mortality, incidence of disease, adequate sewage and refuse disposal, health, dental and medical services, mental hygiene, physically, psychologically, and socially handicapped children, and protection against hazard to life and safety. Out of the total thirty-seven cases presented herein, only a few schools have attacked directly this community problem. Green Sea, South Carolina; Earlham College, Indiana; the Sloan Experiment in Kentucky; Stephenson and Allegan, Michigan; and Cedar City, Utah have health committees in their community councils that look after health welfare. In Clarkston, Washington, and Bronx Park Schools, New York, the communities did some clearing of the slum areas and removed the dirty and blind alleys which were dangerous to the safety of people.
The Public Schools Citizens' Committee of Champaign County, Ohio is presently undertaking a survey of speech-handicapped children for corrective purposes. In Green Sea, South Carolina, when the planning committee authorized its health committee to make a survey, certain basic information was obtained from each household regarding its source of water supply. The survey asked also about the method of sewage disposal. Other areas included in the survey were communicable diseases, immunization, and sanitation of homes and schools. In the spring of 1950, the Health Committee of Cedar City, Utah, made a thorough survey of health statistics and problems and recently has succeeded in getting the cooperation of the city government in requiring Grade A restaurants and food dispensaries, Grade A milk supplies, and an improved garbage collection for the community. The Sloan Experiment in Kentucky has undertaken surveys of the community in diet practices, food production, food storage, and school lunches.

Surveys of health conditions of the community preparatory to laying out the ground work for improvement are indeed an excellent technique for community-school programming.

Through the process of classroom instruction and community activities, the health conditions of the school service-area can be improved. In this study, only a few schools have been doing it directly with the community: the Sloan Experiments in Kentucky; TVA Wilson Dam in Alabama and Gilbertsville, Kentucky; Holtville, Alabama; Green Sea, South Carolina; and Allegan, Michigan. The special instruc---

Amber Arthun Warburton, Guidance in a Rural Community, Green Sea, South Carolina, p. 50.
tional materials on food, clothing, and housing of the Sloan Experiments resulted in the children's studying them in the course of their participation in many teacher-pupil planned experiences. Likewise the parents studied the materials as they became available through the children. They asked for more and more of the materials and consequently brought about improvement in dietary practices as more land was cultivated for green vegetables, more chickens and eggs were produced and eaten, and more milk from cows and goats reached the table. Subsequent physical examinations of the children showed great improvement in their health. The same results were noted in the cases of clothing and housing in the three-way experiment in Kentucky. In the Sloan Experiment in Vermont, it was demonstrated that families of low-income could have clothing that was satisfactory in terms of protection and appearance, and in the Sloan Experiment in Florida, better housing was constructed and better facilities were installed in the rural areas after community had learned from the instructional materials taken home by the children. In Allegan, Michigan, the extensive food production resulted in better diet for the people. Home demonstration by home-economics teachers and girls on proper preparation of food and balanced diet in Holtville, Alabama, and in Hanson, Kentucky, have caused similar progress in dietary practices. In Green Sea, South Carolina, the one-day diet survey involved a group of parents in the study, and they emphasized these food needs for the family: production, care and conservation of foods, selection, and the necessary equipment for preparation and conservation. Although most of the cases cited herein emphasized classroom instruction to improve community practices in only food,
clothing, and housing, the same principles can well apply to other health areas of living. In this connection, it is well to review the results of the Sloan Experiments given in this study particularly as regards techniques of improving healthful living of the community through classroom instruction.

The community school extends its health facilities and services to the homes of the people and cooperates with other agencies in this undertaking. This is an important aspect of community health. It is possible that a number of community schools have been doing this task, but in the cases herein presented, only the Green Sea and the Sloan Experiments in Kentucky could be considered as doing this even to a small degree. Through school clinics, tests for hookworms in children involved the community. No attempt is made here to catalogue the health clinic services in the form of examinations, immunizations, and hemoglobin test since such activities are regular functions of the schools. There needs to be more extension of the community-school health services in the form of home visits centering on the health conditions of mothers and children. In some rural places, the school physician and nurse could make periodical check-up visits of families; and in other communities, health demonstrations could be given through the use of slides, for neighbors gathered together.

The community school initiates and cooperates in the formation of agencies and clinics for health services. Cedar City, Utah; Green Sea, South Carolina; and Stephenson and Allegan, Michigan; through their action health committees, in one way or another, have helped to promote the formation of such agencies. Allegan, Michigan has a
blood bank with a roster of donors available at all times; the health committee there has assisted in community x-ray services, hearing and vision programs, speech-correction work, a series of mental health lectures, and elimination of Kalamazoo river pollution. Clarkston.

Washington and Bronx Park School, New York, have action health committees for clearing slum districts and reducing overcrowded housing.

The community school enlists individuals and agencies as health sponsors and initiates fund drives for prevention and eradication of diseases and the correction of physical handicaps. Cases of hairlip, hard of hearing, poor eyesight, and underprivileged conditions in the community are given due attention and care. Battle Creek, Michigan has for the underprivileged children the Exchange Club funds for dental care, the Rotary Club funds for milk, and the Needlework Guild for providing shoes and boots. Allegan, Michigan has a modern health center, with a hospital sponsoring health education, endowed by Kellogg Foundation, and the health-committee-sponsored fund drive for polio.

The health-education committee in Stephenson, Michigan has these projects: blood-typing program, arrangement for the loan of medical supplies, plans for a health center, investigation of the possibility of putting fluorine in the water supply, and the testing of the county milk supply.

The community school conducts workshops or institutes for parents and lay citizens to make them more health conscious in their participation in the community. In most schools, periodical health examinations are undertaken and the parents are duly apprised of the referral cases. Among the cases presented herein, only Green Sea,
South Carolina conducted a health institute for teachers, principals, and parents for the purpose of planning the attack made necessary by the results of the survey on communicable diseases, immunization, sanitation of the homes and schools, and the one-day diet. In summing up the work of the institute, the major problems are brought out in the following statements:

(1) We have needlessly suffered communicable diseases which could have been prevented.

(2) We lack sanitary facilities in many homes and schools of the community.

(3) We need more milk, vegetables, and eggs for our table.

(4) We need cooperation in planning together.

(5) We need education about these problems and their solution.

(6) We need to know and use better housekeeping practices.

(7) We need to improve the lighting in most of our schools in the district, provide sanitary toilet facilities in practically all of the schools, and make the water supply safe in about one-third of them.\(^8\)

**Social and Civic Living**

The community school promotes democratic processes in all its group actions in the school and in the community. Generally, all schools in their various student governments, assemblies, organizations, and clubs practice democratic processes. As mentioned previously, in the Lafayette schools in Kentucky, there are, by actual count from the

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list, forty-four organizations and activities that provide opportunities for the exercise of democratic processes among pupils. The same type of situation seems to prevail in practically all community schools. For lay participation, the citizens' group or community council, with its steering and action committees, and the various community agencies and organizations offer excellent media for democratic procedures, particularly in their election of officers in making choices, and in deliberating about community problems. Respect for the rights of an individual, faith in human worth, regard for the minority, consideration of the greatest good for the most people, and the pooling of resources for the common welfare are democratic tenets that have been the prevalent in the participations of the citizens. So universal is the practice of group process that it is too commonplace to require the mention here of particular community-schools in which it was noted. Through the interactions between the school and the community, the people have come to regard mutual recognition of interests and cooperation among themselves as true expressions of democracy.

The community school emphasizes adequate sharing in citizenship, both in daily living and in participation in political activities. Two concepts of citizenship are (1) the quality of daily living by the people in the community - how they meet their responsibilities, get along with their neighbors, and contribute to the maintenance of needed services, and (2) the more formal matter of personal participation in the political activities of the community - membership in a political party, campaigning, voting, and office-holding. Among cases presented, Olsen, op. cit., pp. 58-69.
the first aspect of citizenship is more or less implied as being accomplished by the schools, especially in the way most people in the community meet their responsibilities, in being good neighbors, in paying their taxes on time, and in cooperating for the maintenance of needed services. The participations of the citizens in public welfare is a universal practice for all schools and communities presented herein. Foremost among them are the citizens' survey of schools in Mercer and Casey Counties, Kentucky; Green Sea, South Carolina; the Sloan Experiments in Kentucky, Westport, Connecticut; Champaign County, Ohio; Clarkston, Washington; Earlham College in Richmond, Indiana; and many others. The second aspect of sharing in citizenship is well demonstrated in the political participations of the people in the election of officers of their citizens groups or community councils.

In Allegan, Michigan about 350 civics students from eight county high schools are involved annually in the celebration of Senior Government Day. Public panel discussions and open forums on the study of the intricate functions of government take place in Allegan with about fifty top state executives acting as resource persons or consultants. The continuous interaction and sharing in citizenship has resulted in closer integration between the school and the community for the general improvement of living.

The community school stresses civic consciousness and participations of students and people in community welfare. The civic participation or voluntary service of pupils in various agencies and institutions brings the schools closer to the community and vice versa.
Tangible examples of this public service are to be found in the Patterson High School in Baltimore, Maryland and Clifford J. Scott High School in East Orange, New Jersey in which students participated in voluntary services for two hours per week for twelve weeks. These services include hospital assistance to patients and personnel, recreation supervision in community programs, general assistance to board-of-education offices, program planning for the club of retired men and women, assistance at day nurseries, city-wide surveys for the shade-tree commission, help in the city tax offices, registration of voters, and many other services. In the civil-defense program of the Eastern Community Council, of Baltimore the students' door-to-door canvass resulted in visits to 1,305 families. In Cedar City, Utah; Allegan, Michigan; Clarkston, Washington; and Holtville, Alabama; town beautification has been a continuous project of the community councils thus arousing more public sentiment and civic consciousness on the part of the people. Earlham College in Richmond, Indiana has had many illustrations in its rural, urban, and international experiments of civic participation of citizens for the improvement of the community. The most laudable one was undertaken at Tanama Adjuntas, Puerto Rico, where the building of schools and the construction of community roads become the concern of the town officials and entire people, with the local Lions Club and the University of Puerto Rico sharing in the enterprise. Many more instances could be mentioned of such civic participation of schools and community minded citizens in school-building expansion; in charitable fund drives; in financial campaign for antituberculosis, cancer, and polio; in clearing of slums and
dark alleys; in aid for the sick and the needy; and in school-band
sponsorship.

The community school promotes public forums and town hall meet-
ings to resolve issues and to enlighten the community. This is an
excellent means of integrating the community with the school activities
because of the general appeal to people of public meetings. Most
schools and communities have their community councils started from the
old fashioned public meeting involving many of the segments of life
in the community. In Allegan, Michigan, the community council originated
from a public meeting of 120 persons and ended with the involvement of
fifty-three organizations. In Cedar City, Utah, the Coordinating
Council started originally with thirty-five people and now it represents
all community groups. In Stephenson, Michigan, the Community Coordinat­
ing Council has fifty members with twenty-seven agencies and groups
involved. In El Dorado, Arkansas, more than sixty civic, patriotic,
religious, and welfare organizations compose the Citizens' Committee.
In Indianapolis, Superintendent Shibler has involved all the parent-
groups in the study and discussion of the educational platform before
its formal adoption and approval by the Board of School Commissioners.
In La Mesa, California the public meeting of parents and non-parents
decided the kind of report card to be used, and in so doing made it
acceptable to the community. In Green Sea, South Carolina during the
first meeting, the people agreed to undertake the big task of develop­
ing a guidance program for their young children and young people. In
Mercer and Casey Counties in Kentucky, more than three hundred citizens
were involved in a public forum for the final adoption of recommenda-
tions made in the school survey. As regards public forums for the enlightenment of the community, a good example was found in Cedar City, Utah where guest speakers from state and national levels were invited to talk on a variety of topics. In McMinnville, Oregon, series of forums centering on family life was undertaken by community groups, with local resource people serving in the panel.

The community school supervises youth and promotes the organization of agencies and activities that combat juvenile delinquency. In practically all community schools studied, adequate curricular offerings in social studies, civics, and family living are provided to guide the youth toward desirable citizenship and the good life. In most schools, there are scores of extra-curricular organizations that offer ample opportunities for citizenship participation in the school and in the community. Their activities are so diversified and widespread that the whole community becomes well knit and integrated with the school. Athletics, dramatics, clubs, music, cafeteria, store, junior prom, homeroom, student government, parents' day, business-education day, citizens' week, and band parents are but a few of the schools ramifying activities that involve the community. In Allegan, Michigan, and Bronx Park Community, New York, summer camps afford fine congregation opportunities and wholesome activities for the youth. In East Orange, New Jersey and Baltimore, Maryland, the youth direct their adolescent energy to useful endeavor through work experiences and part-time jobs in the community. In Philadelphia, Pennsylvania, one of the subunits of curriculum material is "Crime and Juvenile Delinquency," which attacks this problem through classroom instruction.
In Green Sea, South Carolina proper youth guidance in all areas of living has been the concern of the entire community, with 400 representative parents taking workshop courses side by side with teachers.

Throughout the present report, there is much documentation to indicate that community schools create and develop agencies and activities that give the youth wholesome recreation.

The community school creates incentive and motivation for public recognition of its exemplary citizens. In Michigan, Allegan's Community Council for the last ten years has presented distinctive emblems to one adult and two youths, a boy and a girl, as community awards for meritorious civic interest and participation, leadership qualities, acceptance of responsibilities for youth, and scholarship attainments. The names of the recipients are inscribed on a bronze plaque which hangs in the lobby of the Griswold Memorial Building. In Lafayette, Kentucky, before the closing of each school year, there is a Recognition Day Assembly during which the outstanding citizens of the school are given awards sponsored by a number of different organizations and clubs. In Alice, Texas, life membership is the distinguishing merit for any PTA member who has rendered outstanding service during the year. It is entirely possible that a number of schools covered in this study are doing similar things in such motivation which the literature used in this study did not report.

The community school promotes universal brotherhood, local, national, and international. Bard reports several projects under-

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taken by participants in connection with community study programs which aim for universal brotherhood in human relations and inter-cultural understanding in the community without regard to social status, sex, race, or religion. Cedar City, Utah has a Unesco Committee that sponsors public programs for international understanding and in previous years, it had entertained visitors from India, Turkey, Lebanon, China, Belgium, Persia, Mexico, Argentina, and Canada. In Allegan, Michigan for the past three years, the local Rotary Club, a member of the City Council, and the Board of Education have sponsored a high-school senior civics group and its advisers who attended a United Nations' Model Assembly at Hillsdale College where various nations are represented in the assembly sessions, committee meetings, and the Disarmament Conference. Upon their return the pupil delegates related their experiences and conducted panel discussions before the Rotary Club and high-school civics classes. In the community dynamics experiments of Earlham College in Richmond, Indiana the Negro and white citizens cooperated in organizing a permanent community council with a white man as chairman and Negro man as vice-chairman and with the other nine members about evenly divided between the two racial groups. In another community experiment, a Human Relations Council was formed which sprang from a desire to improve relations between the Negro and the white citizenry. In its international experiments in Puerto Rico, the students of Earlham College have had opportunity to broaden their perspective of international understanding as well as to experience the unifying and leveling impact that results from two cultures working together for the common welfare of the community.
Vocational Living

In the discussion in this section, the writer has found it extremely difficult to avoid overlapping among the various paragraphs, each of which is designated to focus on an opening, or topic sentence which is essentially a principle of vocational living. For instance, community development of a canning factory or quick-freeze plant can easily be treated either under economic security, food preservation, or as a completely separate entry. The investigator treats it as a separate topic because of his desire to stress this need in the Philippine communities. It is possible that other observers, covering the same area of living, might develop the discussion quite differently for the reason that the point of emphasis varies from person to person according to one's particular cultural reference and educational concern.

The community school stresses cottage industries, home food production and preservation, and thrift and economic security for each family. As was to be expected, cottage or home industries are fast disappearing in progressive United States, the hub of technology, invention, and science, and thus only a few illustration of home industry can be cited. In Holtville, Alabama livestock farming, dairying, and orcharding by the individual homes sprang from the attempt of the school to improve the living of the people in the community. In the community served by Semmes High School in Mobile, Alabama tending the nursery has been the home industry of almost every family because of the big demands the world over for buds and cuttings months before Christmas. In the control and experimental schools and com-
munities of the Sloan Experiments in Kentucky, in TVA Wilson Dam, Alabama and Gilbertsville, Kentucky elementary schools, and in Green Sea, South Carolina plot gardening and poultry and goat raising invariably became added industries in the homes - changes brought about by the power of education. In practically all of these schools, food preservation is a regular feature in the home-economics program together with home demonstrations by extension workers. In the Rural Community Development in Aberdeen (Monroe County), Mississippi the income of the community in farming livestock raising, and dairying has increased a hundred-fold, with the Superintendent of Schools furnishing the initial spark that involved Monroe County and other neighboring communities. Notwithstanding the great differences in cultural and climatic conditions, scientific farming and better selection of breeding stock are well demonstrated in the communities of Green Sea, South Carolina; Holtville, Alabama; and Allegan, Michigan. Thrift and savings have been practiced in many school banks and campaigns in Allegan, Michigan; Hanson, Kentucky; Murphy and Holtville, Alabama; and in other places. All these attempts to raise the family income contribute immensely to the economic security of the community.

The community school leads in conserving natural resources and in turning its abundance into profitable industry. In Kentucky and in the Alabama TVA projects erosion was stopped by replanting trees under the leadership of youth groups and the schools. In Allegan, Michigan and in Tillamook Burn Project in Oregon trees were planted as means of conserving the natural resources. Scientific farming in Green Sea, South Carolina and Holtville, Alabama is stressed to
conserve the fertility of the soil with the application of fertilizers and the use of crop rotation and other follow-up techniques. An excellent illustration of turning abundant natural resources into profitable community industry is found in Stephenson, Michigan where acres of scrub pines useless for lumber, post, or pulp were turned into a thriving fencing company, giving employment to thousands of people and yielding a gross sale of more than two million dollars every year. In Holtville, Alabama; Green Sea, South Carolina; and Aberdeen, Mississippi the graduates have done intensive farming, orcharding, livestock raising, and dairying by utilizing intensively the resources of the community. The opposite situation prevails in Casey County, Kentucky, where the youth continuously migrate to other places to find a living because of the lack of opportunity in the county. In this vein, the citizens of Green Sea state: "A community is a set of interests, that a community exists when it serves these interests, but if people must go outside the area to satisfy their wants, the community dies."12

The community school provides work experience for students and enlists the support of various agencies for community employment. Seyfert and Rehmus,13 and Wilson H. Ivins14 are in agreement that work experience means practical activity in the production or distribution

12 Warburton, op.cit., p. 28.


of goods or services exercised normally in industry, business, pro-
essional fields, the community at large, or in school under the
direction of the school itself. According to Olsen financial
remuneration may or may not be included for the work done. Following
this definition, all schools discussed herein are providing work
experience for the pupils, especially as a part of their vocational
courses. Typical examples of these vocational courses are found in
Lafayette, Kentucky and in Murphy High School in Mobile, Alabama,
the latter alone offering no fewer than seventeen vocational courses.
The youth voluntary civic participation described previously in
Patterson High School in Baltimore, Maryland and in Clifford J. Scott
High School in East Orange, New Jersey include examples of work ex-
perience where remuneration is not considered. In Clarkson, Washington
the youth set up a summer employment bureau with a number of high-
school pupils signing up for the various tasks. In Battle Creek,
Michigan, apprenticeship training for those who may not continue on
to college is offered for machinist tool and die-makers, sheetmetal
workers, draftsmen, and building trades under the joint sponsorship
of the Local Committees, Federal Apprenticeship Service, and the State
Department of Public Instruction. In Alice, Texas; Barker Central
School, New York; Allegan, Michigan; and Holtville, Alabama various
arrangements are made whereby students can sign up for work at home,
on the farm, or in industry and receive due school credit for it,
provided the plan for work is submitted in advance and approved by the

council in charge of the projects. In other instances, the Advisory Committee arranges for the training center, the rate of wages, and the time of work with the consent of the business firms. Throughout all these communities, the work experiences under the supervision of the school or the community business and the industry have become factors integrating the school and the community.

The community school conducts academic and vocational evening classes for adults and working youth of the community. In Port Arthur, Texas academic and vocational evening classes are conducted with full accreditation, the students paying approximately twenty-five cents per student hour. Barker Central School, New York has evening schools for adults and working students leading to such diplomas as academic, vocational stenography, vocational homemaking, vocational agriculture, vocational shop, and airport and aircraft. Battle Creek's evening offerings include such areas as industrial line, cultural and leisure time, homemaking, and business, with an approximate enrollment of 2000 distributed among eighty-four groups sponsored by different agencies of the community. Murphy High School in Mobile, Alabama has an evening department which offers academic courses, distributive education, and such hobbies as woodcarving, painting, and interior decoration. Bronx Park Community Institute, New York, as a center for adult education in a recent year offered more than 2000 persons a choice of eighty-seven courses in languages, music, art, physical education, dramatics, and home economics.16 In 1951-52, Allegan, Michigan

employed twenty-one qualified instructors for 408 adults in ten to twenty evening sessions covering nineteen classes of various vocational courses. Cedar City, Utah has been offering twenty-five courses for adults involving such areas as distributive education, textile and clothing, homemaking, leathercraft, plastic, painting, and handicrafts. Ultimately, these evening classes for adults and working youth have their influence in raising the educational level and increasing the pool of skilled labor in the community.

Where there is a need the community school initiates and cooperates in the installation of a community-school factory to improve living in the service area. The canning factories in Holtville and Tanner-Williams, Alabama; Hanson, Kentucky; and Allegan, Michigan had their beginnings in the schools as the needs of the community were felt. In Holtville, Alabama, practically every family rents a food locker, and the slaughtering and processing of beef are done in the community quick freeze at nominal cost. In more-remote rural areas, far from cold storage and markets, such factories are indeed badly needed for economy, food conservation, and for improving the quality of living of both the individual and the community.

The community school extends its "know-how" and facilities to the homefarm and cottage industries of the people. In Holtville, Alabama there was a time when the use of power machines for spraying the orchards of the homefarms and the use of other machinery was extended to the people at nominal rental. In Mercer County, Kentucky the vocational departments have been providing "institutional on-farm training" with the primary objective of making farm owners more
efficient in scientific farming. In Allegan, Michigan two special teachers spend much time on the home farms rendering first-hand guidance to veterans and farmers. In Barker Central School in New York the airstrip and airplane are used for crop-dusting of the community's farms, and in Green Sea, South Carolina all the "know-how" of the school and vocational personnel is extended to the homes of the people to promote scientific farming and livestock raising. In Aberdeen, Mississippi the 4-H Club beef-cattle chain, started in 1951 with a pure bred heifer, has interested many boys and farmers, and subsequently has resulted in improved livestock in that community.

In the home-economics courses in Aberdeen, the teacher and senior girls extend skills in food selection and preparation, infant care, and interior decoration to the homes in the community. Other vocational teachers make home farm visits for the purpose of rendering technical assistance to the farmers.

The community school conducts surveys and follow-up studies of its graduates in order to meet better the need for vocational guidance. Vocational surveys of business and industry are regular activities of practically all high schools in connection with Business-Industry-Education Day. In Lafayette High School in Lexington, Kentucky, the 1952-53 Office Employment Survey of the Business Department resulted in work opportunities for senior students while at the same time it made available much-needed data on vocational guidance. The schools of El Dorado; Allegan, Michigan; and Alice, Texas are examples of those doing surveys and follow-up studies of their graduates in order to render better service and guidance.
Recreational Living

The community school leads in the organization of athletic leagues, games, and sports in the community. With a recreation committee to look after the leisure-time activities of the people and with a full-time director and co-ordinator, Allegan, Michigan has developed a program of year-round recreation. They have basketball, softball, tennis, golf-instruction, croquet, archery, horseshoe pitching, swimming, crafts, and other games. In the four-team baseball leagues for boys, for ages ten to twelve and for ages thirteen to fifteen, local merchants contributed $35 each as sponsors of the eight squads. Other special events include hikes, a novelty parade, story hours, and track and field events. In Cedar City, Utah the recreation committee sponsors regular parlor games, swimming, and dancing in the school building and gymnasium. Growing out of a discussion in home-economics class, a recreation club was organized in Hanson, Kentucky to look after the recreation of not only the youngsters but also the adults. In the Patterson High School in Baltimore, Maryland and in Clifford J. Scott High School in East Orange, New Jersey the civic participation of youth in many agencies and institutions includes planning recreation programs for retired adults. In Holtville, Alabama it was reported that on Wednesday evenings farmers and their wives and others come to school to bowl, to play ping-pong, to play volleyball, or to participate in other recreational activities. In Port Arthur, Texas the adults join in a community league of softball and other sports. In Stephenson and Battle Creek, Michigan; in the Bronx and Barker Schools in New York; and in Clarkston, Washington,
similar recreational programs are in evidence. While all schools have regular athletics in the curriculum, the writer has selected only those schools that involve the community directly in their leisure-time activities.

