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ABSTRACT

A CASE STUDY OF A RESPONSE TO AN URBAN CRISIS: THE PONTIAC HUMAN RESOURCES CENTER

By

Everett Joseph Williams

The major purpose of this study was to identify the economic, social and educational disparities existing in the inner-city of Pontiac prior to the construction of the Human Resources Center and to determine what impact the Human Resources Center has had on the Pontiac community in terms of alleviating some of these disparities.

The population for this study centered around key personnel who represent a cross section of responsible adults who are an integral part of the Pontiac community. This cross section encompasses persons of different races, ages, ethnic origins, professions and political persuasions. Data were gathered by personal interviews through the use of an instrument designed by the writer with the assistance of a member of the Department of Research and Evaluation, Michigan State University. The respondents for this study consisted of ten Black parents, ten White parents and four Chicano parents; ten Black

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teachers, ten White teachers and four Chicano teachers; three Black community leaders and three White community leaders; seven administrators, three board members, two clergymen, two city commissioners and two business men. Data were then organized, examined and presented.

Major Findings

Based upon the data, the major findings of this study are:

1. The Human Resources Center at Pontiac is meeting the educational needs of youngsters. Respondents are satisfied with the education the children are receiving and think the children feel positive about the Center. The Human Resources Center is regarded as being better than other public schools.

2. Basic education, high school credit classes and college credit classes are adequately provided by the Human Resources Center while vocational education, retraining and adult seminars are perceived as being inadequate.

3. The Human Resources Center is providing for the recreational, enrichment and social service needs of the area residents; however, there is need to increase the social services available for the area residents.

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4. The Human Resources Center is instilling community pride into the area residents through its programming, and the area residents do participate in the policy-making and programming of the Human Resources Center. The data do suggest a need for more involvement on the part of parents who are not presently motivated to participate or to be involved.

5. The most outstanding feature of the Human Resources Center is the open school concept; i.e. differentiated staffing, team teaching, individualized instruction and continuous progress.

6. The most glaring shortcoming of the Human Resources Center is a lack of inter-Center and intra-Center communications.

7. More jobs have become available to the area residents since the construction of the Human Resources Center. It has provided job opportunites for teachers in the area. It has provided part-time jobs for non-professionals, and it is felt that more jobs will become available with improved programming in vocational education and retraining.

8. Property values in the immediate area of the Human Resources Center have not increased. This

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is attributed to the out-migration of the people from the central city area and poor housing conditions.

9. The construction of the Human Resources Center has not helped in the stabilization of the surrounding neighborhood area. An analysis of the data indicates that better housing, and reduction of crime and drugs in the inner-city would be prime factors in any stabilization of the neighborhood.

10. The Human Resources Center should become the problem-solving agency for the economic, social, as well as educational problems of the community it is designed to serve.

11. The greatest advantage of bringing agencies and school together as in the Human Resources Center is the proximity of the agencies to the community residents.

12. The most tangible and measurable benefits to the city of Pontiac as a result of the Human Resources Center are a better education for parents and children plus a more productive citizenry.

13. The Human Resources Center should actively and systematically seek financial support to achieve its goals and objectives. Most of the respondents would contribute if the Human Resources Center were in need of funds.

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14. The specific inner-city conditions that the Human Resources Center will alleviate or eliminate are illiteracy, the drop-out rate, poor social services, and poor race and social relations.

15. Educational opportunity, recreation and social services are seen as the most salient opportunities offered to the respondents personally by the Human Resources Center.

Recommendations

Based on the findings in this study and information gathered as a participant observer at the Human Resources Center, the writer recommends that:

1. A system be developed to improve communications within the Human Resources Center and for dissemination of information outside of the Center.

2. The Human Resources Center provides a school-community relations program to reintroduce its objectives to the staff and area residents.

3. The city and local officials be given an orientation on the total program of the Human Resources Center.

4. Social services for the area residents be increased especially in the areas of medical, dental and legal aid services.

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5. Consideration be given to the hiring of more minority teachers to enhance the self-concept of minority children.

6. More classes be offered for the area residents in vocational education, retraining and adult seminars.

7. A training program be developed for residents from the Human Resources Center community so that they may become para-professionals and teachers.

8. Objective evaluators from all strata of society be brought into the area to see if the people in the area are being listened to, heard, understood, appreciated for themselves and not a carbon copy of the dominant culture.

9. The non-motivated and ethnic minorities be encouraged to come into the Human Resources Center and assist in evaluating the resources of the Human Resource Center and the community.

10. The compensatory provision of Urban Corps and the Short-Term Teacher Training Program be continued and expanded to strengthen the unique role of the teacher. The different role of the teacher in the inner-city classroom cannot be minimized.

11. The Pontiac Board of Education become more closely allied with teacher training institutions for

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preparation of new teachers and for inservice preparation of existing personnel.

12. The community school program takes a holistic approach to the development of children. The community school concept cuts across a broad spectrum of age levels, programs and attempts to meet the needs of people in the community. It is recommended that the philosophy of the program be expanded and many more programs be specifically designed and implemented for primary and pre-school children.

13. A study of the implications of the type of community involvement exhibited by the Human Resources Center community should be initiated. More meaningful and significant relationships may be identified through an extensive study.

14. The city of Pontiac attempt to fulfill its commitment of improving the physical surroundings of the immediate areas of the Human Resources Center especially the financial grants which allow home improvements.

15. Classroom teachers become involved in awareness programs whereby they cease to impose conformity and learn to cherish what each pupil brings from his culture into the classroom setting.

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16. A study be done at a later date to evaluate the goals and objectives of the Human Resources Center in light of the changing times.

A CASE STUDY OF A RESPONSE TO AN URBAN CRISIS: THE PONTIAC HUMAN RESOURCES CENTER

By

Everett Joseph Williams

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and Higher Education

1972

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Special acknowledgment is due to Dr. Joseph H. McMillan, the chairman of the doctoral committee, who has given the writer constant encouragement and patient counsel throughout the study and during the past year.

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Gratitude goes to my dear friends Norward Roussell and Dr. Loretta M. Butler whose constant drive, knowledge and determination were an inspiration in the completion of this project.

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The writer is indebted to the Charles Stewart Mott Foundation for its financial support as a Michigan State University Mott Doctoral Intern during 1971-1972.

The author is extremely grateful to his wife, Melva, for her love, companionship and assistance and to his daughters, Melva and Eileen, for their understanding. Finally, due to unusual and difficult circumstances, a very special thanks to my son, David, who made the greatest sacrifice of all and made it with a smile. It is to him that I dedicate this manuscript.

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CHAPTER I

INTRODUCTION

Introductory Statement

The many problems being experienced by the cities today are due to a magnitude of factors. Some of these factors are economic, some are sociological and others are educational. The flight to the suburbs by white, middle-class America, and the rush to the city by rural, poor and unskilled workers literally divest the inner-city of the kind of diverse people with various backgrounds and tax-paying residents needed for a viable and innovative school system.[1] It appears then that the cities may become the home for only the very poor, and the city school systems may serve only the children of the poor.

William Perel and Philip Vario give credence to the above statement in their discussion of urban problems: "The departure of the middle class and the consequent reduction of the value of private homes in the case of

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[1]Mario D. Fantini and Milton A. Young, Design in Education for Tomorrow's Cities (New York: Holt, Rinehart and Winston, Inc., 1970), p. 1.

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the city, together with a loss of taxable property has already led to a lower tax base for the city."[1]

William J. Condon describes some of the forces for economic decay in the inner city of Pontiac as the physical deterioration of the neighborhood; deterioration of homes, more renters and absentee landlords, home owners with lower incomes and an increased population with two or three families living within a single unit.[2]

The emergence of a sociological gap between urban and suburban living with respect to racial isolation and social stratification is obvious in most of our large cities today. The city of Pontiac is no different. Since the Black is a product of racial discrimination, he is committed to living, mostly, in the central city. A high level of housing segregation has forced black children and other minorities to become racially isolated simply because of the rigid residential requirements which confine them to the inner city and the inner-city schools.

Kenneth Clark, in his Dark Ghetto, speaks of what happens in the central city to schools and its people when racial isolation and social stratification take place:

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[1]William M. Perel and Philip D. Vairo, Urban Education: Problems and Prospect (New York: David McKay Company, Inc., 1969), p. 19.