The community school acquires and improves parks and constructs recreation centers. In Allegan, Michigan there is a campaign for the acquisition of more parks and picnic accommodations. Pupils in Green Sea, South Carolina after realizing there was "no place to go and nothing to do," constructed with the assistance of the planning committee, a recreation center on a donated piece of land. They raised money to furnish it with a barbecue pit, tables, benches and a roof, and to provide ping-pong tables, checker boards, horseshoes, and volleyball, baseball, and basketball equipment. In Stephenson, Michigan the schools have assisted in providing new swimming facilities and a new parking area and in the development of Shakey Lakes Park. The people of the community have also built a skating rink for winter recreation purposes. In Holtville, Alabama the PTA, through the incentive of the school, is presently working on the development of a community park; and plans are under way to improve the swimming pool and the picnic grounds. Earlham College in Richmond, Indiana, in one of its rural experiments, succeeded in forming a community council which constructed a concrete skating rink at the high school site. All these activities demonstrate the point that community school acquires, improves, and constructs recreation centers for the community.

The community school offers regular shows, programs, and forums for the service area. Practically, all schools reported offer movies
and some kind of programs in connection with their regular festivities and celebrations. Foremost among these and purposely designed to give recreation for the adults, youth, and children of the community are those being done in Holtville, Alabama where movies once a week are given at a nominal cost of ten cents each person. In some other communities, literary and musical programs are held to give entertainment and recreational opportunities for the community, especially those in rural areas. In other instances, guest speakers for community enlightenment become the main feature of the program. In one way or another, these phases are given due stress in the schools of Stephenson and Allegan, Michigan; Hanson, Kentucky; Cedar City, Utah; McMinnville, Oregon; Barker and Bronx Park Schools in New York; Clarkston, Washington; Greater Hartford, Connecticut; Alice and Port Arthur, Texas; and in Earlham College in Richmond, Indiana.

The community school conducts summer camps and outdoor sports. In Allegan, Michigan under the athletic directors and baseball coaches, hundreds of boys and girls between the ages of five and fifteen attend an eight-week summer camp. In addition, the school conducts an annual camping project for five days at Clear Lake or at Camp Allegan west of the city where children from grades five through eight are quartered under the close supervision of teachers and camp staff counselors. For eleven years children have been enjoying this experiment in group living in acceptance of responsibility as hosts, and in the division of labor. They operate their own stores, post office, and bank and engage in nature study, hikes, firebuilding, lumbering, cooking, and indoor crafts. In Bronx Park School in New York the 500 campers in
1949 grew to 1,500 in 1951. In Cedar City, Utah a hired assistant takes charge of the summer program which features games, dancing, and doll and pet shows. In Stephenson, Michigan the outdoor education and camping program for both elementary and secondary school youth is a regular feature of the curriculum. Practically all schools are doing camping and outdoor activities involving swimming, athletics in the open field, socialization through group living, indoor games, handcrafts, nature study, and other allied activities. Throughout all these organized outdoor activities, the schools are brought closer to the community thus promoting better relationships between the two.

The community school leads in building and improving libraries and reading centers for the community. The problem of the inadequacy of reading materials is not a serious one in the United States where public libraries and abundant books and magazines are usually very accessible. Even in the rural areas, bookmobiles are available to the people. There is sometimes a need, however, of making school libraries open to adults, youth, and children of the community after school hours. In the Bronx Park School in New York City, the library at Public School 102, with a parent librarian in complete charge, has been made available to parents and adults in the evenings. The parent librarian works with the schools in analyzing the reading needs of the community and in suggesting additional purchases. In the Sloan Experiments in Kentucky, it was observed that when the new inexpensive instructional materials were made available to the parents, better foods were produced and a more-balanced diet was adopted by the people in the community. Public
libraries are relatively common, but no one would doubt the beneficial effects of making the school library accessible during evening hours for the people of the immediate community.

**Aesthetic and Creative Living**

The community school initiates or assists in the promotion of concerts, ballets, operettas, and plays. Created in 1941 as one of the working committees of the community coordinating council, the Music Arts Association of Cedar City, Utah has continued its policy of bringing top-flight artists to the community. There was a time when it offered also local plays, but this was discontinued when this function was taken over in 1947 by the newly organized Rainbow Theater Guild. This group presents three-act dramas in the fall and spring seasons. The Music Arts Association has conducted afternoon concerts for high-school pupils since 1947, at the nominal cost of $1.00 per season ticket. The Greater Clarkston Association, representing one hundred units of civic and fraternal organizations and with a membership of 800 men and women, sponsored a jubilee pageant at which the governors of three states were invited. Band concerts and music are common offerings in many high schools, but most of the cases presented in this report failed to indicate a deliberate integration with the community.

The community school promotes or cooperates with other agencies in presenting art exhibits. A gallery or an exhibit of arts, painting, relics, history, and antiques offers excellent opportunity and incentive for the people of the community to develop their aesthetic and creative powers. In Cedar City, Utah the Art Exhibits are one of the responsibilities of a working committee of the coordinating council. The
committee holds an annual art exhibit to cultivate an understanding and appreciation of art in the community. Approximately thirty pictures of the two hundred exhibited are sold each year. The committee on Art Exhibits is now contemplating the building of a permanent art gallery. In Barker Central School in New York an annual community fair is held with an attendance of 10,000 people from surrounding areas. It is possible that a section of this fair could have been provided for an art exhibit. In this case, as in most of the other cases presented, the written accounts failed to show any community attempt to integrate the school with the community through this aesthetic aspect of living.

The community school encourages "hobbies" among students and lay citizens. In Stephenson, Michigan the school has succeeded in organizing a "community-crafts cooperative" to give expressional opportunities for the manipulative and creative talents of both children and adults. In Cedar City, Utah the Art Exhibits Committee has set up a craft shop which is now selling to the tourist trade such beautifully made articles as handhooked rugs, ladder-back chairs, pottery, leather goods, metal work - all of them made by hand in the village of Springdale, Utah, about sixty miles away from Cedar City. The motive is to rehabilitate the people through a revival of the pioneer arts and crafts of the earliest settlers. In a few summer camps, such as those in Allegan and Stephenson, Michigan arts and crafts are part of the campers' activities. In Murphy High School in Mobile, Alabama and in Cedar City, Utah the evening courses offer classes in woodcarving, home decoration, painting, lampshade making, and leather-craft. These courses are taken by adults with delight and fascination. Other
schools that involve the adult community in such hobbies for recreation are Bronx Park School and Barker Central School in New York, the schools of Battle Creek, Michigan and Alice and Port Arthur, Texas. Practically all schools have hobbies included in their vocational and creative-art courses. The point to be emphasized, however, is the fact that the community school offers these opportunities to citizens in an attempt to integrate the community resources for the improvement of community living.

Moral and Spiritual Living

This phase of living overlaps to an extent that which the writer has discussed as social and civic living. A number of the civic activities in which the schools participate can easily be classed under either moral living or civic living. In the cases considered in this study very few practices of the community schools in this area were specifically noted. For this reason, the writer presents only two such practices. While freedom of worship is a constitutional right which is well respected in the schools, and democratic values have moral implications in the literature about the community schools among the cases studied there is indeed very scanty direct reference to moral and spiritual living.

The community school encourages universal brotherhood of different peoples and denominations. In a previous discussion under "Civic and Social Living" the writer has pointed out various practices of the community schools that promote universal brotherhood. In Barker Central School, New York, a chapel was built which offers non-denominational
religious services for the community. Earlham College in Richmond, Indiana, has succeeded in establishing, in a bi-racial community, a community council with officers and members from both the Negro and the white groups. The most varying nationalities, nine of them, are found in Patterson High School in Baltimore, Maryland, and yet through the school's civic participation involving all agencies in the community, a high degree of unity is maintained. Projects in inter-cultural understanding and human relations are carried on in this community by the 1,200 teachers in connection with the Baltimore Community Study Program.

In the Bronx Park School in New York City a celebration as the Spring Intercultural Festival brings a large segment of different nationalities together and thus enhances universal brotherhood in the community. The Unesco International Festivals in Cedar City, Utah and Allegan, Michigan also help build this one-world concept. In Allegan, a number of activities performed by the Community Relations Committee have a unifying influence with different groups of people. Some of these are the religious census, the union laymen's weekly services, Lenten Sunday evening services, Holy Week services, exchange of choirs, vacation Bible school, the United Choir, and a Christmas program. In Holtville, Alabama, with the leadership of the school, the entire community recently helped to put up a new chapel and defrayed the costs by voluntary contributions of cash, labor, and materials to an estimated amount of $75,000.

All of these activities of interaction between the school and the community help create a strong feeling of brotherhood among men of different creeds, colors, and social status, which ultimately contribute to the general welfare of the community.
The community school promotes and cooperates with civic agencies that serve the welfare of all living things. Kindness to plants, animals, and human beings seems to be a general concept in American schools, and the curricula are often very rich in that area of living; this is especially true in civics, science, and social studies. In this study, however, the writer was looking for school activities and practices which actually involve the people of the school-service area. In Bronx Park Community, New York City a number of schools took action to improve traffic and safety conditions. In Allegan, Michigan the Committee on Community Relations had clothing drives for overseas. In the high schools of Baltimore, Maryland and East Orange, New Jersey as has been already cited, the civic participation of youth involved assistance to patients in the hospital, help in the workroom of the blind, and other welfare aids, particularly for the older-age groups.

Although there were no statistical data to prove the relative frequency of activities directly related to each area of living discussed by the writer, it appears that the areas of health, social and civic living, vocations, and recreation seem to have had more such related activities as noted from the examples presented in each section of the chapter. This seems to demonstrate either the fact that the needs and problems of many communities center around health, citizenship, recreation, and vocation, or the fact that school and community activities are concerned chiefly with solving the needs and problems of these areas. Evidence regarding aesthetic and moral and spiritual living was most lacking. Throughout the study, it was apparent to the writer that most of the leadership had been supplied by the school officials.
and the board of education. The survey of community needs, as a technique, has been utilized extensively. The two-way service - the school extending its facilities to the homes of the people and the community providing the necessary participation in the service program, has been observed in many community schools.
In an earlier chapter, the writer has shown that the present role of the community school as a full-time educational center is to improve the quality of living for both the individual and the community. In the preceding chapter, the investigator has pointed out that the school is only one among the family of agencies in the community, but that it has the unique position of being the only institution that devotes its entire energy to the attainment of educational goals in the school service-area. But in the continuous process of interaction between the school and the community, there appear on the scene a number of important characters who have their own roles to perform on the perennial stage of community development. The leader, the teacher, the pupil, the lay citizen, and the resource person or consultant, have definite functions to perform if the tradition-guarded community is to enjoy progress and improved welfare. But these movements and interactions are all accomplished within the framework of a democratic state or community. The fact is that, in a very real sense, the community school program represents the essence of democracy; not however, democracy as conceived by one man only which means tyranny, nor democracy as believed in by only a few which is aristocracy.

Today's democracy must be adaptable to and reflect the changes brought about by science and technology. Democracy, therefore, as conceived in the program of the community school involving leader, teacher, pupil, layman, and consultant must display many character-
istics, among which are the following:

1. Democracy is a group process.

2. There is faith in the dignity and power of people.

3. The improvement of living in the community is a cooperative enterprise.

4. The rule of majority must be accepted while respecting the right of the minority.

5. The mind can be trusted if freed.

6. Inadequacies should be discovered and accepted but attempts should be made to correct them.

The Leader's Role

Leadership, either from an individual or a group, is necessary for any process of public participation. In all cases, the writer observed that no community project is brought about by itself. There is usually a spark somewhere, either from an individual or from a group. In the Rural Economic Development of Aberdeen, Mississippi, in the Family Life Education in Baker and McMinnville (Oregon), and in the community development programs of Fair Lawn Public Schools, Connecticut, and in Bronx Park and Barker Central Schools, New York, the first "labor of love" was supplied by one individual. In Utah, the famous Cedar City coordinating council sprang from the suggestions of two State Department of Public Instruction officials; and while in Holtville and Tanner-Williams, Alabama, and Green Sea, South Carolina, the community cannery, the numerous building expansions, and the school surveys were initiated by a group of interested citizens with the board of school officials joining hands. Throughout all these ventures of community improvement,
leadership was necessary. In fact, it is the *sine qua non* for the success of any community school.

Every person in the community is a potential leader. Since democracy is a way of life, every leader who professes the name of leader should have faith in the power and ability of every individual. In McMinnville, Oregon for each of the meetings of the forum plan, local resource people made up the panels. In the Baltimore Community Study Program, Bard stated that the leadership that has come from the Baltimore teachers themselves has been the key element. In Green Sea, South Carolina, the success of the program was in the development of local leadership in each of the eleven elementary-school areas; in Holtville, Alabama, long before it joined the Southern Study, the initial leadership in undertaking community service projects was supplied by the teachers themselves. And the most interesting of all is Earlham College in Richmond, Indiana in whose experiments it has been found that local leaders have been discovered anywhere the student workers have gone. Director Biddle and the students always play the role of trying to help the community help itself, and accordingly they have found that leaders emerge wherever human beings are willing to work together for the common good. This reinforces the findings of the Ogden* in that leaders believe fundamentally in helping communities become "not only better but better able to help themselves."

Throughout these instances, it has been demonstrated that local leadership can be achieved and that every person in the community is to a

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1 Bard, *op. cit.*, p. 29.
degree a potential leader.

A leader is sensitive to the vital needs of the community. America itself has a good example of this when in 1933, President Franklin Delano Roosevelt through the Congress of the United States created the Tennessee Valley Authority to solve a great need of the time - the elimination of annual flood, erosion, destruction, famine, death - for an area involving 40,600 square miles, or about four-fifths of the size of England. Twenty years later the Tennessee Valley Authority stands as a living monument of science and progress, the great socio-technological experiment of the century dedicated to the improvement of community living. This sensitivity of leaders to the vital needs of the community is portrayed in many of the schools considered in this study. The school building expansion and surveys in Fair Lawn, New Jersey; Westport and Darien, Connecticut; Mercer and Casey Counties, Kentucky; and the establishment of community factories in Holtville and Tanner-Williams Alabama; in Hanson, Kentucky; and in Allegan, Michigan, had their origin in the felt needs of the community. The adult vocational classes in Barker, New York; Alice, Texas; Allegan and Battle Creek, Michigan and Murphy, Alabama, grew from the realization of the need to improve the quality of living and from the belief that the community can be improved to the extent that lay people are likewise improved.

A leader can become sensitive to the needs of the community only if he is thoroughly familiar with the life of the people and

3 Brownell, op. cit., pp. 94-95.
their resources, if he knows what is happening around him and the com-
munity at large, and if he continuously grows in vision and foresight
in his everyday thinking and living.

A leader is skilful in the techniques of group work. At the
beginning of this chapter, the writer stated that the democratic pro-
cess should be an essential aspect of community service projects. In
the example presented in this report, the leader has always been a
believer in the group process. Each community council or coordinating
council is usually made up of several planning committees and action
groups. Skill in group work, therefore, is very necessary for a leader
in bringing together the thinking of the community which is composed
of various agencies and institutions and people from all walks of life.

In 119 interest projects of the pupils in Holtville, Alabama demand
skill in group work on the part of the leader of the student council;
in Green Sea, South Carolina, it has been reported that the most diffi-
cult hurdle from the outset and one which persisted throughout the three
years of the program was the problem of making democracy work because
very often the people left the organization and administration of their
school, health, and welfare services to a few interested individuals.

In Bronx Park School, New York City much of the success of community
projects has been attributed to skill in group work on the part of 108
leaders representing 141,000 citizens in the ten elementary school areas
in the district. The Bronx Park Community School Committee is a major

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4 Warburton, op. cit., p. 17.
experiment in meeting the need for citizens in a big city to share more directly in the planning and work of at least a part of their government; it represents an effort to improve the relationship between the local citizen and what often seems like a remote bureaucracy.

Another general trend noted is the democratization from group work. In La Mesa, California the Board of Education gave to the Citizens Advisory Council the task of arriving at a decision on the type of pupil report card to be used. It was true much glamour and mystery was lost on the part of the school board and school administrative staff, but the spread of responsibility among the citizens is an assurance of success. In Fair Lawn, New Jersey, the "one dollar dinner" brought together 174 citizens in face-to-face relationship and through a pre-arranged division into groups, they made plans immediately and carried to completion the biggest building program ever known in the community.

In practically all community schools, workshops and institutes are held to provide training for group work on the part of leaders and teachers before the community project is launched. This was especially true in Green Sea, South Carolina; Cedar City, Utah; Allegan and Battle Creek, Michigan; Holtville, Alabama; Alice, Texas; Baltimore, Maryland; Sloan Experiment, Kentucky; Bronx Park School, New York; Greater Hartford, Connecticut; Baker County and McMinnville, Oregon; Earlham College, Indiana; and Champaign County, Ohio. Some generalizations concerning effective leadership which was illustrated in the cases presented are given below:

A leader secures face-to-face relationship.

A leader helps the group establish "ground rules."
A leader is a participant in all group process.
A leader is a promoter of growth toward responsibility in others.
A leader works with people rather than on them.
A leader democratizes decision, avoiding decisions made by a few people.

The workshop or institute provides opportunities to attain desired skill in group work.

Leadership should be relinquished as soon as others are ready to accept it. This is really based on the view that leaders work at helping communities to help themselves. In Holtville, Alabama, the school no longer has to provide a number of machines because the farmers now have their own fruit tree sprayers, peanut pickers, hay presses, and other implements. The community quick freeze has survived because the county does not yet include a city with cold storage. In Cedar City, Utah, the leadership in recruiting lecturers originating with the Music Arts Committee was transferred to the local Knife and Fork Dinner club. In the same city the presentation of local plays was taken over by Rainbow Theater Guild in 1947, and the winter recreation was likewise given by the committee to the Junior Chamber of Commerce, which sponsored an ice skating rink near the east side of the community.

Earlham College in Richmond, Indiana, on many occasions, has purposely pulled out from community service development after leadership has been assumed by a community council in the service-area. In Bronx Park Community, New York, leadership of the school has been given over to the parents council in such areas as providing for traffic lighting, teaching music and folk dances, sponsoring Boy and Girl Scout Troops,
writing letters to legislature, and others. In Indianapolis, Indiana, the Citizens Budget Committee is really making the school budget instead of the board of education. While leadership is relinquished as soon as others are ready to accept it, the writer desires to point out that it should not end there; instead, leadership should move forward to some other untapped resources since the improvement of the community is an on-going process on a continuum.

Throughout the long struggles for community-school programming, the leadership has been continuous. In Green Sea, South Carolina; Holtville, Alabama; Allegan, Michigan; Patterson, Maryland; and Barker, New York; there has been no let up in leadership. During the writer's observation in the schools in Kentucky as reported previously in regard to the Loan Experiment it appeared to him that leadership could have been continued even if funds from the Sloan Foundation had been withdrawn. Educational articles on books on the community school seldom fail to mention this Kentucky experiment in applied economics, yet a visit to these experimental and control communities in Kentucky reveals little but the history of what was once a landmark as to the power of education. Drummond has made the same observation regarding other community schools:

Numerous reports exist in the literature of the community school which indicate that effective leaders frequently move on to positions of greater responsibility because of the success enjoyed in the community-school setting. All too often the improvement which the community is making ceases, and some reports indicate a gradual return to the situation which had existed prior to the initiation of the program.6

In order, therefore, to preclude such decadence, leadership should be developed from the grass-root level and due provision made for its continuity.

The leader and the led should be readily interchangeable. In Green Sea, South Carolina and Holtville, Alabama continuous rotation and sharing of leadership is provided for within each group so that there is little likelihood of losing leadership. Pertinent to this discussion is the practice of Holtville, Alabama teachers who take turns presiding at faculty meetings. The teachers have an important part in planning the work of the school, and the principal works with them as one of the group, trying to help and lead them, and not as a dictator giving orders. This is the reason why in many community schools discussed in this report, institutes and workshops are fundamental in the acquisition of techniques in group leadership. The case of Green Sea, South Carolina is another typical example. If it had not been for the grass-root training in leadership, the rural guidance project in Green Sea, South Carolina would have failed because of the transciency of the school personnel.

More than one-third of the teachers of the Green Sea High School District were new to the system at the beginning of the program in its third year. In the high school, nearly half of the teachers were new to the area and several were teaching for the first time. Only one high-school teacher remained of the original group which initiated the program. The superintendent of the district took office the autumn after the program was under way.  

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In the same predicament was the Holtville Alabama School because from the total of twenty-nine teachers when the five-year experiment started under the Southern Study in 1953, only eleven members, including the principal, remained continuously on the staff. In spite of this difficulty, however, the community schools have succeeded in both instances due to the readily interchangeable role between the leader and the led. Earlham College in Richmond, Indiana has emphasized the shared and rotated leadership in all its community experiments. In the majority of the cases cited in this report, the trend is very strong toward bringing more closely together the leader and the led, thus helping to make possible an interchange of leadership without disrupting the progress of the community service projects.

The Teacher's Role

The teacher should have faith in the power of the community school to improve the quality of living in the service-area. Early during the experiment in Holtville, Alabama, the faculty and the pupils believed that the school should improve the school itself, the home, and the community and that children could do much in making these improvements while at the same time learning through these experiences. The Green Sea, South Carolina study started with the teachers' subscribing to the concept that the school should develop local initiative and leadership, improve environmental conditions, and provide new services. The experiments in Kentucky in applied economics and the

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10 Warburton, op.cit., p. 137.
TVA Wilson Dam, Alabama and Gilbertsville, Kentucky schools demonstrated that teachers have faith in the power of community-school to improve living, particularly in the areas of food, clothing, and housing. In many other community-schools like Patterson, Maryland; Allegan, Battle Creek, Stephenson, Michigan; Barker, New York; Baker County and McMinnville, Oregon; Indianapolis, Indiana and others the teachers' faith in the great possibilities of the community school to bring about progress and improvement for the community has remained unshaken.

The teacher should become a part of the community in which he teaches. The teacher's professional training, when properly used, contributes much to the welfare of the community. The teacher should also assume civic responsibilities, not as a teacher, but as an ordinary citizen who is working with the group in its efforts to improve the community. It is in this role of an ordinary member among other citizens that the teacher builds most of the good school community relationships.

In Alabama, participating in community events and assuming community leadership are not automatically the rights of teachers; they must be earned by willingness to serve, by ability to lead, and by efficient participation. In the selection of teachers for the control and experimental schools of the Sloan Experiment in Kentucky, and those of TVA Wilson Dam, Alabama and Gilbertsville, Kentucky, first consideration was given to natives of the immediate vicinity. This role of the teacher making himself a part of the community in which he teaches is basic to the success of the community schools. In fact, this is a

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special demand made of teachers in view of the contact they have to make with community resources: people, natural environment, institutions, and technology.

The teacher ought to be a continuous student of community resources. In TVA Wilson Dam, Alabama and Gilbertsville, Kentucky, soil erosion and food production were two problems dealing with natural resources successfully attacked to improve living in the community. In the three-way experiment in Kentucky, the study of people and natural resources led to improved practices in food, clothing, and housing. In Patterson, Maryland and Clifford high schools, New Jersey the study of various institutions led to civic participation of students. In Allegan and Stephenson, Michigan and Tillamook Burn, Oregon, the class study of soil and conservation resulted in the reforestation and improvement of parks and recreation areas. In El Dorado, Arkansas; Westport and Darien, Connecticut; and Fair Lawn, New Jersey the study of the schools expanding enrollments resulted in more adequate building construction including gymnasiums, cafeterias and swimming pools. In Green Sea, South Carolina many community improvements effected originated from the study of these community resources: youth, crop-land and woodland, climate, and water supply. In Tanner-Williams and Holtville, Alabama; Hansor, Kentucky; and Allegan, Michigan the teacher's study of the local people and their needs resulted in the establishment of a community canning factory or quick-freeze facilities. In many other community schools, the survey of business and industrial institutions has given students more opportunities for work experience. All these are tacit indications that the teacher has a major role as
a conscientious student of community resources.

The teacher should endeavor to improve continuously his professional competence. Workshops, institutes, and professional group discussions are common activities which were noted in connection with the community school programs investigated. In Green Sea, South Carolina, Sloan Experiment in Kentucky, Bronx Park, New York City and other schools community projects were usually preceded by workshops or institutes. The Baltimore Plan in Maryland and the Group Dynamics approach at Earlham College in Indiana include regular seminar courses for teachers featuring the role of community schools in the improvement of living. In some universities like Teachers College, Columbia University, courses in community school programming are now offered for the benefit of teachers. During the last two decades, there has been a strong emphasis on community schools and there has resulted a corresponding growth of literature in that field. These are positive instances that the teacher of the community school improves continuously his professional skill.

The teacher ought to become a participatory member of some committees or civic organizations. The community school setup is usually carried out through a citizens' coordinating committee or executive council with representatives from various organizations in the community. Under this executive council are study and action committees which really execute community-service projects outlined in the broad policies of the over-all parent council. In the midst of these social interactions, the teacher becomes a participatory member in situations in which his specialization and interest would give the
best returns. This is an essential role of the teacher in order to gain the cooperation of all elements around him and to instill confidence in other members of the group. At the same time, the teacher also improves his techniques of dealing with people. The skill of working with people can be acquired only by actual experience in group or committee work. Holtville, Alabama; Green Sea, South Carolina; Allegan and Battle Creek, Michigan; Baker and McMinnville, Oregon; Baltimore, Maryland; Alice, Texas; and all the rest of the cases are replete with examples of this participatory role of the teacher. In many instances, the school board and superintendent of schools encourage teachers to become members of some community committees or organizations in order to insure the success of the community-school program.

The teacher has the role of guidance in the school and in the community. Next to his association with his parents, the child's next longest contact is with the teacher. This is true in all schools and much more so in community schools because of the closer association, freedom, and interaction that take place in the school situation in which there are many group activities involving choices, decisions, planning, and executing. In Green Sea, South Carolina, guidance of youth has been the aim of all school and community participations. In Holtville and Wilson Dam schools in Alabama, the starting point of instruction was the child - his needs, his interests, his desires, and his problems. In the Sloan Experiment in Kentucky, the children's diary and anecdotes revealed a number of leads for guidance. Practically in all community schools studied by the writer, the teacher's major task is guidance. Because of his closer association with the
student in class, in group work, in homeroom, in field trips, and in extra-curricular activities, and his intimate knowledge of the child secured from observation and from various tests, school records, diary, and sociometric devices, the teacher, thus because of training and experience, becomes the best counselor and guide for the child. He also has the advantage of his decision's being freer of emotion than are the usual decisions of parents. In rural communities, the teacher enjoys greater confidence from the people, and often they go to him for consultation and guidance on many school problems of the family.

The teacher should promote school services to the community and utilize community resources to enrich curricular offerings. Some of the services of the community schools are illustrated by the civic participation of the students in Patterson (Baltimore, Maryland) and Clifford (East Orange, New Jersey) High Schools in various community agencies; the community survey for health and needs in Green Sea, South Carolina; the improvement of diet, clothing, and shelter in the three-way experiment in Kentucky; the recreation program for the citizens in Holtville, Alabama, and in Hanson, Kentucky; the canning factory in Tanner-Williams, Alabama and Allegan, Michigan; and the quick freeze in Holtville. In turn, the teacher utilizes community resources to enrich his curricular offerings. The work experience offered to students in some agencies, factories, and industries; the utilization of printed materials from commercial and industrial firms as supplementary instructional materials; field trips to factories, parks, museums, zoos, and other places are all instances in which the teacher makes use of the community resources for the school. This role of the teacher reinforces
definitely the two-way services of the community school; the school improves the quality of living in the community and in return the community helps the school in rendering the best type of education for its people.

The teacher should correlate community resources with classroom work. This is more-or-less true in all community schools; and surveys, field trips, and visits are some of the means used by the teacher to give the pupils adequate familiarity with their community. A music teacher works with school groups and at the same time supplies talent for local programs. A commercial teacher develops skills needed in the offices and stores of the community as noted in Lexington, Kentucky; El Dorado, Arkansas; and Alice, Texas. In Portland, Oregon live specimens from the forest were used in social studies and science classes.

The teacher ought to promote good public relations with the community. In the Sloan Experiment in Kentucky, the experimental and the control schools and communities were selected from those in which good public relations already existed. In Green Sea, South Carolina; Holtville, Alabama; Indianapolis, Indiana; Battle Creek and Allegan, Michigan; and Champaign County, Ohio; the success of community projects has depended largely upon the maintenance of good public relations. Teachers have long realized that public relations cannot be stopped, but that poor public relations can be avoided. In all instances in this study, the teachers have endeavored to build favorable public relations. Since the citizens are the ones supporting the schools, the quality of support can be cold or enthusiastic depending upon the working relations that exist between the community and the school which
the teacher represents. Of this, Campbell writes: "Possibly some public participation misfires because some teachers, some principals, some superintendents, some board, some communities are not ready for the level of participation that is being attempted."\textsuperscript{12} Conscious of the urgent need to maintain good school-community relations, the New Jersey Secondary Teachers' Association, published a yearbook for teachers pointing out various school and community situations which promote good public relations.\textsuperscript{13}

The Pupil's Role

Many human values are derived by children and youth in their participation in the life and work of the community. Through participation in community-service projects, they gain a better understanding of local conditions and processes, and of the world in which they live. Participation in community affairs helps them to feel that they belong to the community and are a part of it; it awakens in them civic consciousness and helps them grow toward maturity in effective citizenship.

The pupil should participate in group deliberations involving study, reporting, planning, and decision-making pertaining to community problems. Group discussion is an excellent means of broadening interests in community affairs, it brings awareness of responsibility for citizenship, promotes the spirit of cooperation, and develops the habit of logical thinking. The writer's observations showed that in


many cases pupils assisted in the organization of community council and participated in many deliberations related to classroom and extra-curricular activities. The democratic process in group work and participation in the school and community offer the students ample opportunities for desirable living. In Holtville, Alabama the group projects cover 119 different interest groups managed chiefly by the student council. It was pointed out earlier that in Fayette County, Kentucky two students sat with a representative committee of the Board of Education to deliberate on the revision of school policy affecting areas in which pupils are concerned. In Clarkston, Washington the whole cleanup of the town was initiated and planned by the students, and in Patterson (Baltimore, Maryland) and Clifford (East Orange, New Jersey) high schools, deliberation and participation in civic affairs are taking considerable time of the students. Hence, a common trend observed in the community school is the increasing participation of pupils in group discussions involving school and community needs.

Under the guidance of the teacher, the pupils take part individually and in groups, in the survey of community needs and resources. In Green Sea, South Carolina the survey undertaken by the students for the community included forms to be filled, which made it easier to collect and to consolidate the data. The survey made by students about housing and slum areas in New York City, the survey of diet in the Sloan experiment, the door-to-door canvass of community talents, and other allied activities portray the role of pupils in attempting to improve living.

The pupils initiate group leadership for the welfare of the
youth and the community. In one school, safety in driving was promoted at the initiative of students by requiring each driver-student to secure the necessary permission from parents. In another school, a periodical checkup of the bicycle brakes is made for safety. In many of the community projects in Wilson Dam and Holtville, Alabama; Clarkston, Washington; Green Sea, South Carolina; Bronx Park School, New York; and others the pupils demonstrated group leadership.

The pupil works individually or in groups to set up demonstrations and experiments attempting to find answers to various aspects of community and school problems. Confronted with the problem of "not knowing what to do" after school hours, the pupils of Hanson, Kentucky and Green Sea, South Carolina constructed recreation centers and created student councils including some adults, to take charge of the recreational programs. Clarkston, Washington pupils made a survey of summer jobs in order to meet their own need for spending their summer time profitably. In Patterson (Baltimore, Maryland) and Clifford (East Orange, New Jersey) high schools, the classes in civics desired to relate classroom instruction to the civic agencies outside the school; they made a survey and arranged for pupils to secure actual civic participation in a number of agencies and institutions in the community. In Lafayette High School, in Lexington, Kentucky, the survey on local employment solved the students' problem of vocational guidance and placement. In many student activities a number of their problems involving work experience are solved by helping the students acquire more skill in working, in planning and executing their jobs, in coordinating efforts with others, in budgeting their time and in meeting the problem with
the resources available in the school and community. The foregoing illustrations observed in community schools point to the role of the pupil in working individually or in groups in his attempt to find answers to various aspects of community and school problems.

The pupil makes field trips to community resources - people, natural and physical resources, institutions, and industries. All community schools studied conduct field trips to farms, factories, homes, agencies, institutions, and industries. This is an important activity for the pupil since the school and the community function as one in promoting the general welfare of the school service-area. Through these trips, the children come to know how their community operates, how one agency is interrelated with others and how their community compares with other communities. It furnishes the pupils the data concerning the community necessary in order to talk and think about and to study their community in terms of its assets and liabilities and in terms of its needs and problems. At the same time, curricular experiences are enriched through first-hand contact with community resources.

The pupil uses different types of instructional materials in solving community problems. In the previous discussion of the Sloan Experiment in Kentucky, the writer pointed out that the school provided four types of materials for the use of the pupils. In addition, interviews, visits to areas of resources, and guest speakers were also utilized by the children in connection with their classroom activities and in the solution of some school and community problems. Besides enriching the curriculum and strengthening the learning skills of the
pupils, instructional materials serve to supplement the school library; provide useful information on miscellaneous topics - bureaus, travels, manufactures, science, technology, and inventions; and bring the school closer to community resources.

The Lay Citizen's Role

All of the experiences and activities cited in Chapter 5 are, in essence, the role of lay citizens. The six areas of living covered - healthful, social and civic, vocational, recreational, aesthetic and creative, and moral and spiritual - inevitably result in continuous interactions between the school and the community in which the citizens are naturally involved. Reference, therefore, at this point is to Chapter 5 to preclude the restatement of these activities.

The lay citizen exercises his function in daily living and in political affairs of the government. In Green Sea, South Carolina, it was noted that during the beginning of the experiment, the lay citizens had been rather cold and indifferent concerning taking part in school planning and other public activities that demanded their cooperation in order to determine public opinion. The school surveys made in Casey and Mercer counties, Kentucky and in Westport, Connecticut by the citizens; the school planning and expansions made in Darien, Connecticut; Fair Lawn, New Jersey; Hanson, Kentucky; and Holtville, Alabama; the election and organization of community councils in Cedar City, Utah; Allegan, Stephenson and Battle Creek, Michigan; Champaign County, Ohio; Alice, Texas; and Indianapolis, Indiana; are all examples of participation that rightfully belongs to lay citizens and should be exercised by them.
The lay citizen cooperates in the organization of the community council. In this study, it has been discussed that most of the improvements of the community have been accomplished in those school service-areas with well-organized community councils. The Kellogg Foundation experiments in community leadership usually begin with the formation of citizens' coordinating councils, as noted in Champaign County, Ohio; Allegan and Battle Creek, Michigan; and Bronx Park, New York City. In Bronx Park, Fine reports the formal creation of the district and the election at a town meeting of a representative citizens' committee to consult with local superintendent. It is a major experiment in meeting the need of citizens in a big city to share more directly in the planning and work of at least a part of their government and thus to improve the relationship between the local citizens and what often seems like a remote bureaucracy. Other community schools that have their own community councils are Cedar City, Utah; Casey and Mercer Counties, Kentucky; Alice and Port Arthur, Texas; Indianapolis, Indiana; Green Sea, South Carolina; Greater Hartford, Connecticut; and Holtville, Alabama. Cooperating in the organization of the community council is indeed a fundamental role of every layman in a community that seeks to bring about its optimum welfare.

The lay citizen studies school and community needs and participates in the solution of these problems. The majority of the cases presented in this study show that the ordinary citizen, unless encouraged and motivated and drawn into a community meeting of some kind, does

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not usually bother to become concerned about the problems of the school and the community. But under proper stimulation and guidance, the citizens gain confidence and exercise initiative and leadership once they are inducted into community socialization and participation, as observed in the weekly meetings of parents in Holtville, Alabama; in organized institute in Green Sea, South Carolina; in undertaking school surveys in Mercer and Casey Counties, Kentucky; and Westport, Connecticut; and in building expansions in El Dorado, Arkansas; Dairen, Connecticut; and Fair Lawn, New Jersey. This is especially true when the teachers and leaders consider themselves as equals and as members sharing in group planning and decision-making. In Rancho Santa Fe, California, Drummond reports that the dancing teacher in the community helps at the school with primary grades games, dances, and posture exercises; the postmaster conducts the children through the local post office, explaining in simple language how post-office employees work; and parents give talks about the history of Rancho Santa Fe, about Indian culture, and about the local industrial plants. In Bronx Park, New York a few parents serve as school librarians and music teachers. In other community schools some parents participate in providing good recreational outlets for the youth and adults; other parents accept instructional roles in the classrooms for short periods of time to free teachers for committee work, for home visits, or for parent conferences. Most often in well-organized community schools, the laymen participate in defining the kind of school and community they would

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like to have as illustrated in Holtville, Alabama; Green Sea, South Carolina; Casey and Mercer Counties, Kentucky; Barker, New York; and many other places. In a real sense, they are supplementary staff members - sharing their talents, their time, and their know-how with the regularly employed teachers and other service staffs, all working together for the improvement of the total community. Through proper guidance, therefore, the laymen are given opportunities to survey the school and community needs and to join hands with the schools in the solution of community problems.

The lay citizen exercises leadership in the field of his interests and special abilities. In Bronx Park School, New York City, a forestry man formed a forestry club to interest children and parents in the conservation program; at another school in this district, one mother conducts an Italian Club for gifted children, and a musician mother coaches two dancing groups in school. In Alice, Texas, a minister initiated a directory of names, addresses, and special talents as community resources for the school whenever the need arises. In Clarkston, Washington, a former engineer volunteered to draw a big map of the town indicating streets and buildings for the purpose of the youth in the clean-up campaign. In Aberdeen, Mississippi, the director of the Agricultural Affairs Department of the Aberdeen Chamber of Commerce had been credited with the formation of the Aberdeen Rural Investment Program, which has raised substantially the produce and income of the people. However, it should be noted that these talents and special abilities do not unfold just by themselves; some friend, leader, or teacher has to discover and organize them for use in improving the
welfare of the community.

The layman makes his services available for use of the community school. Fayette County, Kentucky; Alice, Texas; and Stephenson and Allegan, Michigan have resource-lists of persons showing special abilities ready to serve the school and the community when pre-arrangements are made. In this way, the services of lay citizens are made available for the betterment of the school and the community. Some of the school resource advisers or guest speakers are engaged or contacted through this "talent file."

The lay citizen uses the technical services of the school. The nominal rental basis of farm machinery and implements of the school for the homefarm or cottage industry; the repair of farm tools in the school shop; the "know-how" extended to home nurseries by agricultural teachers; the home demonstrations given by home-economics teachers; crop-dusting; and the utilization of community-school canning factory and quick freeze are school services that the lay citizen secures from the school for the purpose of improving his own living and thus that of the community.

The lay citizen promotes growth and expansion of the school. In the cases studies, particularly in El Dorado, Arkansas; Darien, Connecticut; Fair Lawn, New Jersey; Hanson, Casey and Mercer Counties, Kentucky, Westport, Texas; Allegan and Stephenson, Michigan; Tanner-Williams and Holtville, Alabama; and Green Sea, South Carolina, the citizens have given full support to the building expansions needed because of the growth of the schools. Tax millage has been increased to meet the corresponding increase in enrollments. Adequate school
rooms, buildings, gymnasiums, swimming pools, cafeterias, auditoriums, and other facilities not only serve the purposes of the school but also provide places for parents and citizens to meet for various purposes.

The Role of a Resource Person or Consultant

The resource person initiates the formation of a consultant group and makes its services available for the community school. Lexington, Kentucky; Stephenson and Allegan, Michigan; and Alice, Texas are good examples of groups of interested persons working together to prepare resource lists of personnel for use by the community. Such a resource list would be important for any school file. In Allegan, Michigan, the list is called Talents File; in Alice, Texas, Directory of Names and Addresses; in Earlham College, it is Personnel File; and in Portland, Oregon the community resource handbook is entitled, The Community—Our Classroom.

The resource person assists the leader in moving toward the achievement of the goal. In La Mesa, California, a consultant guided the Citizens Advisory Council to examine thirty-five different report cards before the Council decided to adopt one for La Mesa-Spring Valley School District. In the Green Sea, South Carolina experiment, the consultant gave considerable assistance to the leader preparatory to a group meeting as he listened and helped the local person to develop his best ideas. In Holtville, Alabama, many technical persons and educators from the University of Alabama, The Alabama Politecnic Institute, and the State Department of Education furnished expert help

Warburton, op.cit., p. 140.
and advice concerning the projects. In the Sloan Experiments, Harold F. Clark of Teachers College, Columbia University rendered much consultation services in the three centers of experiments - Kentucky, Vermont, and Florida - for the realization of their objectives.

The foregoing observations seem to indicate that the community-school leadership and participation are enhanced a great deal by the open-door policy and permissive atmosphere that have pervaded the relationships between the school board and the administrative staff, between the administration and the members of the faculty, between the faculty and the pupils, and between the school staff and the parents. Likewise, the various participative roles of the leader, the teacher, the pupil, the layman, and the resource person, as observed, have become more effective only as the principle of democracy is practiced through parent-teacher-pupil planning of community-service projects.

Another fundamental principle that has emerged in this study is the basic realization of all concerned of the faith and power of every individual to contribute something for the welfare of the group. The technique of group work has been observed in many community programs. To a large extent, the growth of the community is conditioned by the cooperative endeavor of all concerned, and the wider the base of participation, the greater seems the prospect of success of the community program.
CHAPTER 7

ACTIVITIES AND PROCEDURES UNDERLYING THE COMMUNITY SCHOOL

Many and varied are the activities and procedures underlying community schools. It is not the purpose of the writer to treat each of them intensively in this report; rather, the primary objective of the investigator is to present here typical activities and procedures that have been observed in some community schools of the United States and which have brought about desirable changes in the quality of living of the people in the school-service community.

In the subsequent paragraphs, these activities and procedures are presented with special stress on their characteristics and highlights.

Basic Principles of the Community School

In the analyses of the community-school cases in Chapters 4 to 6, certain basic principles are identified. These principles follow a definite pattern of action and are generally practiced in the majority of community schools studied. Inasmuch as many of them are treated more thoroughly in the subsequent topics in this chapter, the writer finds it more convenient to present here only those general principles that apply to the organization, administration, and procedure of the community school as observed.

The community school exemplifies the democratic process. Throughout all the cases presented, democracy has always been the essence of progress of the community school. In Green Sea, South Carolina; Holtville, Alabama; Sloan Experiments in Kentucky, Vermont and Florida;
Indianapolis, Indiana; Barker, New York; and others, all group dis-
cussions and committee meetings have been conducted according to
democratic procedure. The involvement of the citizens is community
wide, and faith in the worth of an individual is universally recognized.
Equal participation and free discussion are underscored whenever citizens
gather together to identify community needs and to solve local problems.

The community school accepts the philosophy that the school
belongs to the people and should serve the people which support it.
In a democracy, this is a basic working philosophy, and its observance
is universal with administrators of community schools. The community's
support for the school may be indifferent or enthusiastic depending
upon the interpretation of this philosophy. In Fair Lawn, New Jersey;
Darien, Connecticut; and El Dorado, Arkansas; adherence to this principle
has brought about phenomenal growth and expansion in school buildings
and facilities.

The community school uses efficient machinery for the attainment
of its objectives. In the majority of cases, a coordinating community
council is established which serves as the "barometer" of community
needs. The membership is composed of representatives from various
agencies, institutions, and organizations, as well as from the community
school. Examples of these community councils are found in Cedar City,
Utah; Allegan, Battle Creek and Stephenson, Michigan; Bronx Park, New
York City; Champaign County, Ohio; Green Sea, South Carolina; Indiana--
polis, Indiana and many others. Through these community councils, means
are provided for the citizens to channel their opinions and to direct
participation in shaping and deciding cooperatively the policies and
programs of the school for the total improvement of the community. In the community school proper, the most effective organizational machinery is the school council composed of administrators, teachers, pupils, and lay citizens. The school council usually has representation in the parent community council. The school council decides on policies, plans, and changes that should be made in procedure, curriculum, and activities of the school within the democratic framework of the School Board for the maximum attainment of the educational objectives. The writer noted that the trend of the community school is toward an organization of the community council in which all agencies of the community are represented, and that the school council functions effectively in the democratization of the community-school program.

The community school undertakes surveys to identify the problems and needs of the community for improvement. The school survey is usually coordinated with the community council. Numerous instances have been cited in which the community council undertook surveys centering on (1) economic development as done in Green Sea, South Carolina; food clothing, and shelter as in Sloan Experiments in Kentucky, Vermont, and Florida; food production and landscape gardening as undertaken in Wilson Dam, Alabama and Gilbertsville, Kentucky; and suitability of land for farming and livestock as in Holtville, Alabama; (2) opportunities for employment as in Patterson, Baltimore, Maryland; Alice, Texas; Clifford, East Orange, New Jersey; Stephenson, Michigan; and Lafayette, Kentucky; (3) promoting recreation as demonstrated in Patterson, Baltimore, Maryland; Allegan, Michigan and Clifford, East Orange, New Jersey high schools; (4) improving health conditions as provided in
Clarkston's clean-up and Bronx Park elimination of slums and overcrowding; and (5) other broad areas such as water supply, sewage disposal, food supply, and recreation as shown in Green Sea, South Carolina and Hanson, Kentucky.

The community school has a broad, flexible blueprint for attacking its problems and needs. Green Sea, South Carolina; Holtville, Alabama; Champaign County, Ohio; and Hanson, Kentucky; have some type of broad blueprint of community-school purposes to be achieved following the completion of a survey. Some "prepared-in-advance proposals" or plans are necessary in order to direct and concentrate cooperative planning toward fruitful results. The observations of Haskew and Hanna and Cocking emphasize the fact that present community-school programs only scratch the surface of the community-improvement tasks and that present-day attempts are atomistic and unsystematic. Hence a flexible blueprint, cooperatively charted by all people involved, for attacking community problems and needs is indispensable in the successful operation of a community school.

The community school uses community resources. In all the cases presented in this study, the utilization of community resources is a general practice. The writer has presented a number of cases and situations in Chapter 4 and also in Chapter 6. It should be stated here, however, that the most-successful community schools have demonstrated


2 Cocking, op.cit., p. 88.
that a balance in the development of these resources is very essential to preclude lopsided growth of the community. The Community improvement in the six areas of living presented earlier should come along in a total and integrating pattern side by side with the utilization of human, natural, technological, and institutional resources. There is no ready-made formula as to how much stress should be given one resource over another. Community needs and the economic level of development of the people, in a large measure, determine the degree of emphasis which is emergent and developmental.

The community school offers opportunity for two-way services. In Chapter 1, the writer presented criteria for community schools. The two-way service, the school helping the community and the community helping the school, is one major characteristic of the community-school setup. Chapters 4 and 6 give many illustrations of two-way service between the school and the community.

The community school undertakes community-wide study involving people from all segments of life. The previous discussions in Chapters 4 to 6 show that the survey of community needs, the study of community problems, and the development of solutions represent a continuous undertaking for all people of the community. Community problems will never end as long as people make attempts to improve their living. The more the involvement and the more people participate, the better is the chance of success of the community service project. Once cooperative work stops, either due to absence of leadership or to change in emphasis of education, community development declines and even dies as has been demonstrated in what were once very promising educational experiments.
The community school builds good public relations. Besides the good public relations that the individual teacher promotes the community school is in even a more advantageous position to reach all persons and agencies in the community for the interest of good public relations. Contacts with lay citizens and various organizations by students, teachers, and administrative staff during committee meetings, group surveys, civic participations, work experiences and services to homes and farms provide splendid opportunities for the exercise of friendly and cooperative relationships between the school and the community. Many teachers of community schools are using effective techniques to secure good public relations. Among these techniques are the following:

(1) Have an over-all public relations committee made up of teachers and laymen. This committee can evaluate, suggest, or initiate activities.

(2) Set up a committee within the school to send greetings to children on their birthdays.

(3) Have a committee in each classroom to welcome new pupils and make them feel at home.

(4) Send letters and flowers to sick children; call their parents and inquire about their health.

(5) Put on demonstration lessons for parents.

(6) Send invitations to parents for weekly visits. At the end of the visit ask them, "How can we improve the school?"

(7) Have a good school newspaper.

(8) Use every opportunity to get pupils and teachers before the public (service clubs, PTA's, radio programs).

(9) Confer with parents regularly about their children and well in advance of a possible disappointment.
(10) Dedicate trees to worthy citizens.3

Organization of the Community School

The community school provides machinery whereby it can render services to all people—children, youth, and adults. The writer observed a number of features in the organization of the community school which enabled it to attain the objective of helping all citizens.

First of all the school is operated throughout the greater part of the day and all the year around. Besides fulfilling his role in the regular school program, the teacher conducts some home visits, attends community or group meetings, or plans with a group of pupils on some service projects. These activities quite often extend the school program for the teacher beyond the last period of the afternoon. In some schools like in Murphy, Alabama; Parker, New York; and Port Arthur, Texas, there are evening classes or night school as well as the day program. In many cases, summer camps and other outdoor projects occupy the services of many teachers all the year, and the school thus renders better services to more people.

A second important feature is that funds are provided for salaries of teachers in the evening classes. In Murphy High School, Alabama, and in Allegan, Michigan the boards of education provide adequate budget for night personnel including a principal who is also assistant to the regular day-time principal, but whose hours of work are in the evening. In Port Arthur, Texas, the evening students are

3 Bulletin 88, A Special Service Bulletin of the National School Public Relations Association, a Department of the National Education Association, (February, 1951), pp. 3-4.
charged at the rate of twenty-five cents per student hour. Since there were no data on matters of finance in Battle Creek, Michigan and in Barker, New York, as regards evening classes for students and adults, the writer presumes that some sort of appropriation was likewise provided by the boards of education. For summer camps, the director and assistants assigned are usually a part of the regular staff of the school. The trend seems to be for the community school to seek funds from the board of education or from some sponsoring organization as in the case of adult education in Battle Creek, Michigan. Some schools are now recognizing visits to homes and community projects as curricular time that should be provided with funds from the budget, otherwise community-school programming becomes too burdensome because of the long hours of service necessitated by it.