[2]William J. Condon, "The Process of Planning and Seeking Support for a Human Resources Center for the City of Pontiac" (unpublished Ph.D. dissertation, Michigan State University, 1970), p. 6.

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> Unless firm and immediate steps are taken to reverse the present trend, the public school system in the Northern cities of America will become predominantly a segregated system, serving primarily Negroes. It will, in addition, become a school system of low academic standards, providing a second-class education for underclassed children and thereby a chief contributor to the perpetuation of the "social dynamite" which is the cumulative pathology of the ghetto.[1]

The United States Commission on Civil Rights reports in Racial Isolation in the Public Schools that the majority of Negroes still are "have not" Americans. Small advances in their overall economic and social position have not altered significantly their situation. In every American city today, most Negroes inhabit a world largely isolated from the affluence and mobility of mainstream America.[2]

The causes of racial isolation in city schools are complex and the isolation is self-perpetuating. The United States Commission on Civil Rights remarks that at a time when financial burdens of central cities and the demands for social services have been growing, cities have been losing fiscal capacity. Cities which formerly surpassed suburbs in educational expenditures are now falling behind. State education aid fails to equalize

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[1]Kenneth B. Clark, Dark Ghetto (New York: Harper Torchbooks, Harper and Row, Publishers, 1967), p. 112.

[2]John A. Hannah, et al., Racial Isolation in the Public Schools (Washington, D.C.: Office of Education, Government Printing Office, 1967), p. 15.

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the growing disparity between suburban and central city public schools. This disparity adds further impetus to the existing movement of affluent white families to the suburbs.[1]

Conant's observations in Slums and Suburbs describe the startling contrast to be found between the quality of education received by children in slums and children in affluent suburbs. He suggests curriculum reforms, teacher training programs, revised graduation requirements and so on. However, he framed these recommendations with the general statement: "The contrast in the money spent per pupil in wealthy suburban schools and in slum schools of the large cities challenges the concept of equality of opportunity in American public education."[2]

The outcomes of education for all students are influenced by a number of factors including students' socio-economic backgrounds, the social class background of their peers and the quality of education provided in their schools. Youngsters from wealthy families usually have available to them the highest quality of educational services. This gives them the opportunity to maximize their intellectual potential and to apply their learning in such a way that will lead to high income, high social

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[1] Ibid., p. 71.

[2] James B. Conant, Slums and Suburbs (New York: McGraw Hill, Inc., 1961), p. 145.

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status, possession of material goods and access to many personally pleasing experiences. At the other end of the ladder, a youngster from a socially less advantaged and economically depressed home, usually has waiting for him low-quality school services which inhibit development of his intellectual capacities and subsequently curtail his ability to earn a living, accrue comforts and feel fulfilled.

Educational disparities of inner-city schools are many and varied. The Coleman Report attests to the fact that schools attended by disadvantaged youth are commonly staffed by teachers with less experience and lower qualifications than those attended by middle-class whites.[1]

Harold Howe, in his testimony before the Advisory Commission on Civil Disorders, stated that many teachers are unprepared for teaching in schools serving disadvantaged children. This lack of preparation makes this experience so traumatic that teachers become frustrated and either resign or transfer to another school. Moreover, the more experienced teachers normally select schools in white neighborhoods, thereby relegating the

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[1]James S. Coleman, et al., Equality of Educational Opportunity (Washington, D.C.: Office of Education, Government Printing Office, 1966), p. 25.

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least experienced teachers to the disadvantaged schools. This process reinforces the view of ghetto schools as inferior.[1]

In virtually every large American city, the inner-city schools attended by Blacks, Chicanos, Puerto Ricans, Indians and poor whites are the most overcrowded. As the flight to the suburbs continues and as white youngsters withdraw from public schools, they are replaced by black youngsters and members of other minority groups. This reflects the fact that the black population is relatively younger, has more children of school age, makes less use of private schools, and is more densely concentrated than the white population.[2]

Overcrowded schools have severe effects on education. The most important effect is that teachers are forced to concentrate on maintaining classroom discipline, and thus have little time and energy to perform their primary function--educating students.[3]

Inner-city schools are not only overcrowded. They are usually the oldest and most poorly equipped. In regard to equipment, the Coleman Report says that Black pupils have fewer of the educational facilities

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[1]Otto Kerner, et al., Report of the National Advisory Commission on Civil Disorders (Washington, D.C.: Government Printing Office, 1968), p. 239.