A third feature worthy of note is that the community school provides adequate periods or block of time for the realization of the service projects. In Holtville, Alabama, group-interest projects can be carried on at home or in any agency outside the school as long as the plan is submitted to and approved by the school council in advance. Due credit toward graduation is given, based upon the quality of written report submitted by the student. In Patterson's civic participation, Baltimore, Maryland, a one-half day session was used for school subjects and the remaining one-half day for field work. In some schools, an afternoon once a week is set aside for community projects. In many schools, no similar provision was made and students did civic participation on their own time as did the students of Clifford High School. There is a definite trend for the provision of an adequate block of
time by fusion of several subjects as in the core type of curriculum which enables the class to pursue their work outside the school in the interest of community development.

**Administration of the Community School**

The community school is a cooperative enterprise for all concerned. In the cases studied, close cooperation existed among all persons concerned in the program. Such a query as, "Have you discussed this problem with Mr. Smith?" is very natural since the contemplated change involves him.

The more representative the planning committee the more responsive is this group to the community school. Several illustrations of this were cited previously as in Green Sea, South Carolina, with 400 attending the institute; in Indianapolis, Indiana with 254 members of the citizens' budget committee; in Allegan, Michigan with 53 member organizations in the council; and Champaign County, Ohio; Mercer, Kentucky; Bronx Park, New York City; El Dorado, Arkansas; and Westport, Connecticut. In many instances, there has been strong indication of the desire to involve more people and representatives in cooperative planning. One suggestion may be made from the experience of many schools: the executive committee should not be made so large that it cannot function as a discussion group.

The community school decentralizes power in the making of final decisions. Centralization of power is definitely ruled out in the community school. Group decision, deliberation, and group choice were observed in all activities of the community council.

The community school has a genuine delegation of responsibility
and power. The school principal as noted in Murphy, and Holtville, Alabama; Patterson, Baltimore, Maryland; Clarkston, Washington; and Green Sea, South Carolina does not need to be present in every meeting or pass upon the fitness of the tentative plan drawn by the committee. This is also in accord with the former suggestion that there should be rotated and shared leadership between the administrator and teachers or between the leader and the led in order to keep leadership at the grass-root level.

In lieu of some meetings, the community school uses questionnaires, reactionnaires, polls and surveys, or any similar device. A poll of the attitudes or reactions of the parents and the public was made in Murphy and Holtville, Alabama; El Dorado, Arkansas; Green Sea, South Carolina; and in many other schools. Since there are times when it is not possible to hold meetings, the use of questionnaires and other written devices to determine public opinion is appropriate.

Institutes or workshops are necessary to train the community council and action committees in the technique of group process and in the possibilities of attacking community problems. Such techniques are relatively new but have proved to be very effective in promoting cooperative endeavor.

There should be provision for a permanent room for the meeting place of the community council. In some schools the new building expansion includes a definite room with the designation, "Community Council." Such a room is usually suitably equipped and is available at all times.

The community school uses the school paper to keep the people
well informed particularly of the activities of the school and community. All schools visited have their own school journals, with columns devoted to community-school activities.

The community school has a corps of substitute teachers made up of volunteer lay adults and cadet students. In Bronx Park School, New York City, a number of lay citizens are volunteer teachers. In Allegan, Michigan, and Holtville, Alabama, student cadet teachers are used to substitute for regular teachers for a short time when the presence of the latter is needed in meetings or community-service projects. In Patterson High School in Baltimore, Maryland and in Clifford High School in East Orange, New Jersey, some pupils baby sit thus enabling parents to attend parent-teachers meeting.

The community school establishes a regular schedule of meetings for the community council and for the student council. In Champaign County, Ohio; Allegan and Battle Creek, Michigan; and in others the community council usually meets once a month as provided in the constitution or as schedules are made to suit the convenience of the members. In Allegan, Michigan; Holtville and Murphy, Alabama; the school council meets regularly once a month. In all these meetings, progress is reported and evaluated, new business is transacted, and new needs and problems are discussed.

There are a number of specialized administrative competencies that a community school administrator should possess. Following is the list of the competencies which has been suggested by the Kellogg Foundation sponsored School-Community Development Study in The Ohio State University:
(a) The ability to give leadership to instructional program development and operation
(b) Facility in public relations
(c) Technical understandings and skills in school finance
(d) Understanding of the legal structure of education
(e) An understanding of educational building design
(f) Skill and understanding in the management of school business affairs
(g) Understanding and skill in the organization of professional personnel.

The Curriculum

Lee and Lee pointed out that the curriculum includes all those experiences of the child which the school in any way utilizes. A definition which is more inclusive and more appropriate to the community-school concept is the definition proposed by Caswell and his Associates when they said that the curriculum is all that goes on in the lives of children, their parents, and their teachers and is made up of everything that surrounds the learner in all his waking hours. In this study of the various descriptions of programs received from the field and from direct observations of those in Kentucky and Alabama, the writer identified three curriculum types. The first of those is the traditional subject organization as was found in Holtville, Alabama

4The Ohio State University School-Community Development Study, College of Education, The Ohio State University, Columbus, Ohio, 1951, pp. 9-10.
At the beginning of the experiment. About one-half of the students in Murphy High School in Mobile, Alabama, follow the same type of curriculum as is also true in TVA Wilson Dam, Alabama; and Gilbertsville, Kentucky; Green Sea, South Carolina; the Sloan Experiment in Kentucky; and Aberdeen, Mississippi. Presently, however, most of the southern schools included in this study are using the type of curriculum known as the core; it is really a type-four core as described by Alberty, based upon fusion or unification of fields of knowledge. Among these are the schools observed in Kentucky such as Lafayette High School in Lexington; in Alabama at Holtville; at Murphy (approximately one-half of the pupils), and at Semmes. The third curriculum type noted is the scope-and-sequence pattern which uses a list of basic social functions for statements of the scope or extent of the curriculum such as maintaining, using and developing resources; organizing and governing; transporting; communicating; maintaining and developing health; producing and distributing goods and services; and the like. These are usually continuing activities of human beings in local, regional, national, and world-wide communities. The family-life education in Baker County and McMinnville, Oregon; the economics education in Greater Hartford, Connecticut; and the soil conservation in Portland, Oregon are illustrations of this scope-and-sequence type. One very strong


tendency observed is that whatever type of curriculum is used, the community school draws heavily from community life and activities and utilizes community resources in the attempt to meet the needs of the school service-area.

The subject organization pattern is no barrier to the attainment of goals of the community-school program since community surveys had been conducted, community resources used, and community services rendered in such schools as Holtville, Alabama, during the period of the Southern Study, Green Sea, South Carolina; TVA Wilson Dam, Alabama; and Gilbertsville and the Sloan Experiment in Kentucky.

In a core-type class in which subjects are fused as in Language Arts which includes reading, literature, language, writing, and spelling and in Social Studies which includes history, geography, and social science, and in other combinations, there are some decided advantages for the community-school program as noted in Murphy and Holtville in Alabama and in Lafayette and Shakertown in Kentucky. The multiple period enables the teacher to concentrate on general education outcomes that center on community-service projects. The areas of common needs and community problems become the subject of study in the class. Besides this, the larger block of time provides more flexibility for group planning, for use of resource persons, and for community field trips. And since the teacher has a longer time to stay with the class, the teacher-student ratio has been reduced by cutting down the number of classes and hence the teacher can give more attention to the individuals in a much smaller group. At the same time, because of the variety of electives, the core-class organization does not preclude
the students from the advantages of the subject-matter pattern.

The community school uses many types of instructional materials. As discussed earlier in regard to the Sloan Experiment, these materials include (1) commercially printed books and periodicals; (2) special-purpose materials put out by government institutions, private foundations, and other service agencies; (3) school-made materials prepared by teachers and pupils as part of their study of local problems; and (4) natural, human, technological, and institutional resources. Among these instructional materials, the community school utilizes heavily the locally prepared ones as noted in the Sloan Experiment.

Locally prepared materials are interesting for the pupils and effective in the solution of community problems. Through the use of inexpensive locally prepared materials, the Sloan Experiment achieved much progress in changing and improving attitudes and habits of the people in diet, clothing, and housing. In the Tillamook Burn Area in Oregon a number of free and well-illustrated materials on conservation and reforestation, with suitable units from kindergarten through grade twelve, were used while undertaking the reforestation of the burn area. In Green Sea, South Carolina, the results of local survey in health, housing, farm crops and livestock, and diseases of boys girls became the subject of instruction in the classroom and the center of attack in community development. The same was true in Baker County and McMinnville City, Oregon regarding family life education and in Indianapolis, Indiana, with a monthly publication of "Indianapolis at Work," which contains curriculum materials about home and industry, farm and labor group, markets, and current events of the locality.
A course of study in the community-school program is broad and flexible. The courses of study examined by the writer were those for the states of Kentucky and Alabama. In all the situations, the tendency seems to be decidedly away from rigidity and compartmentalization. A broad framework characterizes the course of study in order to meet changing demands and local needs of the community. Besides the course of study that covers the general and flexible outline of the core-subjects, resource units in various areas of living are developed cooperatively by teachers. These resource units include such topics as community needs in health and safety, use of leisure time, housing, conservation of natural resources, economic education, family relationship, citizenship, cultural education, vocational education, food and clothing, civic participation, recreational activities, and many others.

Surveys of the community are essential in determining the curriculum needs of the school. All community schools studied used some form of survey in order to determine the available resources and needs of the community. The needs thus identified become the bases of courses of study, resource units, and school readers.

A workshop or institute in creative writing helps develop local talents in the preparation of courses of study, resource units, and school readers. While creative writing is a highly technical job, the Sloan Experiment in Kentucky has demonstrated that local teachers can be trained to write school readers for use through the process of classroom instruction to help pupils meet more adequately the problems in diet, shelter, and housing of the community. In Portland, Oregon a group of teachers produced a number of booklets for use as curriculum
The same plan of preparing curriculum materials was used in Vultville, Alabama; Green Sea, South Carolina; in Greater Hartford, Connecticut; and others.

**Classroom Studies**

In Wilson Dam Elementary School, Alabama, the classroom studies were characterized by freedom, informality, and a happy relationship between the teacher and the pupils and among themselves. The children helped to make a number of things needed in the school since it was new, they converted old indoor sand boxes into fish pools, they made insect cages; the mended old rugs to serve as "landing field" for reading, group conferences, or places to sit and visit. From books they read how to construct play apparatus, and they made such things as ladders and swings.

Mutual courtesy and respect among teachers and children and cooperative activity followed naturally from this group. Out of this relationship developed a sense of security and self-respect which reduced emotional tensions and fears. School regulations grew out of needs and were established by the children themselves. Through making such decisions, the children developed inner control independent of adult compulsion. Throughout the classroom activities, in and out of the school, the faculty emphasized the growth and development of children which follow certain definite principles:

1. Growth is both quantitative and qualitative.
2. Growth follows an orderly sequence.
3. Growth patterns are not identical from child to child.
4. Growth is uneven in tempo.
(5) Growth is complex.\(^9\)

In many school programs, the classroom studies are action projects to solve the community problems. Most of the cases studied started from local surveys. In some instances lessons in vocational courses and problems in work experience led to the installation of a canning factory, a quick freeze, or a grist mill, or to the opening of evening classes for adults. In all these cases, the classroom studies became action participations designed to solve community problems. The civic participations in Patterson High School, Baltimore, Maryland and Clifford High School, East Orange, New Jersey; the rural guidance of youth in Green Sea, South Carolina; the improved community living in Holtville, Alabama; the Sloan Experiment in Kentucky; opportunities for part-time jobs of students in Alice, Texas; Battle Creek and Allegan, Michigan and others, and better housing projects and recreational activities in Bronx Park School, New York all stemmed from surveys of community needs and the corresponding action projects of the community-school program.

Some classroom action studies are directed to a major activity such as the reforestation and soil conservation of the Tillamook Burn Area in Oregon which resulted in the planting of 82,000 trees. Allegan, Michigan, converted a reclaimed area into a school forest. It served the school as a laboratory in which the pupils acquired learning in regional conservation and landscape gardening. This type of classroom activity cuts across such other subjects as science, agriculture,

\(^9\) Alabama Course of Study and Guide for Teachers, op. cit., p.34.
economics, and mathematics, and in many instances also involved various clubs and organizations.

The preparation of a community history, a directory, and resource units on how the community lives were motivated also, to a large extent, by the needs springing from classroom studies.

Pupil Activities

In many places in the previous discussions, the writer has touched incidentally on student activities in civic participation, in work experience, and in the pupil's role in the community school. It was also pointed out, that pupil activities are very extensive. Lafayette School in Lexington, Kentucky, for example, has forty-four clubs and organizations. In the community-school program, student activities, like classroom studies, are largely devoted to action projects to improve the quality of living in the community. In Holtville, Alabama the Future Farmers of America under the Vocational Department had a number of community projects such as the use of quick-freeze units, the plowing of 250 acres of land with the school tractor, and the rendering of aid to 75 farmers who have diseased animals. 10

In Clarkston, Washington and Lexington, Kentucky, the school youth councils send regular delegates to participate in the community council on matters pertaining to the general improvement of the community. In Allegan, Michigan the 350 pupils in civics classes conduct an annual Government Day in which the community is informed of citizen-

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10 Evaluation Studies and Program of Studies, Holtville, op. cit., pp. 87-88.
ship, government, and functions of various agencies through a series of public forums with top government officials making up the panel for speakers. In Green Sea, South Carolina the Youth Roundtable Group composed entirely of students tackled the problem of organizing a community recreation center. In Bronx Park in New York City a school Forestry Club had a campaign program for the conservation of natural resources in the community. In some localities pupil groups are undertaking programs and recreational facilities as demonstrated in Allegan, Michigan for parks and picnic places; in Patterson, Baltimore, Maryland, for skating rink; in Clifford, East Orange, New Jersey, for more shade trees; in Holtville, Alabama, and Hanson, Kentucky for regular weekly programs and movies. In Baltimore, Maryland; Allegan, Michigan; Bronx, New York City; the school Human Relationship Club conducts public forums with guest speakers for the purpose of unifying people of various cultures, religion, and social status. All the foregoing situations indicate very strongly that pupil activities are directed to the general well-being of the community.

**School Coordinated Work Experience**

In a previous discussion, the writer stated that this common practice had been noted: the community school provides work experiences for students and enlists the support of various agencies for coordination of this activity. Work experiences are basic to any community-school program in order to satisfy guidance and vocational needs which according to Ivins may be classified under the following categories:

1. need for help in the wise choice of a vocation
2. need for help in the choice of recreational pursuit
(3) need for exploration of a wider variety of vocational fields  
(4) need for generalized introduction to the world of work  
(5) common need for the acquisition of a wide variety of items of vocational information  
(6) specialized needs for specific information and skills in specific vocations.  

Four types of work experience are presented in the following paragraphs, and for such groupings or classifications, the writer has drawn freely from the discussion of Ivins.  

Cooperative work experience is the first of the four types. The main feature of this type is that the student's day or school term is divided into equal periods of school study and job instruction. The job instruction is provided by the cooperating employer and is supervised by him or by an employee. In Alice, Texas; Battle Creek, Michigan; Holtville, Alabama; Clarkston, Washington; Lexington, Kentucky; and others the technique involved is to enlist the cooperation of business houses and industries which in turn supervise the part-time jobs of the students. In the school, the students' study consists of the general academic subjects and specialized vocational fields which are related to the job under training.  

The second type of work experience is referred to as in-school work experience. This type includes work experience given by the school under the supervision of a teacher or some other member of  

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the school personnel in which the pupil assists in the library, school bank, school post office, store, quick freeze, canning factory, school paper, or office of the principal; works with the janitor, building overseer, or operator of the school motion picture; participates in cadet teaching, school summer gardening, cafeteria work, or vocational-course instruction; or helps teachers in secretarial and paper-grading work. The work experience may or may not be paid for, and the work may be individualized or performed in a group. The major objective is that of facilitating the growth of the pupil in various work experiences. Once skill is acquired in one job, change is made to another. The training should be carefully supervised to avoid possible exploitation of the pupil's labor and energy. The job itself is only a means to the acquisition of specific skills. This type of work experience is being offered generally in many schools.

A third type of work experience is that designated as institutional work experience. This type is practically the same as in-school work experience except that in the "institutional" type the locale in which the work is being carried on is usually among welfare agencies, institutions, or some other community projects. The civic participations carried on by students in the Patterson High School in Baltimore, Maryland and the Scott High School in East Orange, New Jersey are excellent examples of this type. In this type of work experience also, the main goal should be training and not exploitation of the students' time and labor.

Camp work experience is the fourth type. This type refers to work camps where a large number of seasonal hands are required in
crop harvesting. The chief crops - citrus, and truck crops - are usually harvested during summer. In Holtville, Alabama harvesting projects are carried on under special approval of the Student Council and become one of their interest-group projects. It must be noted, however, that the harvesting proper has little educational value unless correlated with scientific farming with the problem of production and marketing, with control of farm diseases, or with other economic aspects related to camp work experience.

Before launching any work-experience program, every school administrator should seek the cooperative guidance of those working with him. The additional assistance of the Community Council and the school's Student Council is indispensable. The faculty controlling body that shapes policies and decisions of the administration should likewise be heard. The support of lay citizens and PTA groups is a vital factor in the success of any community project. Cooperative effort of such groups do much too, to ensure the success of the project.

School Camps, Libraries, and Recreation Centers

Two types of school camping were noted in the community school. In Allegan, Michigan annual camping is arranged for one-week's duration for the approximately 400 pupils in grades five through eight. In the other type of camping the summer camp is for eight weeks. The summer camp in Allegan has become a regular feature of the community-school program which has been developed to meet the needs of the youth. A second supporting condition is the fact that the community has encouraged a lengthened school year. It should be stated here that
summer camps run by organizations and agencies other than the school have long flourished. There is, however, a growing tendency in the direction of all-round camp programs which are integral parts of the community-school curriculum. The techniques involved among school camps are adequate planning long in advance of the actual schedule, a detailed calendar of activities including resource person and guest speakers, a division of campers into groups each under a leader, and an evaluation of the activity at the close of the camping period for the purpose of guiding the students and for the purpose of helping with planning for the next year camping project.

A community-school library is a vital agency in rendering educative and recreational service to the locality. It affords opportunity for the youth and adults to spend their leisure time profitably; especially in rural areas where wholesome recreation is scarce. Grim and Richardson reported that in Mesick, Michigan, the Library Service Committee moved the library to another location to give more service to the people. Merchants helped in meeting the expenses, and the townships in the area each voted $100 for library services. A librarian was employed, and the adults made so much use of the library that by 1948 plans were completed for a new library building. In communities that do not have public libraries to serve this purpose, two alternatives are possible: (1) use the school library to give day and evening services as done in Bronx Park in New York City, with the parents giving their services as school librarians, or (2) take steps

to have one separate community library as cited in Mesick, Michigan.

In addition to the collection of books for children and adults, a community library should include also a check-out station for the distribution of disc, tape, and wire recordings; film slides; and motion pictures. Some communities have a bookmobile to carry the library service to distant places in the farm and rural areas.

Earlier, the writer has shown that many community schools have become recreation centers for the school service-area such as occurred in the community of Holtville, Alabama; Parker, New York; and Stephenson and Allegan, Michigan. Such sports as bowling, volleyball, basketball, tennis, badminton, swimming, and the indoor games of ping-pong, chess, cards, and checkers are recreational offerings of the school in addition to the regular musical and literary programs and movies. Numerous instances have been pointed out to show that community schools undertake such projects as the installation of recreational equipment, the improvement of parks, additions to playground equipment, the erection of skating rinks, the construction of swimming pools, and provision of more picnic centers.

Under such stimuli, the community as a whole is vitalized and improved with the result that the people develop a sense of belonging, pride in community service, and general satisfaction and a brighter outlook on life. In the previous cases cited, a number of these improvements have been effected through the involvement of many people and various agencies. The community council and action committees, working side by side with the school, have accomplished a great deal to improve recreation in the community.
School Assembly

From the various observations in community schools made by the writer and from the literature he examined, the practices point to three types of assembly programs: (1) the student-centered, (2) student assembly for the community, and (3) the community-centered.

The student-centered assembly stems from learning experiences in both class and extraclass activities. In Allegan, Michigan a Government Day program is purely a student-centered assembly although held before the public. The Recognition Day in Lafayette High School in Lexington, Kentucky is a special assembly for those who have been outstanding citizens in the school. In other schools, the pupils in the music, art, and speech departments may give an assembly program for some holiday, or the students in the vocational department may present a program in scientific farming, or the home-economics class may stage desirable practices in homemaking. Such programs are student-centered and have considerable significance in meeting the needs of youth.

Another type of assembly is the one arranged by the school but designed to offer service to the community. The assembly which features recognition of outstanding teachers and civil service employees; the school assembly for the entertainment of the community; the assembly program with guest speakers on arts or cultural subjects and others are types of this student assembly for the community with the purpose of improving community living.

The community-centered programs are similar to the student-centered programs except that most of the participants in the former are members of the community. Leaders in the community may be asked
to present views on controversial issues such as the building expansion program in the Fair Lawn School in East Orange, New Jersey preceding referendum. Representatives of soil conservation bureau may conduct a program to show to the youth the conservation of natural resources, or some patriotic organization may want to depict community history or folklore of the locality.

**Guidance and Counseling Services**

In general, the guidance services of the schools are directed at helping individual pupils make important life decisions and plans on both current and a long-term basis. For the community-school program, guidance emphasizes not only the individual’s welfare but also the community’s; guidance helps students make decisions not only in the area of vocational living but also in other five areas of living: healthful, social and civic, recreational, aesthetic and creative, and moral and spiritual. Through the guidance services of the community school, the pupil is helped to decide how he can best contribute to community welfare in such activities as participation in surveys and community-service projects. The classroom studies, work experience, school camps and assemblies, and other extraclass activities are integrated in order to improve living in the community.

Krug reports that guidance services in community-school programs may appear in a variety of forms. They may be very formal, with the classroom teachers as a general group assuming major guidance responsibilities. Or as occurs in some schools, the core teachers

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may assume guidance services beyond those of the teaching force in general.

Generally the literature pertaining to the cases studied was limited in regard to guidance and at times silent on this aspect. Among the cases presented, however, guidance services are being carried on in various ways. Following are descriptions of seven variations of guidance services:

(1) In Murphy High School in Mobile, Alabama one teacher is designated as the over-all chairman of guidance work, while each homeroom teacher assists in the general guidance program of the school.

(2) In Holtville, Alabama the major teacher of the pupil together with the other teachers with whom the pupil recites, and the student's parents decides on the group and vocational activities of each pupil following the filling out of a questionnaire in which the pupil expresses his likes and dislikes and his vocational preferences and needs as he sees them.

(3) During the third year of the program in Green Sea, South Carolina, guidance was under the joint planning of the superintendent of schools, the guidance committee, the student council, and the faculty. They scheduled for the ensuing year the following activities:

(a) an orientation program for new pupils in the fall term
(b) assignment of teachers to homerooms so that they can plan during the summer for activities related to their groups
(c) Student Council participation on opening of the school term
(d) a recreation program
(e) a physical examination of eight-grade pupils
(f) aptitude tests and interest inventory to be given in mid-October
(g) a career conference to be held in March
(h) staff meetings and child study groups to meet every two weeks
(i) each teacher to have one uninterrupted hour per week for guidance work.15

(4) In Allegan, Michigan in addition to the usual guidance program, an Annual Career Day celebration gives the junior students an opportunity to attend at least three types of vocation group discussions representing thirty-five occupations.

(5) Business-Education Day is a regular feature of all community schools presented in this study. On this day, the school is open for the visits of community men of business and industry who take turn in conducting panel discussions on various vocations. This celebration occasions also the survey of vocational data, and employment, labor and market trends of the community as reported in Indianapolis, Indiana; Lexington, Kentucky; and El Dorado, Arkansas.

(6) In Alabama, guidance is a cooperative activity of the faculty, the pupil, and the community. The State course of study says:

The program of guidance should recognize the value of such universal needs as music, art, physical education, and home and family relationships. As faculty, pupils, and community work together to realize the best life for all - in terms of home, health, recreation, economic adjustment, and citizenship - special interest experiences should be provided to meet the individual and group needs of pupils.16

(7) In some schools guidance services are assumed by all teachers concerned with the pupil. Since many of the community schools are using the core-type program, each core teacher takes care of the guidance

services of his particular group of pupils.

Several techniques and principles that stand out in the practice of guidance services in the community-schools are:

1. Provision is made for administering some tests and questionnaires to diagnose the general and special abilities and attitudes of the students.

2. Sociogram analysis is used extensively in guidance services.

3. Guidance services utilize frequent conferences with students and parents.

4. Guidance work includes the observation of the pupil in the classroom, in school, in group work, and in other projects in which he is involved.