[2]Ibid., p. 240.

[3]Ibid.

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that seem most related to achievement. They have fewer books per pupil in their libraries and their textbooks are less often in sufficient supply.[1] Critics of the Coleman Report hold that the above conclusion is not necessarily warranted. Coleman himself, at a later date, states that the child's social environment, his family and his fellow students affect his achievement most, and the non-social aspects of his school environment affect it very little.[2]

Also, it should be kept in mind, that more often than not, the quality of education offered by inner-city schools is diminished by the use of curricula and materials not suitable to the life experiences of the students. Designed to serve a middle-class culture, much of the educational materials is irrelevant to youngsters of the racial and ethnic minorities particularly those in the inner-city ghetto. Only recently have textbooks featured any Black personalities or members of other minorities in a positive vein. Very few books reflect the harsh realities of life in the ghetto or contributions of minorities to the country's history or culture.

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[1]Coleman, op. cit., p. 241.

[2]James S. Coleman, "A Brief Summary of the Coleman Report," Harvard Educational Review, "Equal Educational Opportunity" (Cambridge, Mass.: Harvard University Press, 1969), p. 259.

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In a comprehensive survey conducted in 1968 by the Michigan Department of Education on "The Treatment of Minorities in American History Textbooks," it was concluded that the history textbooks used in the Michigan school districts were seriously deficient both in omission and comission, in terms of their fair recognition of the achievements of ethnic and racial groups.[1]

Again, in the fall of 1970, the Michigan Department of Education conducted a second survey of school districts to determine what impact the survey conducted in 1968 had, and the names of the textbooks used at that time. The survey concluded that insufficient progress had been made in the past several years in the area of the treatment of minorities in American history textbooks.[2]

In September, 1970, The Daily Tribune of Royal Oak, Michigan, The Detroit Free Press and The Pontiac Press all reported the story concerning the publication of the Oakland County Book of History, 1820-1970 in which flagrant omissions concerning minorities were made.[3]

Despite the overwhelming need, our society spends less money educating inner-city children than children of the suburbs. There is evidence that the dispairty in

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[1]Michigan Department of Education, "A Second Report on The Treatment of Minorities in American History Textbooks" (Lansing, Michigan, April, 1971), pp. 2-11.

[2]Ibid., p. 11.

[3]See Appendix A.

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educational expenditures for suburban and inner-city schools has developed in parallel with population shifts. The Civil Rights Commission found that in 1950, ten to twelve central cities spent more per pupil than suburbs; by 1964, in seven of the twelve, the average suburb spent more per pupil than the central city.[1] J. Alan Thomas in his report on School Finance and Educational Opportunity in Michigan clearly demonstrates the financial arrangements which operate in Michigan, showing that the inequalities resulting from these arrangements do in fact translate into inequalities in school services, and primarily to the detriment of lower socio-economic status children. Thomas concludes: "The most favorable opportunities (in terms of school services . . .) are available to students who live in districts of (a) high per pupil state equalized valuation, (b) high expenditures per pupil for education, (c) large size as measured by enrollment, (d) high social class in terms of levels of income, quality of residence, and a preponderance of higher status occupations."[2]

In summation, there is ample and conclusive evidence as revealed in the studies presented and others

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[1]Hannah, op. cit., p. 27.

[2]J. Alan Thomas, School Finance and Educational Opportunity in Michigan (Lansing: Michigan Department of Education, 1968), p. 63.

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which will not permit more elaboration that not only is there evidence of economic disparities, but equally as much evidence of social, educational and psychological disparities. The growing economic, social and educational disparities between cities and suburbs are reflected in practically every facet of the educational environment of city and suburban schools. An example of one attempt at removing some of these disparities is the Human Resources Center in Pontiac, Michigan. Urban Design Associates of Pennsylvania, designers of the Center, said in their recommendations that the Human Resources Center concept at Pontiac offers a unique approach to problems of urban communities.[1]

The Human Resources Center (hereafter referred to as the H.R.C.) in Pontiac, Michigan, was constructed as a response to certain acknowledged economic, sociological and educational disparities existing in the Pontiac community. This case study will identify these disparities and explore the extent to which the H.R.C. has alleviated the inequalities in the above mentioned areas.

This new kind of educational center is intended to deal with needs through comprehensive planning. Recognizing that the public school system is only one

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[1]Dick Robinson, "New Horizons Seen at Resource Center for Pontiac Schools," The Pontiac Press, February 20, 1968.

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agency concerned with human needs, it is nevertheless asserted that education can serve a much broader role than it has in the past.

The H.R.C. is an educational institution designed to help people develop their talents and human potential throughout their lives. Services and programs in the H.R.C. are conducted for children in their pre-school years, children in their elementary school years, out-of-school youth and adults.

The Center is conceived of as achieving integration through usage, being based on the broadest range of community interests, needs and facilities. It is intended that the H.R.C. will eventually serve approximately 2,100 students from its immediate area as well as provide educational programs for many others on a city-wide basis. The Center uses advanced techniques of instruction and organization, permitting adaptation to the widest possible range of ability, interest and progress.

Objectives of this kind demand a radical reorganization of the school system's traditional approaches to its educational goals, curricula, teaching devices and to school architecture. With all of the foregoing in mind, the inception of the H.R.C. as an educational innovation is designed to create a climate for a more beneficial use of the most effective of the traditional and modern demands of society.

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In addition to innovative excellence, the H.R.C. offers auditorium and exhibition facilities to the city; in-service training programs for Pontiac's educators; adult education; community services in the areas of health, welfare and family counseling; facilities for pre-school programs; and facilities for inter- and intra-community civic activities.

A more detailed description of the H.R.C. and its objectives will be presented in Chapter III of this study.

Statement of the Problem

> Urban centers are becoming socially divided by race, income and class. The concept of the Human Resources Center offers a unique approach to problems of our urban communities.[1]

The major problem of this study is to determine if, in fact, the H.R.C. is achieving this conceptual goal. Sub-problems of this study are: (1) the identification of problems relative to economic, sociological and educational disparities in the Pontiac community prior to the opening of the H.R.C. and (2) to assess the extent to which the H.R.C. has been effective in alleviating these disparities.

Some information with respect to the problems of the people in the central city of Pontiac prior to the opening of the H.R.C. will be useful in understanding these problems.

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[1]A Report from the Office of the School Community and Human Relations, Human Resources Center, Pontiac, Michigan, 1971, p. 1.

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The city of Pontiac is located on the northern end of the greater Detroit Metropolitan region. It is one of the fastest growing metropolitan areas in the nation in terms of population, and by the year 2000 is expected to be the center of an urban region of one and a half million people.[1]

Anyone examining the structure of the city will readily see how it reflects its position as the center of the region. Highways and railroads connect the center of the city with every part of the region, radiating out from the center. This excellent transportation system has attracted industries which have located along these highways and railroads. Most notably of these industries is the General Motor's Pontiac Division.[2]

While all of these routes for transportation are apparently signs of a prosperous city, they also serve as a hindrance. They separate one residential area from another. To some degree, this situation has been responsible for the deterioration of the central city areas. The growth in the suburbs, with easy access to the city, the competition for business in the outlying areas and shopping centers, and the flight to the suburbs

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[1]Demographic study done for Pontiac Board of Education by Urban Design Associates, 1967 (see Appendix B).

[2]See Appendix C (map showing Pontiac's transportation, commercial and industrial development).

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by white middle-income persons who commute to work have all aided in adding to the plight of the central city of Pontiac.

Before the construction of the H.R.C., the Black population, together with the Spanish American community, made up 39 per cent of the city's population.[1] However, the schools in the southern part of the city were from 90 to 100 per cent non-white. The schools in the remainder of the city were predominantly white. The coincidence of poverty with the non-white ghettos and school districts demonstrates the difficulty that young people have in overcoming segregated and disadvantaged backgrounds.[2]

In the central city of Pontiac, prior to the building of the H.R.C., two of the schools were over sixty years old. Another was over forty years old. There were needs for services, mental and physical, special education, social and legal.

The deterioration of the neighborhood and the homes, couples with a lack of police protection, fire

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[1]Black population alone constituted 30 per cent according to the figures of Mr. Charles Spann, Director of the Human Resource Department, City of Pontiac.