5. There should be an evaluation of the student's participation in work experience and in civic participation.

6. The advice of other teachers involved should be sought by the guidance personnel.

7. There should be continuous guidance with the pupil utilizing information revealed by his past records and current progress.

Use of Buildings, Grounds, and Equipment

The American concept of democratic education is deeply anchored on two basic principles: (1) the grass-root tradition of local control for American education and (2) the universally recognized fact that the schools belong to the people. The last two decades have seen the full flowering of these principles in the community schools which involve the people in various interaction and action projects designed
to improve living in the community. The extent of the people's use of the school buildings and its facilities depends to a large degree upon the economic level of development of the community. In Murphy High School, in Mobile, Alabama, where there is a high level of economic development, the school serves the city-community by accommodating adult evening classes in woodcarving, painting, and interior decoration, and by giving community programs now and then in the school's big auditorium. In Holtville, Alabama; Green Sea, South Carolina; and Hanson, Kentucky where the level of economic development is rather low and rural in nature and activity, the community schools have become the congregating center for recreation and for food processing and canning in the school's canning factory and quick freeze. The automotive and vocational shops of the school are open to farmers for the repair of their home implements and tools. Available also to the public are other community services such as feed mill, hatchery, movies and plays, photography, print shop, power spray, better seeds and seedlings, live-stock breeders, and adult classes. In Barker, New York the entire school building is authorized for use by the community. The annual fair brings 10,000 people to the school, and the school chapel makes possible non-denominational religious services. The school's airplane does crop dusting for the farmers. The school literally becomes the center of activity in the community. In Stephenson, Michigan the chemistry room is used for the soil testing laboratory of the community. The school's skating rink, gymnasium, ball courts with flood lights for night use and other facilities are all open and available for use by the community. The library in Bronx Park School, New York serves the adults and youth
even after school hours.

According to Lewis and Wilson, the community-school buildings are open to a wide variety of uses depending upon the wishes of the residents of its community. The community-school buildings can provide large assembly halls, auditoriums, small meeting rooms, and community libraries. They can provide shops, community chicken hatcheries, a center for farm fairs, displays of produce, cooking and sewing demonstrations, test-garden plots, and home landscaping. They can become resource centers for a community library, a government-pamphlet center, and a resource center for loan of milk-testing equipment, of tool-repair kits, of athletic equipment, and of farm tools and implements. The community-school buildings can provide the equipment necessary for survey teams, mapping teams, and soil-testing teams going out into the community. The school building and its facilities may be the communication and transportation center for a community. Its radio broadcasting station and its mimeograph and printing machines may become vitally important in basic communication of the school service-area. At times, the school buses are the major source of transportation for community groups. Likewise, the school building can become a manufacturing center as in Holtville, Alabama; Hanson, Kentucky; and Allegan and Stephenson, Michigan in manufacturing playground equipment, public park equipment, and street signs and in preserving and processing food in the canning factory and quick freeze.

Foremost in the consideration for planning the community school is the fact that the residents of the community should know the services they desire from their community school. Lewis and Wilson, in their discussion of planning the community school offer the following suggestions:

(a) The community-school building should be an attractive, beautiful place where human beings can spend their time.

(b) Community-school buildings should encompass the room facilities necessary to expedite the desired school program and activities.

(c) Because all community-school programs are evolutionary in nature, the school plant should be flexible and expansible.

(d) The community school should be integrated into a large school site.

(e) A community-school building should be designed for the efficient mechanical operation and maintenance.18

A number of community-school practices in the use of school buildings have proved their value in many communities where these practices originated. They are enumerated in the writings of Lewis and Wilson.19

Evaluating the Community School

The evaluation of the educational processes, community-service projects, growth and development of the child, and improvement of the quality of living both for the individual and the community is being carried on in many community schools studied. In Holtville, Alabama

18 Ibid., p. 152.
19 Ibid., pp. 152-155.
the appraisal of the experiment was published in "The Story of Holtville," which among other things states:

Some of the outstanding evidences of progress apparent in the work of the pupils are their increased self-reliance and their willingness and ability to assume responsibility.

There's more to it than having a government of the people, by the people, and for the people. It even goes beyond our attempting to educate all people for successful living in our democracy and to bring the intelligence of all to bear on the problems we have to face together.20

The Sloan Experiment in Kentucky evaluated its program throughout the process and concluded that the quality of living in applied economics—food, clothing, and shelter—in the rural and isolated communities could be improved through a systematic instructional program in the schools.21

The State Department of Education of Kentucky furnished evaluative instruments for "Looking at Our School," in such areas as the school plant, instructional supplies, the curriculum, health practices, fundamental skills, art and music activities, adaptation of the curriculum to individual needs, the community and the school, the teacher, supervisors, principal and the school, and teacher qualifications.22

In "Using Resources of the Community to Build a School Program," appraisal is likewise emphasized in this manner:

Evaluation is a help both to the teacher and the student in that they may see the progress they are making

21 Seay and Meece, op. cit., p.117.
in the direction both had decided was the way they wanted to go. All the evaluation is not limited to a paper and pencil testing but uses any devices which provide evidence regarding the progress of the student toward his objectives. The student, teacher, and parents are all participating in the process of evaluation. They are working together to formulate objectives and they are all in a position to obtain evidence of progress.

Similarly, Earlham College, in Richmond, Indiana; Green Sea, South Carolina; and Allegan, Michigan evaluate their community-school programs in line with the principle advanced by Olsen: "The community school develops continuous evaluation in terms of the quality of living for pupils, teachers, and administrators; for the total school program; and for the community."24

A number of evaluative instruments used in the community schools cited were: (1) tests, (2) diaries and anecdotes, (3) autobiographies, (4) check lists and scales, (5) clinical tests such as hemoglobin in evaluating the health program, (6) sociometric devices, (7) school records, (8) value judgments of teachers, counselors, parents, and others, (9) personality ratings and scales.

The following evaluative principles developed by Olsen are used in many community schools:

1. Evaluation should be an integral and continuous part of the community project.
2. The objectives of a community experience are the basis for its evaluation.
3. Evaluation should be comprehensive.
4. Evaluation should make use of varied resources of the community to build a school program. Alabama Department of Education Bulletin No. 4, November, 1950, p. 72.

Edward G. Olsen, School and Community Programs, p. xiii.
Edward G. Olsen, School and Community Programs, p. xiii.
techniques of appraisal and utilize many sources of data.

(5) Evaluation should be concerned with both immediate and ultimate changes in student behavior.

(6) Evaluation should emphasize self-appraisal, both for group and individual.\textsuperscript{25}

\textsuperscript{25} Olsen, \emph{op. cit.}, pp. 325-333.
CHAPTER 8

A BRIEF HISTORY OF THE PHILIPPINES

This chapter presents a brief history of the Philippines, with the major emphasis on the current socio-economic conditions, in order to furnish the reader with the background information needed for an understanding of the type of community school the writer attempts to design for the Philippines. In designing any program of education, a good planner must consider the educational history of the country, its present status, and the current needs, problems, and goals to which present and future education should be directed. Thus, the history herein presented includes information concerning the people and their resources, the various stages of development of education, the evolution of its educational objectives, and the present curricular program - all to serve as a suitable working background in projecting the implications for the Philippines of the community-school practices observed in the United States.

As soon as the Philippines gained her long-cherished independence from America on July 4, 1946, the Filipino leaders began to take stock of their accomplishments in the fields of government, economics, commerce, defense, communications, health, and education. While national progress has been steady in many governmental functions, most educational leaders believed that education had not accomplished as much as it should in order to improve the quality of living of the common man, particularly in the rural communities. In their efforts to solve the problem, they have waged a campaign for the establishment
of more and more community schools. When the writer left the Philippines on March 15, 1952, the country had been for some time in the process of experimenting with community schools. Aguilar¹ in reporting his observations of the community schools, wrote that in the current development of the Philippine community school, the stimulation is being provided by school leadership at various levels and in cooperation with other agencies, but the planning and execution are undertaken by the people of the community.

In 1950, the Bureau of Public Schools of the Philippines issued a directive which among other things emphasized the program of community schools. It said:

To study the possibility of adopting the community school service program and to develop a suitable administrative organization for its implementation. This program envisages the school in every community, particularly in the rural areas, as the center of community-improvement activities under the leadership of teachers and with the active cooperation of the people through local associations and service agencies.²

This study, therefore, is fulfilling a felt need in the way of searching for appropriate principles, techniques, and procedures that would seem appropriate to implement the community-school programming in the Philippines. That reason alone, if for no other, suggests the significance of the study because it attempts to solve a major educational problem of the country - to improve the quality of living of


the great mass of people through the community schools since 80 per cent of them reside in the rural areas. The writer will now depict a more elaborate description of the Philippines to furnish adequate background for this community-school movement.

General View of The Philippines

Around the eighth century A. D., the Filipinos already had political, commercial, and cultural relations with India, China, Japan, Arabia, and Malaysia. Luzon (the early name for the Philippines) merchants were recorded to have visited, as early as 892 A. D., Canton, China for the purposes of trade. 3

The early Filipinos practised an Arabic writing which they wrote on bark of trees and leaves of plants by means of bamboo canes and wood and sharp sticks. Although they had no formal system of education, it was not unusual for adults to know how to read and write. Women in homes were the early teachers and children were taught reverence for the Creator (Bathala), respect for customs and traditions, obedience to authority, love for parents and elders, loyalty to family or clan, and bravery in the support of truth and right. 4

Centuries before the coming of Christianity and Occidental civilization, the Filipinos had houses, clothes, jewels, foods, wines, society, government, laws, languages, writing, literature, music, religion, morals, education, arts, science, agriculture, industries,

3 Gregorio F. Zaide, Philippine History and Civilization, p. 42.

commerce, and other developments which help to uplift man from the abyssal depths of barbarism. The Philippine civilization was, of course, an Asian culture fortunately enriched by contact with Vedic India, Confucian China, Bushido Japan, and Mohammedan Arabia.

Out of the wars for supremacy among the aborigines, the Indonesians, and the Malays and their subsequent intermarriages, arose a new race of people, the Filipinos. Long before the discovery of the Philippines by Magellan in 1521, the Filipino people had received much blood infiltration from Hindus, Chinese, Japanese, and Arabs; and from 1521 to the present, further blood enrichments have resulted due to intermarriage with such Occidentals as the Spaniards, Americans, English, French, Germans, and Italians. Thus the Filipinos of today are a product of the racial meeting and blending of the East and West, with Malay stock predominating.

From the Malay, the Filipinos got their physical stamina and the early methods of agriculture; from the Chinese, their industry and trade; from the Spaniards, their religion and obedience to law and authority; from Japan, their bushido (love for nationalism); and from America, the present Philippine system of education, conceded as the best in the Far East, and democracy both as a form of government and as a way of life. But now in the middle of the twentieth century, after gaining her rightful place among free nations, the Republic of the Philippines is gradually but steadily shaping her own civilization, using the native and indigenous along with the assimilations from the varying cultures of the colonizing nations that once had their share
in the development of the country. The Philippines is a cluster of approximately 7,100 islands lying about one thousand miles from the Asian mainland. Although 2,773 of these islands are large enough to be named, only a thousand or so are habitable. The total land area is 115,600 square miles extending from the northernmost Y’Ami Isle to Saluag, which is only thirty miles from East Borneo. Situated at the very door of Asia, less than 100 miles south of Formosa, 630 miles from Hong Kong, and 8,098 miles from San Francisco, the Philippine nation occupies a strategic position which makes it a center of world trade, shipping, and aviation in the Pacific. The country plays a major role in the political, religious, and educational development of the Orient. To the west is the China Sea; to the north, the island of Formosa; to the east, the Pacific Ocean; and to the south, the Celebes Sea and the coastal waters of Borneo. The archipelago is larger than the British Isles (94,284 square miles), approximately as big as Italy (119,744 square miles), and about twice the area of the state of Florida (58,560 square miles). Its coast line of 10,860 statute miles is almost as long as that of the United States (12,877 statute miles).  

Lying a little north of the equator, the Philippine Islands boast a pleasant warm climate which is often considered the most healthful in the tropics. The two main seasons of the year are the dry season which starts with the cool dry days of December and extends through the oppressive hot months of March, April, and May; and the

Zaide, op. cit., pp. 4-5.
wet season which begins with the rains of June and lasts through the
typhoons of November. The rainfall is so abundant during this season
that, almost every year, floods cause heavy damages to human lives,
property, and crops.

The islands have an approximate land area of 29,740,972 hectares
(a hectare is 2 1/2 acres or an area of 100 meters by 100 meters).
Of this, 18,162,668 hectares are available for agriculture, industrial,
and other purposes but the total area actually cultivated is 3,953,810
hectares, or 22 per cent of the total land area which is available for
cultivation. With such an extensive area for agriculture and with
the variety of plants adapted to the soil and climate of the country,
it is estimated that the Philippines could feed a population twice
its present size and still be able to export food.

As of October 1, 1948, the entire population numbered 19,234,182
distributed into three large groups: 9,451,182 in Luzon, 6,840,000 in
Visayas, and 2,943,000 in Mindanao and Sulu. In terms of the number
of persons per square mile, the population density is 164 for the
Philippines, whereas it is 492 for Japan, 623 for Puerto Rico, 715 for
England and Wales, and 762 for Belgium. This indicates that there is
still plenty of room available for development and expansion in the
country.

In the Philippines, land is the most vital source of wealth.

During the Spanish domination large tracts of landed estates were given

6 Philippine Bureau of Census and Statistics, Facts and Figures,

Unesco, Report of the Mission to the Philippines, Paris, 1950,
p. 13.
to religious corporations and private individuals as compensation or reward for service to the Spanish crown. This accounts chiefly for the absence of a strong middle class in the Philippines in spite of the government’s continuing practice of buying landed estates and reselling the land to the people at cost. Much of the farming in the Philippines is done by tenant farmers. There naturally results a somewhat strained relationship between many of the landlords and their tenants. Many of the share-crop tenants are in poor economic conditions. The present social unrest in the Philippines led by the Huks \(^8\) may be attributed to this unsatisfactory conditions of land tenure.

The Economic Survey Commission to the Philippines described the plight of the Philippine farmer as follows:

The Philippine farmer is between two grindstones. On top is the landlord, who often exacts an unjust share of the crop in spite of ineffective legal restrictions to the contrary. Beneath is the deplorably low productivity of the land he works. The farmer cannot see any avenue of escape. He has no credit except at usurer’s rate. There is no counsel to whom he can turn with confidence. He is resistant to change for fear of losing the meagre livelihood he and his family possess. The incentive to greater production dies aborning when what he regards as an unjust share of the harvest of his work goes to the landlord. \(^9\)

Next to farming, the chief occupation of the Philippine people is fishing. The Philippine rivers, lakes, bays, and seas are rich

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\(^8\) Original derivation is Hukbo ng Bayan Laban sa Hapon, "Soldiers of the Country Against the Japanese." Now the Huks are known as a communist-inspired group who desires to overthrow the present government for social reforms.

sources of national wealth. In the waters are found about 2000 kinds of fish which constitute one-tenth of the known fishes of the world. Fish ranks next to farming and livestock raising in point of usefulness and value and in the number of people dependent on it. Fish is next to rice as the most important element of the Filipino diet. Besides fish, the Philippine waters yield such other forms of marine wealth as pearls, sponges, shells, snails, turtles, and edible seaweeds. According to the Economic Survey Mission to the Philippines,¹⁰ the fishing industry in the Philippines should be improved through utilizing extensive areas for tuna fishing and establishing a tuna cannery in southwestern Mindanao and through assisting local fishermen in small municipalities in getting the necessary gear, in providing cold-storage transportation to expand the market for fish, and in developing freezer packers.

Livestock as an industry and as a sideline engages a large number of people. Every farmer has his own livestock, and nearly every home has its poultry yard and pigsty. The supply of cattle had been much depleted during the last global war, and the country is just getting under way on a fresh start.

The total forest area of the Philippines is estimated to be over 17,757,000 hectares, or approximately 57 per cent of the total land area, not including the 5,270,000 hectares of open land and grass land which may be utilized for grazing.¹¹ Lumbering is one of the

principal industries in the country. Compared with the other major industries of the Philippines, lumbering ranks fifth in capital invested, fourth in value of production, second in number of laborers employed, third in monthly wages paid, and fifteenth in number of establishments. The industry yields an annual revenue ranging from one and one-half to two million pesos, or three-quarters of one million dollars.

The nation is still in its industrial infancy. Outside the cities of Manila, Iloilo, Cebu Zamboanga, and Davao the industries are limited to a few household types. The following types of commercial production have been established in the last few years: sugar centrals, rope factories, cigar and cigarette factories, factories for desiccating coconut, coconut-oil mills, lumber mills, rice mills, vegetable-lard and margarine factories, soft-drink factories, furniture factories, gold-producing plants, candy and confectionery establishments, embroidery shops, ice and electric plants, cordage factories, machinery and foundry establishments, textile factories, shoe factories, soap factories, bakeries, and printing shops.

The Filipino families, unlike those in Japan where the government distributes raw materials for manufacture in the homes, have somewhat limited home industries. Among these are embroidery, hat-making, slippers and wooden shoes, woodcarving, handcrafts, pottery, toys, and the weaving of cloth, mats, nets, and baskets. These home industries are limited primarily because of the lack of capital.

Ibid., p. 74.
materials, and tools with which to increase the production.

All over the Philippines, transportation by land, water, and air is available. From 1938 to 1946, the total kilometers (1 kilometer is 0.62137 mile) of road had grown from 19,174 to 24,043; the land-line telegraph of 8,387 kilometers of 1940 had been reduced through war damage and only 1,396 had been restored in 1946; the former cable line of 609 kilometers had also been damaged and only 526 was in operation in 1946; Philippine shipping, local and international, had dropped from a maximum tonnage of 29,585 in 1940 to only 10,527 in 1946.

The principal exports of the Philippines are copra, desiccated coconut, copra cake and meal, abaca fibers and cordage, tobacco, shells, hides and skins, crude rubber, sugar, salt, minerals such as chromite, gold, and coal, and manufactured rattan furniture.

The imports are cotton and manufactures, grains such as rice and other cereals, cloth, paper, automobiles and machinery, dairy products, chemicals and drugs, dyes, medicines, iron and steel, fish and fish products. In 1946 the value of exports was 127,375,049 as against the imports of 691,716,481.

Home and Community

The houses of the common people remain almost the same as they were in pre-Spanish days. They are small houses, cool and cozy, and cost very little to build. As seen today, they are made of wood, roofed with nipa or cogon reed, floored with bamboo or wood, and walled

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14 Ibid., pp. 352 and 381, (P 2 is equivalent to $1).
with palm leaves or wooden planks. Among the poor, the houses have
the usual bamboo staircase and the roofless batalan (galleries for
kitchen and washing purposes).

In the homes of the middle class and the rich, the Spanish
influence can still be seen. These homes are built with stones, bricks,
wood, and iron, and follow Spanish architectural design. The roofs are
either of tin or clay tile, the flooring is of expensive hardwood, and
the staircase is of cement and wood. During the last two decades, in
spite of the ravages of war, beautiful homes of modern architecture,
Latin and European style, are seen in many cities and big towns. These
houses have all the facilities that one enjoys in America except televi-
sion.

The foundation of Filipino society since the beginning has been
the family. Because of the Christian influence, the family life of
the Filipinos is generally peaceful and happy. The family is large,
consisting of the father, mother, children, and dependent relatives.
The father is the head and main support while the mother is the home-
maker, the treasurer, and the educator of the children.

The life of the Old Philippines is typified by the present life
in the barrios (rural districts). There the Filipinos, little touched
by the fingers of Occidental materialism, live as hard-working, simple-
minded, unsophisticated children of God - happy and contented in their
Christian simplicity and Arcadian rusticity.

The barrio is usually located near a river, a few miles from
the pueblo (town), and is surrounded by rice fields or coconut groves. The folks cooperate with one another in all their economic and social activities. Together they build their houses, cultivate their farms or fields, make merry in any christening or wedding party, celebrate their fiestas, and mourn the passing of a member in the community.

Almost always in the barrio is a school with one or two teachers. The teacher occupies a position of respect and influence in the community. Generally, only the primary curriculum is offered, and this is all the formal schooling that the children of the barrio receive due to the limited income of the family.

Higher than the barrio in the social and political scale is the town (pueblo). There are hundreds of these towns throughout the Philippines. Town planning has generally been in conformity with Christian community life. In the heart of every town, towering like a mighty guardian angel, stands the massive church with a cross over its dome, symbolic of the faith of the people. By the side of the church is the patio (churchyard) where after mass the men congregate and discuss sundry topics from climate to politics. The town plaza (square) is in front of the church. There the people, especially the romantic young men and women, promenade in the afternoons and on moonlight nights. Around the plaza are the tribunal (town hall), the school house, and the imposing residences of rich families. Further from the plaza are the homes of the middle class and the poor people. Life in the town, as in the barrio, is for the most part monotonous since the people do the same things day after day. There is usually
no theater, no opera, no casino, and no public library. Books are scarce, and among the few available volumes are the Bible, the Passion of Christ, the awita (songs), and the corridos (metrical romances). People wake up at dawn, when the town stirs to life with the hum of morning prayers. After their simple breakfast, they go to work in the field or elsewhere. All work ceases at noon for lunch time. The luncheon over, they take their siesta (slight nap), and later resume their activities until late in the afternoon. Dinner is usually served at 7:00 P. M., and at about eight, the whole family recites the rosary. After this the children kiss the hands of their parents and elders, play for awhile, and then retire to bed. The parents stay awake until about 10:00 P. M. to talk of domestic affairs.

According to the Philippine President's Action Committee on Social Amelioration (PACSA), in 1948, over 90 per cent of all adult males over eighteen years of age were engaged in or seeking gainful occupation, or a total of 4,500,000. Seven out of every ten males reported their occupation as farming; two out of ten reported "white collar" occupations (trade, commerce, profession, or government). Among women, one out of every four adult women over eighteen years was gainfully occupied in 1948, making a total of 1,250,000. Of these gainfully occupied women, 500,000 were manual workers (domestic and handicraft) and 250,000 were "white collar" workers (business, trade, commerce, and profession). Of the "white collar" workers, the largest single group was retail saleswomen, the next largest was school teachers. However, it is important to note that eight out of nine women were manual workers.

Concerning wages and incomes among the different classes of
population, the Committee wrote:

Wages in Manila are placed at 4 pesos a day and 2 pesos in the provinces while the average salary paid to employees is probably less than 150 pesos per month on a national average. Putting the average yield per hectare at 20 cavanses (approximately 1000 kilos) of rice on two hectares, which is approximately the average size of individual farms, a farmer earns the modest amount of 440 pesos. According to official estimate an average family needs 6.50 pesos a day or 195 pesos a month or 2,340 pesos a year to meet the ordinary normal needs of life at current prices.

From this standard, which cannot be considered as a satisfactory one, wages and incomes evidently are far below living level. Even using the 1948 per capita income of 219.79 pesos as determined by the national income, the income still falls way under the bare existence needs which has been estimated at 2,340 pesos per family of five or 468 pesos per person per year.¹⁵

The low income of the farmers may be attributed to:

(a) the primitive method of cultivation
(b) indifference to the selection of better yielding varieties of seeds
(c) ignorance of the advantage that accrues from the use of fertilizers
(d) absence of credit facilities
(e) devastation caused by plant pests and rats
(f) destruction wrought by typhoons
(g) little diversification of crops, resulting in unemployment during the off season; and
(h) owing to economic necessity, the fact that the tenant shortly after harvest is often forced to sell his product at a very low price.¹⁶

The following facts mentioned in the Philippine Census tend to show that education has partly failed to improve the living conditions of the families, especially in the rural community:


¹⁶Antonio Isidro, et al., Compulsory Education in the Philippines, p. 55.
(1) The average yield of rice is 1,090 kilos (22 cavans) per hectare (1934-1938) due to the primitive operation of the farm.

(2) More than 80% of the 3,143,886 (1939 census) families use petroleum and native oil for light.

(3) Only 1% owns radio sets (as of 1939 census).

(4) His income, being limited by his education, is placed at $219.25 a year (1948). This income is derived mainly from agriculture and fishing which give 54.5 of the national income.

(5) Of the 3,143,886 families recorded in the 1939 census, 53.5% use surface water for drinking.

(6) The death rate is still high among adults and children, being 11 persons per thousand in 1948.

(7) In 1948, there were only 59 government hospitals, with a capacity of 6,405 beds, for more than 16,000,000 inhabitants.17

The year's calendar is filled with saints days on which colorful fiestas are celebrated with pomp and splendor. Barrios, towns, and cities have their respective patron saints so that on almost every day there is a fiesta somewhere in the Archipelago. The people also commemorate the Holy Week, Christmas, All Saints' Day, New Year's Eve, and the anniversaries of national heroes like Rizal, Kabini, and Bonifacio.

Besides the recreation provided by the town fiestas and holidays,

the peoples have serenades, fairs, theatrical performances, card games, parlor games, out-door games and various sports such as ball games, tennis, boat regattas, horse racing, and bowling and golf among people of means.