[2]The incidence of poverty as reported to the U.S. Office of Education on March 1, 1971, by the Pontiac School District was estimated at 34.7 per cent. Median Black family income was estimated at $4,678. Median income of all families was $6,011.

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protection and trash collection were all forces pressing on the central city of Pontiac.

The above mentioned forces create problems which need to be solved. These forces are:

(1) The expanded needs of people for services, and the attempt by various federal, state, local and private sources to meet these needs have led to a multitude of service programs for area residents.
(2) A trend toward economic decay within the central city area.[1]

The following paragraphs will briefly treat each of these as they are formed and resolutions that might be found to these problems.

While there are many services available to people in the inner-city, it is difficult for a person in need of services to know what services are available and even more difficult to use all of the sources which are available. The school district offers some services. The federal government offers many programs under the Department of Health, Education and Welfare, and some sixty Pontiac Area United Fund Agencies offer many of the very same services.

While all of these services are made available to the area residents, one of the main problems is that so many of the residents themselves do not know which services are available to them. And even if they were aware

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[1]From statement of Pontiac Board of Education on Human Resources Center: "The Condition to be Altered."

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of the social services they would not know how to make contact. Any steps taken to solve these problems for inner-city residents must first look at the problem of providing office space and secondly devise a method of coordinating the many services that are available to the area residents. Thus, services would then become readily available and accessible in the local community.

The second force in the central city area is the trend toward economic decay within the neighborhood. Certain trends have become evident. There has been a slow, physical deterioration; homes are boarded up, more and more poor and minorities move in, homes for middle-class whites and Blacks are absent, middle-class whites and Blacks continue the procession out, and single family dwellings house more and more people. City services which are provided are the same as before, but they must provide for a larger population in this single area. These include such things as police protection and trash collection. There is constant mobility in and out of the neighborhoods.

According to the Talus (Transportation and Land Use Study) data of 1965-66, Pontiac's population is not stable but experiences constant turnover. This situation is exemplified by the following:

> 21.5% of the residents have lived in the city less than 51 weeks
> 32.0% of the residents have lived in the city for 1 year but less than four years, and

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14.6% of the residents have lived in the city for four years but less than 9 years[1]

More than two-thirds of the population has been in Pontiac for nine years or less. These transient populations do not identify with neighborhoods or schools. The time and energy of adults living in this economic situation are spent mostly in meeting the basic needs of their families. This transiency, of course, presents educational problems for the students in the neighborhood. The teaching staff is faced with the challenge of working with students with limited life experiences and lower achievement levels. Classrooms are often overcrowded. Very often the teachers face a negative or apathetic attitude on the part of both parents and students. Transition in the neighborhood provides a constant change in student population.[2]

All of these trends of economic transition are complicated even further by the ever-changing political complexities such as the current concerns of liberation, integration, separation and freedom, and the philosophical and social ideologies in conflict. As white families move to the suburbs, black and other minority families move in.

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[1]Percentages quoted from the 1965 Transportation and Land Use Study (Talus) conducted by Ervin Ruben.

[2]See Appendix D for Pontiac's School District 1969-70 Student Mobility Summary.

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In cooperation with the city and urban renewal, a special program provided by a school district in the central city area might be able to take some steps to counteract these trends. This is the hope of the Human Resources Center. The city of Pontiac and its people recognized the need to stabilize its population if it were to capitalize on the economic future of this growing area. The building of the H.R.C. was the first major project towards this stabilization. The city, the school district and the area residents felt that the H.R.C. would provide a course of action that might assist in the solution of many of the above mentioned problems. The real question then is whether the H.R.C. will provide methods for dealing with the present needs of the people as previously described and provide answers for meeting the future needs of inner-city residents of the Pontiac community.

This, in brief, is the setting in the city of Pontiac before the introduction of the H.R.C. It is out of this setting that this study hopes to determine the impact the H.R.C. has had in alleviating some of the problems of the inner-city residents of the Pontiac community.

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Assumptions

Some of the important assumptions of this study are:

(1) That information and data are available to make comparisons that will be useful in determining if the H.R.C. is achieving its stated goals;

(2) That in light of this available data and information, the impact of the H.R.C. on the urban problems of Pontiac can be determined;

(3) That there is need to analyze and use the data and information gathered with respect to the impact of the H.R.C. on the urban problems of Pontiac for similar efforts in Pontiac and central cities elsewhere, now and in the future.

Purpose of Study

It is the purpose of this study to: (1) identify disparities existing in the Pontiac community prior to the opening of the H.R.C., (2) assess the extent to which the H.R.C. has been able to alleviate the disparities identified and (3) use the research findings and the data from the study to propose hypotheses with respect to the impact the H.R.C. has had in alleviating urban problems in the city of Pontiac.

The purpose of this study is not to evaluate any programs at the H.R.C., but to look at the total effect

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of the combined activities and programs of the H.R.C. as a means of responding to the needs of inner-city residents.

Importance of Study

Urban problems are not unique to Pontiac, Michigan. Charles A. Reich succinctly states in the Greening of America:

> America presents a picture of drastic poverty amid affluence, an extremity of contrast unknown in other industrial nations. . . . These closely related kinds of inequities are not the accidents of a free economy, they are intentionally and rigidly built into the law of our society. . . . [1]

This illustrates the depth of the problem existing in America today. We are being forced by the growing evidence of crises in urban areas to explore as many alternatives as possible to respond to the variety of problems in the urban setting.

The H.R.C. in Pontiac, Michigan, possibly will provide a new and viable alternative to solving some of the urban problems so prevalent in American society today. The search for a model or some strategy which will assist educators in their efforts to aid all children and people in the urban setting is desperately needed. An editorial which appeared in the Detroit Free Press voiced a similar concern: "Without a doubt, it is time that the growing apartheid, particularly in our large cities

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[1]Charles A. Reich, The Greening of America (New York: Random House, 1971), p. 5.

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where educational failures are so salient, is dealt with by some strategy or strategies that will greatly diminish prevailing racial patterns and accomplish major improvements in the quality of urban education.[1]

Methodology

The case study approach will be employed in this study to permit the investigator to use a variety of methods and resources to obtain the data needed.

Data will be obtained as follows:

1. A focused interview schedule will be used for individual informants (see Appendix E).
2. Descriptive data on the H.R.C. and the city of Pontiac will be obtained from records and reports located in the H.R.C., the state department, and the city of Pontiac.
3. The news media will be used to obtain extant data and information so that recent developments can be given proper consideration.
4. Public records, including census information, will be used to obtain demographic descriptions of the local community.

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[1]Editorial, Detroit Free Press, January 12, 1972, Sec. A, 4-A, cols. 1-2.

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5. There will be examination of available documents including school board minutes and policy statements, court rulings and orders.

6. Since this writer was a participant observer at the H.R.C. for six months, he will make use of this technique. His involvement in school, community groups, voter registration drive, food co-op organization and an endless amount of private conversations will be indispensable in providing not only valuable data, but an appreciation for the complexities involved in studying the operations of the Human Resources Center.

7. From these findings will be developed hypotheses with respect to the feasibility of the H.R.C. as a viable model responding to the needs of inner-city residents.

Delimitations of the Study

It has been mentioned intentionally those things which are a part of this study. In contrast, it should be noted that some areas are excluded from this study. The effects of desegregation are only brought to bear in its relationship to the improvement of the sociological and educational implications of the H.R.C.

The political aspects involved in the development of the H.R.C. will be mentioned only as needed in

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discussing the pressure from the community in dealing with the move toward solutions to observed problems.

Discussions of economic disparities will be limited to a comparison of what existed before and after the opening of the H.R.C.

The case study approach will be used and any evidence presented is applicable to the local setting under study and should not be generalized universally.

The findings of research pertaining to the effect of educational innovations upon the attitudes of people are difficult to assess. The H.R.C. with all of its purported aims in meeting the demands of the times by including all of the educational innovations is no guarantee that the social issues--race, ethnic, social class and other cultural differences--will be eliminated.

The fact that much of the research on education that affects minorities has been done by members of the dominant culture.

Summary

In this chapter, the background for the study has been described, and the statement of the problem outlined in some detail. The basic assumptions were stated, and the purpose of the study was indicated. Also, the procedure to be used is explained.

The importance of the study and a summary concluded this chapter.