According to the latest available figures, the percentage of literacy is 62.2. While the foregoing figure represents an average, the great bulk of illiterates are found chiefly in places far removed from the centers of education and civilization rather than in urban communities. Hence, the people of the rural areas need to be educated adequately to a point where they can act wisely when vital issues come up for decision. But how can an illiterate lead wisely, form sound judgments, and make wise decisions; how can he help reshape community life and bring about improvement in community thinking; or how can he help crystallize thought for the common welfare without the benefit of reading and writing? Indeed, illiteracy constitutes a real block to bringing about better community learning and living.

The absence of facilities to enlighten the people is conspicuous in rural areas. Except for the occasional news brought by casual visitors and the few rural folk who go to town on market days, the rural dwellers are insulated from current happenings in their government, in the cities, and in the world at large. The barrio school which, very often is a one- or two-teacher school is about the only educational institution in the area. The school books issued to children, a religious book or two, and in a few cases a weekly news-

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paper are about the only reading materials in the homes of the people.

Some houses in the rural areas have radio receiving sets, but, in general, children and adults alike tune in only stations that broadcast music, jokes, and dramas. Clubs or associations for the promotion of the occupations are rare in rural areas. Unselfish, progressive, and expert leadership is wanting. These communities are seldom provided with aids like cinematographs, loud speakers, and jute boxes. Only during election campaigns do country people gather to listen to speeches on microphones and to see pictures on the screen. The average rural community cannot afford to provide wholesome forms of amusement. Hence, organized athletics and other worthwhile recreational activities are badly needed in rural adult life. Leisure time is more often spent in topadas (cock-fighting) and card games than in gainful activities.

The observance of the basic customs and traditions is very visible in the rural areas. The typical rural inhabitant is still highly superstitious. He has no knowledge whatsoever concerning the diseases that afflict mankind and does not hesitate to entrust a patient to a quack or witchcraft doctor. Intense love for parents or relatives constitutes a barrier to desirable health practices. If a person is affected with a malignant disease, the fact is kept in complete secrecy by the family for fear that they may lose their parent or relative through quarantine or hospitalization. Segregating the sick in the household and separating his utensils from those of the other members are considered as acts of discourtesy. Drinking from a common glass is still regarded as a tie of family solidarity. Early marriage is
practiced in rural areas contrary to the principles of eugenics. The average rural folks are inclined to practice false economy by denying medical care to the sick and yet spending lavishly on the burial of the dead, on the series of prayers for nine nights, and on the first anniversary of the death.

The inhabitants of barrio communities possess virtues characteristic of the Filipino race. Among them are politeness, hospitality, and loyalty to the family. Evidences of these traits may be observed during the town fiestas, and the birthday and death anniversaries of loved ones. During the feast, the hospitality of the host extends to all, invited and uninvited, and entertainments are lavish and extravagant. Often the occasion causes the impoverishment of the family concerned. Expensive as the fiesta is, this social practice has provided opportunity for the country people to meet one another and has resulted in mutual understanding and sympathy.

The preservation of family ties is a distinct feature of rural life. The family serves not only as a social unit but also as an economic unit. Children soon develop loyalties, filial piety, and obedience. All the members of the family work as a team to improve its financial lot. The team emphasis continues until such time as the older children become separated by reason of marriage; or if the new couple cannot afford to live independently, they live with the parents of the bridegroom until they can build their own home.

The spirit of cooperation among members of the neighborhood is predominant. In the accomplishment of tasks which the family cannot do by itself, the members of the neighborhood help one another by teams'
taking turns until everyone has his chance of being aided by the rest.

It is still a common practice among rural farmers to plant their crops on the eve of a new moon because of the belief that such practice would bring bountiful harvest. To the ordinary farmer, there are good and bad days for planting and harvesting. He has not yet realized the value of soil conservation and fertilization, seed selection, crop rotation, and diversification of crops. Thus through sheer ignorance, farming has remained largely primitive in spite of the half century of benevolent education.

Of the rural mind, the most noticeable characteristic is man's resignation to the hard life to which he considers himself predistined. The average rural dweller casts his lot with the Creator and develops the bahala na (come-what-may) attitude. It is a matter of accepting the hard grind which he undergoes from day to day all his life, content with the little achievement that he makes. He struggles with the forces of nature and tries vainly to cope with his problems only to realize in the end that his labors are not fully rewarded as they should have been because nature is unkind to him. Out of this frame of mind of a barrio dweller "grew most of his superstitions which he applies not only to his life, health, and personal relations, but also to the raising of crops and other means of livelihood."

By reason of his isolation in the rural community and because of constant, hard struggles against the elements of nature in order to live and support his family, the rural person is generally shy.

19 Isabelo Tupas, "Community Resources as Background," Filipino Teacher, October, 1949.
timid in the presence of strangers, quiet, and uncommunicative. But when his confidence has been won over, he is helpful without thought of reward, honest and trustingly informative. He is quite self-reliant and independent in certain instances, but in his ignorance, he is liable to stop short of complete satisfaction of his curiosity. The rural person clings steadfastly to his set of ideas in almost every way. He assumes a critical and conservative attitude toward any change in the rural community and resists it firmly when it comes. He questions with indifference new things which do not fall within the scope of his experience and understanding. Unless the change is proved and demonstrated before his eyes to be better, he works stubbornly against it, clinging to his primitive way.

Religion in the Philippines

Religion among the Filipinos is the great stabilizing factor in their lives which are full of want and poverty in spite of the abundant natural resources of the country. The people are quite fatalistic in their views and accept whatever social station in life or fortune comes to them as a matter of fate. Religious freedom is enjoyed in the country. The Catholic faith includes about 70 per cent of the total population, followed by the Aglipayans (Philippine Independent Church), Protestants, Mohammedans, Buddhists, Shintoists, and others.

The religious organizations in the Philippines have accomplished substantial achievements in helping build up the country. They have aided the government in education by establishing many private schools,
colleges, and universities. Many of the parochial parishes throughout the country have their own schools. Foremost among the universities are those of Santo Tomas, Ateneo, Letran, and LaSalle in Manila. Some of the colleges in Manila are those of San Beda, Holy Ghost, Saint Paul, Saint Theresa, and many others of Catholic denomination. Silliman University at Dumaguete, Negros Oriental, and Union College in Manila and others were founded by the Protestant group. Out of four and one-half million total enrollment for the country, about one million are enrolled in the private schools which are largely maintained by religious denominations. Likewise, the Church groups have established hospitals, orphanages, and other charitable institutions for the welfare of the community.

The basic character traits of the Filipinos are deeply rooted in their strong devotion to religion and reverence to God. The people are God-fearing, truthful, respectful, hospitable, loyal, and industrious. The early religious training in the homes has provided opportunities for the development of these character traits.

Languages in the Philippines

Long before the Spaniards came to the Philippines, the Filipinos spoke 87 dialects. At the present time, the principal Filipino languages are Tagalog, Visayan, Ilocano, Bicol, Pampango, Pangasinan, Ifugao, Ibanag, and Moro. But the most predominant languages during the occupation of the Americans were English and Spanish. Even now, 

20 Zaide, op. cit., p. 68.
a tourist who speaks English can travel in any part of the country of the Philippines without the necessity of knowing any other language because all of the officials and employees of the government speak and understand the language. English has been the medium of instruction in the schools since the American occupation beginning in 1898.

For the purpose of carrying out the constitutional mandate enjoining the adoption of a national language based upon one of the existing native tongues, the National Assembly passed Commonwealth Act No. 184 which provides for the establishment of an Institute of National Language. After making an exhaustive study of the numerous Philippine tongues or dialects, the Institute recommended Tagalog, which is widely spoken throughout the country, to be the basis of the national language of the Philippines. On December 30, 1937, the Tagalog dialect was officially proclaimed by the President as the basis for the adoption of the national language of the Philippines.

The Filipino national language, Tagalog, is now taught in all grades and in all schools as a regular subject with the possibility of using it as the medium of instruction. Recently, experiments have been going on in which the local dialect is used instead of English as the medium of instruction in the first two grades. In view of the promising results reported from the different experimental centers this practice may eventually find general application in the primary grades.

**Government**

The government of the Philippines is republican in form, based on the principle of the separation of powers which, under the Constitu-
tion, are the executive, legislative, and judicial. The executive power is vested in a President; the legislative, in a National Assembly, which is bicameral; and the judicial, in a Supreme Court and courts of inferior jurisdiction.

At the head of the government is the President, who exercises an all-embracing power over all executive departments, bureaus, and offices, including provincial and municipal governments. In case the President dies, resigns, or is removed or unable to serve, his powers devolve upon the Vice President who, like the President, is elected by the direct vote of the people. The president holds office for a term of four years and may not hold this office for more than eight years.

The three branches of national government - the executive, the judicial, and the legislative - are independent of each other. The legislative branch is composed of two houses. The upper house, the Senate has twenty-four senators, each elected for a term of six years and it has been arranged so that one-third of the Senate is elected every two years. The lower chamber, the House of Representatives, allows a maximum of 124 members, but presently constituted, it has only 100 members. The Senate is presided over by the Senate President and the House of Representatives by the Speaker. Both of these persons are elected by members of their respective chambers.

At the present time there are approximately fifty provinces. The chief executive of the province is the provincial governor and he, together with the two other members of the provincial board, exercises the power of legislation in the province. There is no
provincial legislature similar to the state legislature in the United States. The provincial governor exercises general supervision over the government of the province, its municipalities, and its other subpolitical divisions. The governor and members of the provincial board are elected by the qualified voters of the province.

In chartered cities, the chief executive is the mayor, usually appointed by the President of the Philippines with the concurrence of the Commission on Appointments, composed of an equal number of members from the House of Senate and from the House of Representatives. The only exception to the mayor of a chartered city being appointive is Manila in which the mayor is elected by the people of the city. Unless provided by the charter, all city councilors are elected by the people during the election time for governors. The mayor and the councilors compose the legislative body for the chartered cities like Manila, Cebu, Iloilo, Davao, Zamboanga, Tagaytay, Cavite, and many others.

Each province is composed of several municipalities in addition to the chartered cities. The legislative body of each municipality is composed of the mayor and the several councilors all elected by the people during the time of election of the provincial governor. Like the governor of the province, the mayor is the chief executive of the municipality.

The smallest political subdivision of a municipality is the barrio. Big municipalities have as many as fifty to sixty barrios, while smaller municipalities have as few as ten. The barrio is the present-day survivor of the ancient barangay (a boat of early immigrants from Malay). At the head of the barrio is a barrio lieu-
tenant, assisted by a deputy lieutenant, both of whom are appointed by the municipal councilor who has jurisdiction over the barrio folk themselves.

The Philippine Educational System

Writing has existed among the Filipinos for several centuries. "All these islanders," related Father Chirino, "are much given to reading and writing; there is hardly a man and much less a woman, who does not read and write."21

Originating largely from the Malayan alphabet, the early Filipino language used 17 letters - three vowels, which serve as five, and fourteen consonants. The vowels are a, e (or i), and o (or u). The consonants are b, d, g, h, k, l, m, n, ng, p, s, t, v, and y.

Of the early education, Zaide reports:

The education of the ancient Filipinos was a mixture of academic and vocational training. Both boys and girls were taught reading, writing, arithmetic, music, religion, and customs. In addition, the boys were trained to be fighters, hunters, farmers, sailors, fishermen, miners, shipbuilders, and smiths; while the girls were taught sewing, weaving, cooking, stock-raising, and other domestic work to make them good house-keepers and wives.22

During the more than four centuries of colonial existence of the Philippines, education has always carried the brand of each succeeding sovereign power. Literally, it was an education under three flags: Spain, United States, and Japan. Each colonial regime designed

21 Zaide, op. cit., p. 69.
22 Ibid., p. 71.
what the conquerors believed to be the best for the subject people. Spain, the United States of America, and Japan — each prescribed for the Filipinos what it thought was good for them, drew the plan of the school system for the entire country, and prescribed the means of realizing the objectives. Spain placed the teaching of Christianity above everything else; America believed that her mission was to train the Filipinos for democracy; and Japan attempted to indoctrinate the Filipinos so that they would prefer to remain in her orbit of the East Asia Co-Prosperity Sphere. Thus the Filipinos have had practically no opportunity to develop an indigenous system of education which is expressive of their culture and nationality as a people.

The greatest legacy of America to the Philippines is its system of education which started less than three weeks after the occupation of Manila on August 13, 1898. Captain Todd was detailed as the first general superintendent of schools in March, 1900, and subsequently upon the request of General McArthur, Dr. Fred W. Atkinson, Superintendent of Public Instruction, prepared an education bill which caused the passage in 1901 of Act No. 74 of the Philippine Commission creating the Department of Instruction to insure to the people of the Philippine Islands a system of free public schools.

The Philippine constitution not only provided for the establishment of an educational system but also prescribed the nature of that system. Section 4 of Article II of the Constitution states: "The natural right and duty of parents in the rearing of the youth for civic efficiency shall receive the aid and support of the government."

The Constitution, continuing further in Section 5 of Article XIV,
All educational institutions shall be under the supervision of and subject to regulation by the State. The government shall establish and maintain a complete and adequate system of public education, and shall provide at least free primary instruction, and citizenship training to adult citizens. All schools shall aim to develop moral character, personal discipline, civic conscience, and vocational efficiency, and to teach the duties of citizenship. Optional religious instruction shall be maintained in the public schools as now authorized by law. Universities established by the State shall enjoy academic freedom. The State shall create scholarships in arts, sciences, and letters for specially gifted citizens.

The administration of education is vested in the Department of Education, an executive department under the general supervision of the President of the Philippines. The Secretary of Education who heads the department is appointed by the President with the consent of the Commission on Appointments and holds office until the term of office of the President expires or until his successor has been appointed and qualified.

The Philippine school system is made up of two coordinate branches, the public schools and the private schools, each headed by a director appointed by the President.

The public school system refers to the school organized and maintained by the government and composed principally of the schools under the Bureau of Public Schools, the Philippine Normal College, Central Luzon Agricultural College, Philippine Military Academy, and

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The Constitution of the Philippines, signed by President Roosevelt on March 23, 1935, and approved by Philippine electorate on May 14, 1935 with 96.4 per cent of the votes cast in the affirmative.

Executive Order No. 94, Series, 1947. Section 4, Office of the President, Manila, Philippines.
the University of the Philippines. The private schools comprise those educational institutions - schools, academies, institutes, colleges, and universities - which are organized and maintained by private individuals or corporations. The government does not give these schools any direct financial aid. They are, however, regulated and supervised by the State. Figure 4 shows graphically the control and regulation of the school system by the State. Figure 5 depicts the present organization of the Bureau of Public School. Figure 6 illustrates the organization of schools in each province which corresponds geographically to a state of the United States.

The general pattern of public schools consists of four years of primary grades; three years of intermediate grades;²⁵ four years of high school; and four years of college course, except for veterinary science which is five years; law, which is six years; and medicine, which is seven years. The primary and intermediate grades are called the elementary schools. Figure 7 shows the Philippine education ladder which gives the grade and corresponding chronological age.

School administration in the Philippines is highly centralized, a direct line of authority runs from the Secretary of Education to the Director of Public Schools through each superintendent of the province, or of the city, or of the technical school; then to lower officials, and finally to the classroom teachers. Since the time when the Philippines gained her independence, there has been a move toward

Grade Seven was eliminated in 1946 for reason of economy in order to accommodate more children of school age in the primary level, but by Legislative Enactment effective this school year, 1953-54, it is returned as before.
FIGURE 4. THE CONTROL AND REGULATION OF THE SCHOOL SYSTEM IN THE PHILIPPINES

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26Adapted from Florencio P. Fresnosa, Essentials of the Philippine Educational System, p. 7.
Figure 5. Organization Chart of the Bureau of Public Schools of the Philippines.
FIGURE 6. THE PUBLIC SCHOOL ORGANIZATION FOR EACH PROVINCE OF THE PHILIPPINES
FIGURE 7. THE PHILIPPINE EDUCATIONAL LADDER\(^{27}\)

\(^{27}\)Adapted from Fresnosa, *op. cit.*, p. 14.
decentralisation as noted in one of the memorandums of the Director of Public Schools to the effect that "superintendents, supervisors, principals, and teachers should feel free to initiate curriculum study and development to meet local needs and problems."\(^2\)

The elementary curriculum aims to equip the children with fundamental skills, habits, knowledge, and ideals that are generally regarded as essential for the unification and integration of members of a democratic society and for the effective participation in the activities of that society. Since the early days of the public school system under the Americans, English has been the medium of instruction and the elementary curriculum has included reading, writing, arithmetic, language, music, and drawing. Later the National Language (Tagalog), social studies, and health and character education were introduced.

One of the outstanding features of the elementary curriculum is the emphasis given to English subjects - reading, phonics, language and spelling - with a continuous increase in time allotment whenever changes were made.

CHAPTER 9

IMPLICATIONS OF THE STUDY FOR THE COMMUNITY SCHOOLS OF THE PHILIPPINES

One of the purposes of this study as stated in the introductory chapter, is to select the principles, techniques, and procedures observed in the community schools of the United States that would seem appropriate for a similar use in the Philippines after considering the fundamental differences between the two nations in culture, natural resources, economic level of development, and other socio-economic factors. Using the observations stressed in the preceding discussions, the writer will present in this chapter a kind of synthesis of his study. He will present principles and other information which can be used in designing community-school programs which would seem appropriate for improving the quality of living in the rural areas of the Philippines.

While the major objective of the community school in any part of the democratic world is to improve the quality of living both for the individual and the community, emphasis would naturally vary in direction and amount depending upon such factors as culture, level of economic development, and needs and resources of the community. In designing an appropriate program of community schools for the Philippines it is imperative, therefore, for the investigator to stress those activities and procedures that would seem appropriate for that nation. In the subsequent discussion, the writer attempts to do this by drawing upon effective community-school practices in the United
Utilization of Community Resources

In the program of community schools, four types of resources are involved: (1) natural, (2) human, (3) technological, and (4) institutional. As emphasized previously in this study, all information gathered concerning the four types of community resources should be indexed and catalogued, and provisions should be made for its use and circulation. Almost everything about the community is worth classifying and knowing because the community school draws heavily upon community resources. The following outline worked out by the writer may serve as a helpful guide in gathering the necessary data about community resources:

1. Natural Resources
   (1) Physical features and topography
   (2) Climate and seasons

2. Human Resources
   (1) Population
   (2) Housing and health facilities
   (3) Occupations and industries
   (4) Education and literacy
   (5) Talents and special abilities
   (6) Values, ideals, loyalties, fears, traditions, mores, folkways, and taboos
   (7) Family income
   (8) Economic level of living
   (9) Citizenship, morality, delinquency, etc.

3. Technological Resources
   (1) Utilization of science and technology in the home, farm, cottage industries, and other field of work
Technological "know how" of the community
Machinery and implements
Audio and visual aids: radio, films, slides, etc.

4. Institutional Resources

(1) Homes - family statistics
(2) Public buildings and offices
(3) Welfare agencies, semi-public and private
(4) Recreation centers: parks, zoos, museums, monuments, historical landmarks, art gallery, libraries, etc.
(5) Educational institutions: schools, colleges, and universities
(6) Religious centers: churches, chapels, synagogues
(7) Industries and business: theaters, factories, firms, market, groceries, stores, shops, etc.
(8) Organizations and associations: PTA, Rotary, Lions, Y's, Boy Scouts, Girl Scouts, Red Cross, 4-H Clubs, lodges and fraternities, youth organizations, etc.

There is an urgent need for identifying these community resources for utilizing them in the enrichment of curricular offerings and for localizing problems and needs of the community in order to promote its general welfare.

From the observations which the writer has made of community resources previously discussed in Chapter 4, it appears that a number of principles have emerged in the practices of American community schools. These principles are summarized below as having implications and possible applications to the community-school programs of the Philippines.

With respect to natural resources, the following principles have been isolated by the investigator:

1. Natural resources are utilized to improve living in the community.
2. Natural resources are used as learning laboratories
for school children.

3. **Natural resources** are improved for recreational use by the community.

4. Natural resources of the community and near-by environs are catalogued or otherwise organized to serve as guides for teachers and students.

Concerning the human resources of a community, the writer has developed the following principles from his study of American community schools:

1. Human resources of the community are studied before planning service projects.

2. Democratic participation seems to have been found the most effective way of bringing into action human resources.

3. Group action is the medium of expression of human resources.

4. There are citizens in every community ready to give time and effort for community-school improvement.

5. The lay people can be educated through workshops and institutes to discharge more effectively their responsibility in community services.

6. Leadership is vital in directing human resources into action.

7. The community school services human resources while the latter service the school.

8. In many community schools, the opinion of lay citizens is polled to furnish data for community needs.

9. In the larger and more populous communities, some type of community division and the employment of a coordinator
facilitate the functioning of a community council.

Regarding the technological resources of the community, the following principles have emerged from the writer's analysis of community-school activities in the United States:

1. Technological resources are usually provided first by teachers, students, and school facilities in meeting community problems.

2. Technological resource persons are usually found in nearby schools, colleges, universities; in county, city, and federal agencies; in clubs and organizations; and in many groups of individuals possessing special talents and abilities.

3. Technological consultants, both continuous and special, have been utilized in many community projects.

4. Technologists serve as resource visitors in community schools for the purpose of enriching the curriculum.

5. The training of local resource persons has been found successful in helping to ensure the realization of community projects.

With the reference to the institutional resources of a community the investigator sets forth the following principles as having been evidenced in activities of American community schools:

1. Institutional resources are usually supplied by a selected college or university in the vicinity.

2. Government departments and agencies provide many institutional resources.
3. Business-Education Day provides for exchange of visits between the school and business and industrial institutions.

4. Commercial institutions have their responsibilities in improving the living conditions of the people in the community.

5. Welfare, civic, and service organizations and institutions are also utilized in the promotion of community projects.

6. The institutional resources serve as training laboratories for civic participation of pupils.

**Community Leadership and Participation**

In Chapter 6 are discussed in much detail the community-school leadership and participation activities involved in the various roles of the leader, the teacher, the pupil, the lay citizen, and the resource person. Among other things, the investigator noted that leadership and participation emerged successfully in a permissive atmosphere that has pervaded the harmonious relationships among the school board, the administration, the faculty, the pupils, and the parents. This implies that in the Philippines, the same relationships should be established in the program of community schools with a slight modification in view of the absence of the school board in the educational organization of the country. Again, throughout these observations, a number of principles have evolved that deserve consideration in planning the community-school program. They are enumerated in the subsequent paragraphs.
The principles developed with respect to the leader's role in school-community interaction are:

1. Leadership, either from an individual or a group, is necessary for any process of public participation.

2. Every person in the community is a potential leader.

3. A leader is sensitive to the vital needs of the community.

4. A leader can become sensitive to the needs of the community if he is thoroughly familiar with the life of the people and their resources, and if he continuously grows in vision and foresight in his everyday thinking and living.

5. A leader is skillful in the techniques of group work.

6. Leadership should be relinquished as soon as others are ready to accept it.

7. Throughout the long struggles for community-school programming, the leadership has been continuous.

8. The leader and the led should be readily interchangeable.

The writer has developed from his study the following principles regarding the teacher's role in community improvements:

1. The teacher should have faith in the power of the community school to improve the quality of living in the service-area.

2. The teacher should become a part of the community in which he teaches.

3. The teacher ought to be a continuous student of community resources.

4. The teacher should endeavor to improve continuously his professional competence.
5. The teacher ought to become a participatory member of some committees or civic organizations.

6. The teacher has the role of guidance in the school and in the community.

7. The teacher should promote school services to the community and utilize community resources to enrich curricular offerings.

8. The teacher should correlate community resources with classroom work.

9. The teacher ought to promote good public relations with the community.

Regarding the pupil's role in the community school, the investigator finds the following principles relevant:

1. Many human values are derived by the children and youth in their participation in the life and work of the community.

2. The pupil should participate in group deliberations involving study, reporting, planning, and decision-making pertaining to community problems.

3. Under the guidance of the teacher, the pupils take part individually and in groups in the survey of community needs and resources.

4. The pupils initiate group leadership for the welfare of the youth and the community.

5. The pupil works individually or in groups to set up demonstrations and experiments attempting to find answers
to various aspects of community and school problems.

6. The pupil makes field trips to community resources - people, natural and physical resources, institutions, and industries.

7. The pupil uses different types of instructional materials in solving community problems.

Certain principles of action pertinent to the role of the lay citizen have been developed by the writer. These are:

1. The lay citizen exercises his function in daily living and in political affairs of the government.

2. The lay citizen cooperates in the organization of the community council.

3. The lay citizen studies school and community needs and participates in the solution of these problems.

4. The lay citizen exercises leadership in the field of his interests and special abilities.

5. The layman makes his services available for use by the community school.

6. The lay citizen uses the technical services of the school.

7. The lay citizen promotes growth and expansion of the school.

The resource person or consultant also has a role to play in the community school. Two principles have been developed regarding his roles:

1. The resource person initiates the formation of a consultant group and makes its services available for the community
school.

2. The resource person assists the leader in moving toward the achievement of the goal.

**Areas of Living for Community Schools**

Much of the discussion in this report regarding the impact that schools can have on community life centers around six areas of living which seem appropriate for the community schools of the Philippines since these areas of living incorporate what the Director of Public Schools in the Philippines calls centers of interest. The suggestions given in Chapter 5 are largely applicable to the schools in the Philippines. Adaptations and modifications however, are suggested in view of the prevailing conditions and available resources of that island country. In consideration of the foregoing suggestions, due emphasis, therefore, should be given in community improvement to a number of suggestions which the writer proposes for each of the six areas of living.

The suggestions as regards the area of healthful living are as follows:

1. The stress on this area should center on safe water since many families in the rural areas, especially along Cagayan River, use open sources (well, river, creek) for their water supply. Boiling drinking water or using chlorides would lessen the cases of water-borne diseases such as dysentery and hookworm.

2. Destroying the breeding places of mosquitoes, covering
standing pools, and sleeping under a mosquito net would minimize the cases of malaria a great deal.

3. A balanced diet has not been practiced by many Filipino families in spite of an abundant supply of food. Leafy and succulent vegetables are regarded as a poor man's food, and thus many continue to subsist mainly on plain rice and fish.

4. Intensive education against superstitions and beliefs that hinder the progress of healthful living should be emphasized by practicing healthful living habits.

5. The creation of health clinics in communities that have none through voluntary efforts of the people themselves is highly advisable.

With regard to the area of social and civic living the following suggestions are made:

1. Citizenship, especially that aspect related to the promotion of peace and order, should be stressed to counteract the disturbances created by dissident elements.

2. Promptness in the payment of taxes should be encouraged. There seems to be a general tendency among Philippine people to delay the payment of their taxes, some even to the extent of evasion, thus paralyzing the normal functions of the government.

3. Public participation in the citizenship duties of voting or electing officials should be underscored. The people are rather passive, if not indifferent, to their duties as
voters on the false assumption that absence of a vote or two would not change the result of the election. If all voters would follow the same logic, that would indeed be a tragedy to democracy.

4. **Strong and sane public opinion should be developed for all.** An ordinary citizen in the Philippines does not care much about public issues. This attitude of "leave it to the government" is very demoralizing and can easily lead to perpetuating bad government.

5. **The creation of a strong middle class is a prerequisite to sound democracy - a middle class that is sensitive to public issues for the public good and one that can change the government machinery when things do not seem to go right.**

6. **To raise appreciably the present level of literacy from 62 per cent of persons of ages ten and above should be a continuing goal of education.**

Certain suggestions which the writer proposes concerning the area of vocational living are:

1. **A campaign for increased production of food should be made in order to increase the income of each family:** backyard gardening and orcharding; poultry and piggery; raising work animals - carabaos, cows, and horses; goat raising; and fishing. Improved and scientific methods of work in these gainful pursuits should be emphasized.
2. More cottage or home industries depending upon the supply of raw materials and available "know how" in the locality should be encouraged. Appropriate home industries would include: pottery; weaving of mats, slippers, hats, handbags, nets, and cloth; manufacture of toys, utensils, nails and other items; fishing, including dry, curing, and canning; furniture-making from wood, rattan, and bamboo; food for sale - pastries, candies, cheese, cakes, popcorn, and others; embroidery, blacksmithing and smithing, and manufacture of local flour and starch. While home industries have been started in many places, their present state of development leaves much to be desired.

3. Work experiences outside the scanty school offering are not provided, especially those in which coordination could be made with business firms, factories, and welfare agencies. The suggestions in Chapter 7 regarding work experience should likewise be observed in community-school programming to raise the economic level of the people.

4. The Philippines should take steps to install community-school factories such as rice mills, fiber stripping machines, weaving looms, modern food preserving and canning, coconut dryers, tobacco pressers for baling, heavy machinery for furniture making, tractors for farming, traveling machines for logging, and many other implements and tools for cooperative use that a single family or a
farmer cannot afford to own.

5. A regular program of personal and vocational guidance from grades one through eleven should be initiated.

The writer presents the following suggestion with reference to the area of recreational living:

1. Athletic games and leagues on Saturdays and Sundays in the barrios should be stressed inasmuch as there is a dearth of recreational activities. These activities would not only provide wholesome recreation but would serve also to curb gambling in the form of cards, cock-fights (topadas), dice, and others.

2. The use of a broadcast center during the recreation time of children, youth, and adults would add much to the recreational activities.

3. The reading centers that have been auspiciously started in Bulacan, Cavite, Pampanga, Bataan, and other places in the Philippines should be extended, particularly in the rural areas.

4. The practice in which the school gives regular movies and literary and musical programs should be adopted in as many community schools as local facilities will permit.

As regards the area of aesthetic and creative living the writer lists the following suggestions:

1. The folk songs, native dances, music, and literature are rapidly disappearing from the Philippine cultural horizon.
Something should be done through the community schools to revive these almost-forgotten activities since they are the landmarks of the history, culture, and civilization of the Philippine people.

2. The Philippine towns and cities except Manila, Iloilo, Baguio, and Cebu are devoid of public concerts and cultural plays. With a phonograph, loud speaker, and records such concerts could be provided to the rural communities at the cost largely of initiative and leadership on the part of some public-spirited citizens.

3. As a people, the Filipinos are not generally given to hobbies. Through proper community-school programs hobbies should be encouraged among children, youth, and adults. Fishing, hunting, collecting, and woodcarving are gainful activities within the means of the average family.

For the area of moral and spiritual living the writer suggests the following point of view rather than a list of discrete suggestions. In the Philippines, optional religious instruction is given in many schools upon the written permission of parents. There is, however, a strong tendency for some religious groups to use pressure in forcing their tenets on the public schools. The writer believes that teaching about religion in a manner similar to the way in which history and literature are taught should be encouraged, stressing particularly the achievements of religion in the Philippines. It is not the business of public education, however, to secure adherents to any particular
creed, but public education should acquaint youth with the significance of religion in the Philippine culture. The good citizen knows that the interpretations of religious beliefs differ in many ways; therefore, he is tolerant and unprejudiced in his attitudes, realizing that freedom of worship is fundamental to the democratic way of life.

Juvenile delinquency and criminality should be combatted through community-school education, through guidance of the youth, and through the use of cooperative community agencies.

The observations made regarding the improvement of community living were discussed at length in Chapter 5. The investigator noted there that many community activities had been reported concerning health, social and civic matters, vocations, and recreation which seem to indicate that the community needs and problems center mostly on these areas of living. Aesthetic and moral and spiritual living apparently receive the least attention in American community schools.

A number of principles that have emerged in the efforts of community schools to raise the level of living are presented below.

With regard to the area of healthful living the writer has developed the following principles:

1. The community and school, through a coordinating council or citizens' group, conduct health surveys to gather the necessary data for the improvement of the community.

2. Through the process of classroom instruction and community activities, the health conditions of the school service-area can be improved.

3. The community school extends its health facilities and
services to the homes of the people and cooperates with other agencies in this undertaking.

4. The community school initiates and cooperates in the formation of agencies and clinics for health services.

5. The community school enlists individuals and agencies as health sponsors and initiates fund drives for prevention and eradication of diseases and the correction of physical handicaps.

6. The community school conducts workshops or institutes for parents and lay citizens to make them more conscious in their participation in the community.

The investigator from his study of American community schools has evolved the following principles dealing with the area of social and civic living:

1. The community school promotes democratic process in all its group actions in the school and in the community.

2. The community school emphasizes adequate sharing in citizenship, both in daily living and in participation in political activities.

3. The community school stresses civic consciousness and participation of students and people in community welfare.

4. The community school promotes public forums and town-hall meetings to resolve issues and to enlighten the community.

5. The community school supervises youth and promotes the organization of agencies and activities that combat juvenile delinquency.
6. The community school creates incentive and motivation for public recognition of its exemplary citizens.

7. The community school promotes universal brotherhood, local, national, and international.

The principles which the writer has formulated with respect to vocational living are as follows:

1. The community school stresses cottage industries, home food production and preservation, and thrift and economic security for each family.

2. The community school leads in conserving natural resources and in turning its abundance into profitable industry.

3. The community school provides work experience for students and enlists the support of various agencies for community employment.

4. The community school conducts academic and vocational evening classes for adults and working youth of the community.

5. Where there is a need the community school initiates and cooperates in the installation of a community-school factory to improve living in the service-area.

6. The community school extends its "know-how" and facilities to the homefarm and cottage industries of the people.

7. The community school conducts surveys and follow-up studies of its graduates in order to meet better the need for vocational guidance.
From his analysis of American community schools the writer has drawn a number of principles pertinent to the area of recreational living. These are:

1. The community school leads in the organization of athletic leagues, games, and sports in the community.
2. The community school acquires and improves parks and constructs recreation centers.
3. The community school offers regular shows, programs, and forums for the service-area.
4. The community school conducts summer camps and outdoor sports.
5. The community school leads in building and improving libraries and reading centers for the community.

Concerning the area of aesthetic and creative living the writer has drawn from his study the following principles:

1. The community school initiates or assists in the promotion of concerts, ballets, operettas, and plays.
2. The community school promotes or cooperates with other agencies in presenting art exhibits.
3. The community school encourages "hobbies" among students and lay citizens.

With regard to the area of moral and spiritual living the investigator has formulated two principles which are:

1. The community school encourages universal brotherhood of different peoples and denominations.
2. The community school promotes and cooperates with civic agencies that serve the welfare of all living things.

Organization and Administration of Community Schools

"Organization" is usually conceived as the framework and the machinery for carrying out the school program. The building, schedule of classes, and certain other routine factors logically belong to organization. "Administration" is the process of management and leadership involved in achieving satisfactory evolution, operation, and evaluation of the program itself. The group process, in-service growth of the staff, cooperation and professional relationship, objectives of the school, public relationships, and other techniques needed for the efficient and smooth functioning of the total teaching staff are within the scope of administration. Both organizational framework and administrative process are only means for attaining the objectives of the community school.

The community-school movement was officially adopted by the Philippine Bureau of Public Schools in 1949 when it approved the theme of the year's convention of superintendents: "Education for the improvement of community living." As presently organized and administered, the Philippine public-school system is highly centralized, with the channel of authority running from the Director to school superintendents, and down the line to classroom teachers. Although as a matter of policy, the directorate has encouraged a greater amount of freedom and latitude than heretofore practiced, for the local superintendent of a province, city, or school, yet the authoritarian organizational
framework militates against democratization of school practices.

The writer believes there is a distinct need for a school board or a substitute body in Philippine public education. In all the schools which he observed in the United States, school policies and practices represent the desires of the people because the controlling body is the school board, the members of which are generally elected by the people. If any issue or problem of major importance arises, the people decide through the polls whether or not to approve the recommendation of the board. In this way democracy works.

Since the basic philosophy of the community-school movement is a functioning democracy, the first problem of the Philippines is to reorganize the Bureau of Public Schools in order to give more "elbow room" and ample opportunity for democratization in which the people makes choices and decisions for their own local schools.

Pending the establishment of boards of education in the Philippines, the Superintendent of Schools should be given adequate freedom to create in the province an appointed body - non-political and non-sectarian - of five to seven members who would function as a board of education until such time as membership may become elective. Until this group is given legal sanction, it should serve only as an advisory body to the superintendent of schools.

In most of the successful community schools which the writer studied in the United States, there are community councils. The community council usually has the following features:

(1) There is a Central Coordinating Body as the overall
director of the entire unit. This is composed of representatives from various agencies and organizations in the community. This body functions through an executive committee of usually five or more members, small enough to facilitate meetings and planning.

2. Subordinate to it is the Study Committee that does the planning for the broad policies outlined by the Central Coordinating Body.

3. Subordinate to the Study Committee are the Action or Working Committees that put into action the various programs of activities such as health, music arts, beautification, adult education, safety, etc.

In the Philippines, the present practice is to divide the community into little zones or puroks. While this community organization of the zone or purok system functions satisfactorily, the scheme itself lacks coordination and specialization, the more so if applied in a bigger zone as at the provincial or municipality level. As conceived by the investigator, the Philippines may well try the American type of community council, especially at the provincial, city, municipality, or big purok levels because of the high coordination and specialization that the scheme offers. Figure 8 is a proposed organization for a Philippine community council.

To a casual observer, the pattern of organization shown in Figure 8 would appear overorganized. The chart should not be construed as a pattern to be attained at once. Experience in certain of the
American school districts reveals that a working committee is best established at a time when the need for it arises. Group process and community-service projects are naturally slow and gradual as observed in many community schools. It may be possible that at the beginning stage, a board of education, either appointive or elective, may start the approach to a community-school program. This organization, perhaps, may even last for a number of years before further growth is realized. Much would depend upon the resources of the community and upon the enthusiasm generated by the community. In other instances, the board of education may not appear at all in the organization unless the community shows a desire for it; instead a community council may be organized to spearhead all community improvements. In still other instances, the community council may not be present at all, and the community-service projects are achieved through the parent-teacher organization. Naturally, the pattern of organization would vary from community to community, depending upon the resources, the needs, and the extent of participation of the people. Figure 8, therefore, illustrates what might be expected as a goal for achievement which may actually emerge only after long years of planning, community education, and participation of the people.

Besides the organization known usually as the community council, most American community schools have school councils composed of administrators, teachers, pupils, and laymen. The school council, through the group process, makes the necessary recommendations regarding policies and changes in procedure, curriculum, and other school activities
within the democratic framework of the school board. This school council helps a great deal in the democratization of the school program by itself, serving in essence as the advisory body to the school principal and the superintendent of schools. In the Philippines, this practice will further democratize the school system since teachers, parents, and students can thus make choices and decisions pertaining to their school.

There are a number of principles that have evolved in the organization of American community schools which can very well be applied to the Philippines. These include the following:

1. There should be organizational provision for serving all citizens - children, youth, and adults - without regard to their age, economic position, or school status or to the calendar. The structure for school operation should provide all-day and year-around service to the community. In the Philippines, the schools are used only during school hours and during the months when classes are in session. Some provision should be made to make optimum use of the buildings from twelve to sixteen hours a day, six days a week, and fifty-two weeks a year. Evening meetings of parents in urban and semi-rural areas, adult classes, meetings of mothers, and other community activities offer splendid opportunities for more profitable use of the school buildings. Similarly, during summer vacation, some community-service projects should require the building to be open and to be used.

Through the Community Council, the school can discover important educational needs of the community and thus be of greater service to all citizens of the community. The organization of the community school
should furnish adequate machinery for discovering and enlisting the resources — human, natural, technological, and institutional resources — to operate a community-school program. These resources must be catalogued, indexed, and classified and facilities for utilization of the resources must be set up. Instructional aids such as projectors, slides, films, and other audio-visual devices should be available for use in community-school projects.

2. There should be organizational provision for curriculum modification. Since the curriculum of the community school is attuned to community needs, there should be an organizational machinery which is adaptable and sensitive to curriculum modification and enrichment. The successful community school assumes the leadership in information gathering or community surveying and at the proper time should undertake a careful re-examination of community life, and the results of such community study are fed directly back into the school program. Workshops, conferences, institutes, panel discussions, and opinion polls are conducted to produce or revise resource units for the curriculum. Participants in these workshops are parents, laymen, teachers, and students.

3. Organizational provision for curriculum operation facilitates community-service projects. Since the community-school program draws heavily upon community resources, there should be flexible scheduling of the school day and the school work. Likewise, opportunities for visitations, field trips, and outdoors can be well arranged within a flexible time schedule. The school provides large blocks of time by fusion of certain subjects; it increases the flexibility
of programs in secondary schools by putting one teacher in command of a half-day period; it provides for one day each week which is not allocated to regular class meetings.

4. There should be organizational provisions for direct service to the community. Throughout this report, the main thesis has been that the function of the community school is to improve living in the school service-area. Instead of providing a quick freeze or a canning factory as was done in certain American community schools, the Philippine community schools should make provisions for such things as a simple rice mill; a wooden shoe factory; a stripping machine for fibers used in the manufacturing and weaving of mats, hats, and slippers. Civic participation by pupils in welfare agencies, government offices, and recreation centers are types of community service in which the community schools can profitably engage.

5. There should be organizational provision for furthering community coordination. This is usually accomplished through the community council and the school council. The initial organization is not dictated or imposed but evolves from the needs of the community. A good leader or organizer does not even suggest the organization of such a council. It might be that some well-organized recreational plan might prevent boredom and brighten the dull life of the people. From the suggestion that games and programs might help to occupy the dull moments of the people, and from the then obvious need for balls and nets, a finance committee might evolve. Then continuous socialization and recreation might lead to other needs until finally emerges the need
for and the establishment of the community council to serve the co-
ordinating function.

The Administrative and Teaching Staffs

Throughout the presentation of cases in this report the demo-
cratic processes of the community school are emphasized with their ramifying involvements for community welfare. The principles of democracy previously stressed are applicable in the Philippine schools and should be emphasized there. The school administrator, whether a superintendent, a district supervisor, or a principal, should play the democratic role of a helper whose genuine interest is the welfare of the community. The thirty-one principles developed in Chapter 6 in connection with the various roles of leader, teacher, pupil, layman, and resource person should be observed in administering community schools in the Philippines.

"Administration" is the process of bringing together people, ideas, machinery, materials, and resources into such smooth relationships that the total enterprise functions efficiently toward the attainment of the school's objectives. "Administration" implies formulating and reviewing objectives, planning, organizing, managing, and directing; it is concerned with the means of getting things done. Since the community school is designed to be of service to the community, the processes employed for administering the school are largely controlled by the objectives and the characteristics that make a school a community school. Likewise, the process of administration cannot be disentangled
from the beliefs and values held by the teachers and the administrator. In the community school, there is no single administrator with sole and complete jurisdiction for all aspects of the school program. In a real sense, administration is a group process, and all persons connected with the school - administrators, teaching staff, pupils, laymen, consultants, and parents - are participants in planning and directing community service projects and in evaluating the results.

Before the institution of the community school in the Philippines the teacher of prewar days had acquired certain characteristics that need to be changed if he is to be of maximum value in a community school. The teacher tended to be rather traditional and somewhat isolated from the general community. The teacher, however, was much interested in his pupils' acquiring knowledge.

The prewar teacher was such that, because of temperament, belief, disposition, or outlook, his professional competencies and attitude are in need of thorough orientation and redirection in order to serve the purpose of the community school. In passing, the writer cannot overemphasize the need for any one who desires to be an efficient community-school teacher to become thoroughly familiar with the situation and suggestions given in Chapter 6 of this report.

The writer has often emphasized in this report that the role of the school as a full-time educational center is to improve the quality of living in the community. The community-school administrator, therefore, holds the belief that the school exists only for the purpose of improving the community of which it is a part. If it does not make
its community a better place in which to live, the school is failing in its mission.

Another conception which the administrator of the community school holds is that high priority should be given to the development of social competence among the pupils, teachers, and parents involved. Many community-service projects, and life itself, demand that the children and youth grow in the ability to manage the task of working and living together.

A third conception held by a community-school administrator is that participation is the key to success of all community schools. Children learn to work and live together only by participating in such living; parents and laymen learn to make choices and decisions only by taking active part in the group processes of PTA's, community councils, school councils, and other committees; farmers learn to adopt a two-crop method of rice raising by simply raising two crops during the year; the rural folks learn to use the school shops, buildings, and grounds by performing their tasks and occupations in these places. Without this educative participation, community activity becomes routine; and without this view and outlook of education on the part of the administrator, group process becomes only a shibboleth — a mere lip service from the inhabitant of the ivory tower of administrative hierarchy.

Finally, the community-school administrator believes that it is vitally important to have stable and assertive communities peopled by citizens who can make democracy work in group planning and participation, in community-service projects, and in electing at the polls
their governing officials.

Besides these beliefs, the community-school administrator should possess also knowledge not commonly required of school teachers. The administrator's knowledge includes considerable mastery of the theory, principles, and practice of community-organization. He must be able to identify sound procedure and structure for bringing about desirable community organization and at the same time be able to marshal forces to combat community disintegration. He must know the varieties of community councils, coordinating committees, study and action committees, planning commissions, "purok" systems, and the strengths and weaknesses of each. In brief, he must come very close to being a technical expert in community coordination and general improvement.

The Curriculum

The writer has previously pointed out that the American community schools use three curriculum types: (1) the traditional subject, (2) the fused subjects or unified studies concept of the core, and (3) the scope and sequence as discussed on 306. Most of the public secondary schools in the United States use a core of the unified-studies or fused-subject type.

In the Philippine public schools, the curriculum pattern used is largely the traditional-subject type, with a growing tendency toward fusing or blocking together a number of subjects to secure the necessary flexibility for community-service projects. Even in the primary grades, this pattern has been experimented with, with gratifying results.
Efforts should be directed to adopt this type of curriculum in the intermediate grades and in the high school because the multiple period would enable the teacher to obtain a large block of time and to utilize the flexibility for using community resources and for improving community welfare.

Many American community schools use much locally prepared instruction materials as a means of improving the habits and attitudes of the people in food, clothing, and shelter. The principles and procedures worked out in the Sloan Experiments and described in Chapter 2 would apply very well also in the Philippine public schools. In the Philippines, a number of provinces have started developing locally produced readers, especially in Cavite during the incumbency of the writer as superintendent of schools in 1951-52. But much is yet desired in matters of holding workshops preparatory to writing the readers and in focusing upon the functional aspects to improve the habits of living of the people as was done in the Sloan Experiment of Kentucky in which each locally prepared reader aimed at persuading the people to increase production of food, to serve more milk and eggs in the diet of growing children, and to encourage more leafy vegetables in the diet.

Earlier in this chapter the writer advanced the suggestion that the community school provide organizational machinery adaptable to curriculum modification and enrichment. In addition to the foregoing type of local instructional materials, there should be prepared cooperatively by teachers and others concerned broad and flexible courses of study and resource units.
Techniques and Procedures

The techniques and procedures of any community school are not pre-fabricated means of community improvement applicable ready made to any situation; they are tailored from available resources and vital problems of the people in the school service-area. Foremost in the consideration of any project of community improvement as observed in all the cases included in this research is a thorough knowledge of and familiarity with the community itself and the principles underlying community-school development.

Leaders and educators do not rush into the midst of the community and undertake improvements after meeting a few leaders and explaining their noble intentions at a mass rally. While this might seem to succeed in quickly showing tangible results, its very nature is sporadic and temporary; and the moment such leadership stops, community-service projects dwindle away. Every community has certain mores, folkways, superstitions, and beliefs that may run counter to the very improvement educational leaders desire to effect. Long years of living, conditioning, and patterning have made the people stubborn about radical changes. The people tend to look with suspicion upon any change that would uproot their firm anchorage in the old-time community. Such community beliefs, mores, and folkways are deeply rooted and go deeper and deeper with each succeeding generation. Therefore, these mores and folkways should be respected, and desirable changes for community welfare should be introduced gradually with much tact and resourcefulness on the part of the leaders. Acceptance of school leaders by the
community is the starting ground, the initial spark that kindles the fire of enthusiasm in the people.

The teacher who desires to use effective techniques and procedures to achieve results in community welfare should possess in written and organized form complete data regarding the four types of community resources discussed earlier. He should then identify the community's vital problems and needs in each of the six areas of living as also presented earlier. It is therefore necessary that the teacher become thoroughly familiar with some tools and techniques for gathering the much-needed information and data about the community where he teaches.

Group work and community dynamics are central to all community procedures. Likewise, democracy and good public relations should be observed at all times. The organizational and administrative procedures should be integrated as much as possible in designing techniques and methods for community schools. Some techniques of group work which can very well be applied in the community-school programs of the Philippines are discussed in the following paragraphs.

In the Philippines, community assemblies and mass meetings have become regular institutions in most barrios and villages. Among other things, they should be used: (1) to share with larger group the inspiration and vision of a few persons for community welfare; (2) to obtain ideas from a large number of persons; (3) to introduce a program of community cooperation, starting first from activities acceptable to the community; and (4) to report to the assembly the progress and conclusions of small-group efforts.
In utilizing mass meetings, a number of problems have been anticipated in order to initiate the program with success. There must be, first of all, an assurance that all members of the community or their representatives are present. In many community schools, personal visits and letters are used to secure attendance.

A second problem is to plan an appealing program. A home-town boy who has attained prominence may be made the chief speaker of the occasion, pointing out the needs of the community. Or the mass meeting might feature a motion picture or a play showing the present stage of development of the community and what it might become. Any of these techniques may be used to arouse interest in community welfare.

A third problem is to secure active participation by all members of the audience. Active participation by all may be secured by dividing the large group into small groups of about six to eight members each. After getting acquainted with one another, they choose a chairman, a recorder, and a reporter. They discuss a simple community problem within the limited time available, giving each member a chance to express his ideas on it. The reporter from each small group then briefly reports to the large group the best ideas that have crystallized out of the small group.

Institutes and workshops are techniques of in-service education for the school people and members of the community. Some of these are being held in the Philippines, but more and more emphasis should be given to the full participation of lay citizens.

The wise selection of members of a group is the foundation of success. Each member of the group should be able to contribute to the
solution of the problem or to the procedure being followed. There should be persons who have first-hand experience with the problem, persons who are calm, and who can communicate clearly and can incorporate the ideas of others into a summary statement. If it can be avoided, it is best not to include an individual who is bent on disrupting the group. Leadership may rotate among the members of the group.

Interaction is a necessary characteristic in the group process. The essence of interaction is purposeful behavior. It is a chain response: what one member says or does evokes a response from others, which, in turn, acts as a stimulus to further action. Interaction is an experience full of emotion and tension. Even in the most congenial group, tension is aroused in the course of discussion. Tension mounts high when it is repressed or dominated by the chairman or any leader in the group, or when discussion becomes aimless. It can be relieved by humor or by clarifying the issue.

One reason why group discussions become disappointing to many members is that some important contributions are lost, and problem-solving does not seem to progress at all. To avoid this, the leader should be responsible for catching good ideas, no matter how feebly expressed, and relating them to one another and to the goal toward which the group is moving. This may be done during a meeting, at the end of a meeting, or at the beginning of the following meeting to review progress to date. In these summaries, the leader demonstrates his capacity for listening and learning, understanding, clarifying,
and relating the diverse contributions of the group. Soon the other members begin to do likewise.

Teachers do not always communicate readily with other members of the community; they are so often in a different world and speak another language. Similarly, members of the community do not always accept teachers or understand the pedagogical expressions which they use. Other semantic difficulties also prevent two-way communication. Word meaning needs to be clarified for the group. At times meanings grow out of individual experiences. All these difficulties should be recognized in order to assure a two-way communication between teachers and members of the community or among the group members working together for a common goal.

In order to improve the group process, observation and evaluation are necessary. In a small group, it is often desirable to appoint one member to observe and evaluate and then later render his report to the group. In a large discussion group, like the convention of Philippine superintendents in which eighty or more are present, three members with a chairman might be designated as the evaluation group.

The analysis of interaction is a complicated process; it requires diligent and continuous study of the pattern of group activity, not merely a single effort. The relations and behavior of members among themselves over a period of time are indispensable in evaluating the group process.
Nurturing the Community Idea

Community improvement through the school does not happen by itself, neither is the idea imposed upon the people of the community. The investigator's study of many American community schools bears out the fact that the process of development is slow and gradual. Usually, the idea starts from a felt need or problem affecting either the school or the community. In one American instance, the problem of decreasing attendance in the school furnished the necessary motive for four hundred citizens looking at their school to survey its problems and to undertake remedial measures for the general welfare of the community. In other cases, the problem started from the socio-economic need of the community to conserve food during the season, resulting in the installation of a canning factory and a quick freeze. In the Sloan Experiment in Kentucky, the need stemmed from the problem of improving the health of the people of the community through education in the one-teacher schools. In Stephenson, Michigan, the need arose in the thinking of the community as to how the large woodland of scrub pines which are useless for lumber, posts, or wood pulp could be turned into a useful product to provide gainful occupation for hundreds of people in the community. This consideration resulted in a fence factory which today is grossing an annual sale of over two million dollars.

In the Philippines, similar situations could easily arise from the need for improving the diet of the people, and from the desire to provide clean surroundings and sanitary facilities in the homes, particularly in the rural areas; and instead of a quick freeze and a
small canning factory which are not suitable to the resources and needs of the average Philippine community, rice mills could be installed in connection with the schools in regions that are far away from milling centers; or on rotation from a community school, portable logging equipment could be loaned at a nominal cost to lumbermen and thus raise their family income; or a community feed mill might be established in places engaged extensively in poultry raising to lessen the cost of production.

Once the problem is realized, it should be graphically portrayed on a chart with facts and figures for presentation to the people. In practice, it has been found advantageous for school officials and leaders to take time for careful planning before presenting the problem to the community in order to forestall possible opposition to the program. There should be some sort of "feeling the way," so to speak, to avoid possible negative reaction on the part of the people and the community. The project is then usually started at an opportune time, and at the psychological moment after the setting has been prepared to ensure favorable reception of the community-service project. The leaders concerned have been sounded-out in advance; the people have sensed the problem and the need for its solution; and provision is made for the democratic participation of every one who is free to express his views on the problem under consideration.

Ordinarily, the first meeting involves the school officials, the community leaders, the resource persons, and some people who are willing to give time and effort for the solution of the community
problem. During this meeting, the problem is presented in concrete form. A temporary presiding officer, usually a community leader who has demonstrated genuine interest in public service, is designated by the group to direct the preliminary discussion. A temporary secretary or recorder is also selected to record the discussion that may transpire in this meeting. In this informal discussion, a concrete plan for another general and more representative meeting is tentatively drawn. The date, time, place, the participants, and the reasons for the public meeting to be called are determined by this group which meets temporarily and which volunteers to do much of the necessary preliminary work. The guest speaker or the resource person is selected, and provision is made to include him in the program. Teams of persons may volunteer to interview the people in their homes and on their farms in order to persuade them to attend the forthcoming meeting and talk about their school and community problems. In addition, a directory is prepared, and letters and invitations for the projected meeting are sent out to all community agencies, organizations, and families.

An adequate interval of time is allowed to elapse before calling a general public meeting. Efforts are directed to include all agencies and organizations in the community.

During this public forum, spearheaded by a guest speaker or a resource person, the people focus upon some vital problem of the community. More interest is secured from the audience if some slides or a film of some community which has made improvements in similar situations is shown. Every delegate representing an organization is given
a chance to express his views freely. Much of the later success of any community enterprise depends to a great extent upon the democratic participation of the various agencies and organizations in the community.

In this meeting, the people may decide the kind of organization to be formed to take charge of the community-service projects. The formation of this organization usually emerges from the spontaneous desire of the assembly. No definite pattern is imposed. It is conceivable that no organization at all may materialize from the first meeting. Whatever plan is taken, however, the choice should come from the free will of the assembly. Before any deliberation is made, a resource person on group work may discuss the various types of community organization possible and point out those found successful in other community schools. This does not assume that what is successful in one community would logically be so in any particular community because a number of factors have to be considered such as differences in the economic level, quality of participation of the people, resources, and the needs of the community. After the resource person is heard, the assembly may then decide what pattern of organization to form. It may be possible that the assembly is not ready yet to make such a decision and may indefinitely postpone the final formation of any community organization. A situation may possibly arise in which the assembly has decided to delegate the choice of an organization to a committee which is charged with drafting a tentative design to be discussed in the next meeting. Group process involving various community agencies and organizations is quite slow and unpredictable. The community leaders, therefore, would find
it expedient to bear this situation with patience and to follow through with the democratic process until a functioning committee is organized.

Whatever type of organization comes out of this initial groundwork, there is almost always some form of community organization to attack the problems for the general welfare of the community. These organizations include the parent teacher organization, the community council, the community coordinating council, the public school citizens' committee, or the small group community council. As observed by the writer on his visits and in his library research, these organizations may have the following features:

(1) There is a constitution and by-laws, giving the purposes of the organization; types and qualifications of membership; officials, their terms of office, and their functions; and committees and their corresponding activities.

(2) There is an executive body which directs the over-all community-service program. This function may reside in the president or director, the board of directors, or any other executive group.

(3) There are a planning committee and action committees. The planning committee coordinates plans and designs with the executive body and the action committees. The action committees execute the plans through the interaction of the various agencies, organizations, and citizens of the community.

(4) Democracy and the group process are the keynotes of all deliberations, participation, and interaction involving the school board, the school staff, the parents, the citizens, and the students.
in the planning and attainment of the community-service projects.

(5) The school as a unit, working in cooperation with other community agencies, interest groups, and organizations; is involved in this interaction to raise the level of living in the school-service area.

Once the council or group officials are elected or appointed and standing committees are designated, it is necessary for the director or the executive body to examine the entire organization in order to determine what coordination of activities is possible. Ordinarily, as observed in many American school organizations, a meeting of the chairmen of all standing committees together with a resource person is called in order to talk over further problems and to secure a more-coordinated program of activities. This step cannot be accomplished in a meeting or two; usually it requires a series of meetings and is a continuous process since new problems come up as each committee tackles the big task of community improvement in its particular area.

At this stage, it sometimes becomes desirable to make new contacts, to invite new resource persons, and to undertake new types of approach to meet the ever-changing community problems. The course of action may change from one of purposeful direct attack on the problem to a mere building of a community's recreation activities in order to gain the confidence of the people. The initial attack may be merely that of getting in harmony with the community's major religious influence to ensure the cooperation of the people, or it may start from a felt need of a socio-economic nature. It is likely to start with
the pressing need of the schools to render effective education for its people.

As the project advances and interaction results in the group process, there is provided a period for the rendition of the reports of the different committees. This is usually done before the people in a public meeting. In this appraisal of accomplishments charts and illustrations are essential to inform the people of the facts of the progress of the community project.

It is possible that some community projects as planned have made little progress. A concrete analysis of the factors that prevent progress should be made and the results presented to the public.

In practically all community schools visited and studied, the investigator noted that the community is duly informed of the progress made in the various community projects. Periodical publications are done in the school journal and in the local newspaper. In other instances, the progress of the work is mimeographed or printed in a bulletin form as a report to the people of the community in which each parent receives a copy. As observed, the published report is issued to the parents during the public meeting called for this purpose. The publication of the progress report has proved to be an effective medium of keeping the community well informed, and it becomes an instrument of engendering good public relations, especially in enlisting the support of the community as a whole.

There is no end to the community-development program. Technology, science, and inventions have brought about new changes in the
life of the people and in their method of work. New problems arise that call for new solutions. Hence the cycle of planning, executing, evaluating, and reporting becomes a continuous process as long as the people desire to participate in the on-going concern of improving the quality of living both for the individual and the community.

**Evaluating the Program**

The investigator failed to find a comprehensive program of evaluation either in the schools observed or in the schools studied through literature received from them. Nevertheless, in the analysis of some American community-school projects certain principles have been derived which seem to be operative in evaluating the success of the community program. These principles are as follows:

1. The administrative staff, the teachers, the pupils, and the parents share in setting the program of evaluation. Weekly evening meetings with parents for this purpose were noted in one instance.

2. The main criterion for evaluating the success of the community program is the degree to which it meets the needs of the youth and the adults in the developmental task of improving the quality of living. Although there is no statistical evidence to support the extent of community progress among the school districts studied, yet in such communities where a canning factory and quick freeze were installed, a feed mill was established, recreation centers were provided, and school facilities were
extended to the homes of the people, there seems to be valid observations to the effect that the level of living has been raised and improved.

3. The teachers share in the evaluation of the program by noting the behavioral changes among the students, and by observing the attitudes, reactions, and general acceptance of the people in the community.

4. The pupils share in the evaluation by self-appraisal of their own participation and behavioral changes in the program of community-service projects.

5. Among the instruments for evaluation observed in use are the various types of tests, diary and records of the individual pupil, and physical measurements and health examinations. In one instance the program of studies provided evaluative instruments on a three-point scale for the school plant, instructional purposes, the curriculum, health practices, fundamental skills, art and music activities, adaptations of the curriculum to individual needs, the community and the school, the teacher, supervisors, principal, and the school.

6. In many community schools, it was observed that teacher-parent conferences, both with and without the pupil present, have helped a great deal in clarifying the evaluative program as well as in securing the cooperation of the parents and the pupils.
Earlier in this report was stressed the community-school concept of two-way services: that it utilizes the community resources to enrich and improve its curricular offerings while at the same time it promotes general community welfare by raising the standard of living, by promoting economic literacy and security, by creating more opportunities for wholesome recreation, and by opening its facilities for servicing community projects. In view of these desired outcomes, therefore, the determination of the progress of community schools in the Philippines will depend considerably upon an adequate evaluation of the following items:

1. Community-school organization and administration
   (1) Democracy as it operates in all levels of community-school planning, executing, and appraising.
   (2) The community council
   (3) The school council
   (4) Uses made by lay citizens of school buildings, grounds, and equipment.
   (5) Participation of teaching staff, non-teaching staff, community groups, and laymen.

2. The utilization which the school makes of the community resources
   (1) Natural resources
   (2) Human resources
   (3) Technological resources
   (4) Institutional resources
3. Progress in the improvement of living in the community
   (1) Healthful living
   (2) Social and civic living
   (3) Vocational living
   (4) Recreational living
   (5) Aesthetic and creative living
   (6) Moral and spiritual living

4. The techniques and procedures used to facilitate the attainment of desired community welfare
   (1) Curriculum
   (2) Classroom activities
   (3) Extracurricular activities
   (4) Coordinated work experience

5. The effectiveness of the data-gathering devices for recording and measuring the necessary evidences as to whether or not and to what extent the goals set are being attained as demonstrated by the changed behavior of the pupils and the community adults.

6. The professionalization of teachers
   (1) Professional courses in colleges and teacher-training institutions designed for teachers of community schools
   (2) In-service growth of teachers for community schools

7. School buildings and grounds, facilities, and equipment
   (1) Adequacy of classrooms, auditorium, gymnasium, and
other facilities

(2) Adequacy of school grounds - playground, campus, athletic field, orchard and garden

(3) Adequacy of health clinic, washing lavatory, drinking facilities, and school toilets

(4) Adequacy of vocational and home-economics equipment and facilities

One of the principles of evaluation involves its continuous nature. Whenever a teacher and pupils make choices, render decisions, or attach some value to the pupil's work, evaluation is taking place. This appraisal is done on the basis of personal standards or criteria; otherwise one has no basis for evaluation.

Similarly, if the teaching staff decides to embark on a co-ordinated and group-directed appraisal rather than rely on what has been going on informally among individual teachers, then evaluation becomes self-perpetuating and continuous. Evaluation in a community school begins when teachers sense the existence of a problem which can be isolated and described. Let us assume that the school staff has become concerned with the problem of democracy for the improvement of living, but the program of the community school lacks clearly defined goals, and that the objectives need to be redefined and translated into observable teaching and learning practices. Democracy is an all-embracing subject and unless broken into definite teaching situations for the several grades, then education becomes a trial-and-error process. Once agreement on definite matters is reached among
the staff and community members, the next step is to decide what values the evaluating committee considers to be essential in carrying out the goals of democracy which the school desires to attain. In a practical way this is really reduced to such a question as; "What is good so far about what we are doing in democracy and what needs to be improved?"

When such a step is taken, the appraisal procedure may be said to have a well-considered beginning.

The planning should be participated in by all concerned. Somewhere along the line, the writer has indicated as another principle that the planning of evaluation should be a cooperative endeavor by all persons who are involved. The teaching staff, the pupils, the laymen, community groups, and parents should be represented in the evaluation committee. Since the community school is a two-way service between the school and the community, it is essential that all parties concerned cooperate in this evaluative process. The feeling of "we-ness" should emerge very naturally and through the group process; in this way real group understanding and rapport are established.

Throughout the previous discussions, it was emphasized that the community school aims to improve living in the six areas cited. In constructing the objectives, therefore, it is necessary to break down the six areas of living into teaching objectives, and for each objective, there should be indicated observable behavior being sought from the children as desirable changes. Below is an illustration of how a basic objective may be broken down into teaching objectives and what the corresponding behaviors being sought are.
An objective for social and civic living

The community school promotes the democratic process in all its group actions in the school and in the community:

1. To develop appreciation for others and respect for their rights
2. To help the child see that his welfare is the welfare of others
3. To develop the attitude of expressing one's opinion freely in group meeting
4. To abide by the decision of the majority while respecting the minority

The foregoing illustration should serve as a guide for the evaluating committee in developing objectives and in determining the appropriate observable behavior to be sought. The writer realizes that this is a difficult task and that the process requires technical skill and considerable training and experience. But as the evaluating committee works together, division of labor may be adopted; and the big task covering six areas of living may be broken into small parts and then assigned to subgroups. At the beginning, it is desirable to concentrate on only a few objectives, particularly those that the rural communities need very badly during the launching of the project.

Following are the steps in evaluation which the writer proposes.
They are in keeping with the steps advocated by most writers in the field of evaluation.

(1) Setting of goals or objectives to be evaluated in the six areas of living

(2) Stating these objectives as observable behaviors

(3) Providing favorable situations where these observable behaviors can be studied

(4) Gathering evidences of growth through the use of evaluative instruments - tests, scales, records, sociograms, etc.

(5) Interpreting and appraising the data to determine the growth or progress in the achievement of objectives

(6) Implementing the decisions made by the evaluating committee and based on new facts and findings for changes or modifications in method, curriculum, objectives, evaluative instruments, or practices.

In Retrospect

The foregoing presentation, beginning with Chapter 1 and continuing through Chapter 9 to this point, has been the report of a study which the writer has made of a number of community schools in the United States with the hope that some of their effective practices, with proper modification and adaption, can very well be applied in public education in the Philippines. The writer desires to point out the fact that in spite of the prevailing cultural differences between
the United States and the Philippines, the people and families in these two countries have certain similar characteristics; they all strive to get better food, clothing, and shelter; they all want to share their experiences with one another; they all want to live happily in abundance and in peace with other people; and they all want to improve their living. Moreover, in the southern part of the United States there is a large underprivileged rural group whose conditions and resources for farming and living are in many respects identical with those obtaining in the Philippines. To the extent that this high degree of similarity actually exists, the writer believes it safe to assume that the community schools which the writer personally observed in the South would include many situations which could be adapted to serve the needs of the rural communities in the Philippines.

The writer, however, is very much aware of the fact that in a transcultural study, there is no pre-fabricated or neatly developed formula ever ready to transform community life in the Philippines. Usually, these techniques and practices must be tailored in terms of available resources, cultural setting, and vital problems of the people within the community. Hence, the investigator's attitude has been of a developmental and experimental nature.

The investigator has become convinced that the community-school concept is consonant with the meaning of democracy, and that the community school is one of the best means for promulgating democratic living at the local level. When local citizens cooperate in determining community problems and help in solving these problems then
democracy becomes a living process. The people will get the amount and quality of education they want for their children only as they share with teachers and school officials the important responsibilities of agreeing upon the purposes of education, determining who should be educated and to what extent, deciding what should be taught, and evaluating the effectiveness of education as it improves the quality of living for both the individual and the community.

In bringing this report to a close the writer would like to reiterate a number of statements which he considers to be very descriptive of the community school and which might well be characterized as basic principles of the community school. These are:

1. The community school exemplifies the democratic process in that it is a cooperative enterprise for all concerned.

2. The community school accepts the philosophy that the school belongs to the people and should serve the people which support it.

3. The community school uses efficient machinery for the attainment of its objectives.

4. The community school undertakes surveys to identify the problems and needs of the community in order that the people may work better for community improvement.

5. The community school has a broad, flexible blueprint for attacking its problems and needs.

6. The community school uses community resources.

7. The community school offers opportunity for two-way services.
8. The community school undertakes community-wide study involving people from all segments of life.

9. The community school builds good public relations.

10. The community school decentralizes power in the making of final decisions.

The writer sincerely hopes that the emphasis that he has placed on the values of the community school and the principles he has enunciated in this report, together with the suggestive techniques and practices that he has presented, will bear fruit in his native country --the Philippines-- in the development of a kind of public education which improves the quality of everyday living among the Filipinos.
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APPENDICES

A—Request for Materials about Community Schools
   --- "Thank You" Letter

B—Check List Used During The Observation of Community Schools

C—The 119 Interest Group Projects of Holtville School, Alabama
Mr. John Doe  
Superintendent of Schools  
Community Center, Kentucky

Dear Mr. Doe:

I am a Unesco Scholar from the Philippines in THE OHIO STATE UNIVERSITY doing research work on SCHOOLS AND COMMUNITY IMPROVEMENT.

In view of the special emphasis you are giving to improve living in the community through the schools, either in the elementary or secondary or in both, I shall appreciate it very much if I could be furnished at the above address free copies of any publications that describe your community-school program. It is anticipated that this study will be published, in which case proper acknowledgment will be made of the assistance of all who contribute to the study.

I wish to thank you most sincerely for your cooperation in this study to advance the cause of research in community-school education.

Sincerely yours,

Emiliano C. Ramirez

APPROVED BY ADVISORY COMMITTEE:

Professor Laura Zirbes  
Professor Roald F. Campbell  
Professor Charles B. Mendenhall  
Professor William R. Flesher, Chairman
Mr. John Doe  
Superintendent of Schools  
Community Center, Kentucky  

Dear Mr. Doe:

Thank you very much for the nice letter and printed materials you sent me. I anticipate a profitable study of them in connection with community-school programming in the Philippines. I wish to assure you further that it has been my pleasant experience to hear from you.

Should you happen to be in the Philippines, I shall be most happy to take you around.

With kindest regards,

Very cordially yours,

Emiliano C. Ramirez  
Unesco Scholar, The Ohio State University

Home Address:  
Bacoor, Cavite, Philippines
APPENDIX B - CHECK LIST USED DURING THE OBSERVATION OF COMMUNITY SCHOOLS

I. Name of School ________________________________
   County or city ________________________________
   Characteristics of community: consolidated, village type ______
   Principal and Superintendent ______________________

II. Community-School Resources Used. What are the resources used by the school in the attempt to improve living in the community? List them.
   1. Natural resources
   2. Human resources
   3. Technological resources
   4. Institutional resources

III. Community and School Interaction to Improve Living. How does the school involve the community to improve living? List the various achievements and on-going projects of the school under each category.
   1. Healthful living
   2. Social and civic living
   3. Vocational living
   4. Recreational living
   5. Aesthetic and creative living
   6. Moral and spiritual living

IV. Community-School Leadership and Participation. How was leadership secured at the start of the project? What participative roles are played by each in the community school? List the activities undertaken or performed by each.
   1. The leader
   2. The teacher
   3. The pupil
   4. The layman
   5. The resource person or consultant

V. Activities and Procedures Observed in the Community Schools. List the activities and procedures observed under the following headings:
   1. Organization affecting community school
   2. Administration of the community school
   3. The curriculum
   4. Classroom activities
   5. Student activities
   6. Work experience
   7. School camps, libraries, and recreational centers
   8. School assembly
   9. Guidance and counseling services
   10. Use of building, ground, and equipment by the people and community
   11. What evaluative instruments, if any, are used in the attainment of the goals of the community schools?
APPENDIX C - THE 119 INTEREST GROUP PROJECTS
OF HOLTVILLE SCHOOL, ALABAMA*

1. Current events 48. Church group
2. Barber shop 49. Auditorium group
3. Crafts 50. Store
4. Refrigeration 51. Bookkeeping
5. Electricity 52. French
7. Glee club 54. Airplane group
8. World history 55. Survey group
10. Home Economics II 57. Mechanical drawing
11. Home Economics III 58. Junior homemaking
12. Typing 59. Football
13. English 60. Orchestra
16. Journalism 63. Auditing
17. Literature 64. Agriculture I
18. F.H.A. 65. Agriculture II
19. First aid 66. Agriculture III
20. Dance class 67. Agricultural mathematics
21. Speech choir 68. Basketball
22. Chemistry 69. Hatchery
23. Plays 70. Lettering
24. Biology 71. Spelling
25. Sewing crafts 72. Art
26. General science 73. Programs and shows
27. Personal service 74. Printing
28. Health 75. Spanish
29. Student NYA 76. Repair work
30. Physical education (girls) 77. Sewing club
31. Physical education (boys) 78. Reading group
32. Canning 79. Scrapbook group
33. Practical mathematics 80. Salesmanship
34. Business arithmetic 81. Alabama government
35. Photography 82. Woodwork
36. Recreation group 83. Radio
37. Library group 84. Physics
38. Band 85. Plane geometry
39. Planning committee 86. Track
40. Speech class 87. Office practice
41. Junior speech 88. Sociology
42. Sanitation 89. Commercial law
43. Shorthand 90. Oratorical contest
44. 4-H Club (girls) 91. Cheer-leading
45. 4-H Club (boys) 92. F.F.A.
46. Banking 93. Garden group
47. Junior journalism (continued)

94. Weaving
95. Pottery
96. Posture class
97. Piano
98. Mechanics
99. Plumbing
100. Movie operating group
101. Farm machinery
102. Dramatics group
103. Guiding
104. Junior pre-flight
105. Pre-flight
106. English readers
107. Telephone
108. Dental clinic
109. Materials bureau
110. Woodwork (NYA)
111. Machine shop (NYA)
112. Auto mechanics (NYA)
113. Girl Scouts
114. Shop mathematics
115. H. B. I.
116. Observers' club
117. Debating group
118. Lunchroom
119. Latin-American history
I, Emiliano Castro Ramírez, was born in Bacoor, Cavite, Philippines, March 8, 1905. I received my secondary-school education in the Philippine Normal School (now Philippine Normal College), Manila. My undergraduate training was obtained at The National Teachers College, Manila, from which I received the degree Bachelor of Science in Education in 1938. From the University of the Philippines, I received the degree Master of Arts in 1940. From 1926 to 1952, I held positions in the Bureau of Public Schools, Philippines, as classroom teacher, elementary- and secondary-school principal, curriculum assistant in the General Office, instructor in normal schools and colleges, and provincial superintendent of schools. While Superintendent of Schools for Cavite, Philippines, in 1952 I received an appointment as UNESCO Scholar in the Ohio State University, where I specialized in research and evaluation in the Department of Education. I held this position for one year and nine months while completing the requirements for the degree Doctor of Philosophy.