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Chapter II contains a review of related and pertinent literature.

Chapter III gives a description of the H.R.C. and its objectives.

Chapter IV contains the presentation and description of data.

Chapter V contains a summary, conclusions and recommendations.

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CHAPTER II

SELECTED REVIEW OF THE LITERATURE

The review of the literature for this study encompassed the following areas:

(1) A brief history of compensatory education and its theoretical and philosophical framework;

(2) The educational park concept;

(3) Learning and the poor--environmental determinants.

The History of Compensatory Education

The history of compensatory education is of very recent origin. Modern educators place its formal beginning in the United States about 1956. Compensatory education has been practiced on a massive scale for several years now in many cities throughout the nation.[1]

Some of the early and most publicized programs of compensatory education are: The Demonstration Guidance

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[1]Robert F. Morgan, "Compensatory Education and Educational Growth," in Racial Crisis in American Education, ed. by Robert L. Green (Chicago: Follet Educational Corporation, 1969), p. 187.

Project in New York, 1956; The Banneker Project in St. Louis, 1957; The Higher Horizons Program in New York, 1959; The Great Cities Program, 1961; The Head Start Program, 1965; and The Follow Through Program, 1967.

The Demonstration Guidance Project was initiated in New York City's Junior High School 43 to pre-select and stimulate students with high potential from disadvantaged environments. This was the first major probe at systematic model building for compensatory educational programs. The project began with an experimental group of 700 seventh, eighth and ninth grade pupils all of whom were Black and Puerto Rican. This program was declared a success because of the improvement of reading ability and school marks, increased school attendance, increased I.Q. figures, reduction in discipline problems and an increase in parent participation.

Some of the results reported for the Pilot Demonstration Guidance Project follow:

1. Median gain for the first 7 months in remedial reading was 1.4 years; individual gains were as high as 5.4 years.
2. Median gain in remedial mathematics was 1.2 years; individual gains were as high as 4.5 years;
3. Median score on the Stanford Reading Test given the ninth grade experimental group showed a gain of 15.8 months in paragraph meaning; 172 eighth graders showed a gain of 2 years in comprehension, 2.2 years in vocabulary and 2.1 years for the total Stanford Reading Test over a period of 1.4 years that had elapsed between tests.[1]

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[1]D. Schreiber, "Identifying and Developing Able Students from Less Privileged Groups," High Points, XL (1958), 5-23.

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It was concluded that supposedly uneducable children from lower socio-economic backgrounds can successfully learn and progress in a reorganized school environment. The parents as well as the children were enthusiastic about the program.

The Banneker Project in St. Louis was one of the largest compensatory projects in the nation. Under the direction of Sam Shepard, the project sought to improve student achievement by raising the expectations of teachers, the motivation of students and the aspirations of parents. The first three years of this project demonstrated significant academic gains for many pupils. Dr. Sam Shepard expressed enthusiasm for the program and reported "greater interest in school among the students, better behavior, better attendance, harder working teachers, and excellent cooperation from parents."[1]

The Higher Horizons Program was patterned after the Demonstration Guidance Project. It differed from the Demonstration Guidance Project in two respects. First, Higher Horizons sought to reach a larger group of culturally deprived children, not limited to only those who showed academic promise. Instead of 700 youngsters, 12,000 were included, and three years later

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[1]Joe L. Frost and G. Thomas Rowland, Compensatory Programming: The Acid Test of American Education (Dubuque: Wm. C. Brown Company Publishers, 1971), p. 89.

in the program 64,000 youngsters were involved. The program concentrated in four areas:

1. Teachers were trained and encouraged to improve both their expectations of students and their own ability to teach the disadvantaged.
2. Counseling and guidance services were extended and increased in an effort to raise student aspirations and to provide greater opportunities for employment and further education.
3. An effort was made to broaden the cultural backgrounds of students by attending museums, libraries, colleges and concerts.
4. The upgrading of skills in reading, writing and arithmetic by providing special teachers.[1]

The Higher Horizons Program was based upon the premise that change desired in an individual child can be best brought about by directly influencing the child himself.

Jacob Landers, in his progress report to the Board of Education of the City of New York, sums up the philosophy of the Higher Horizons Program in this manner:

> Higher Horizons is an organized effort to effect a major breakthrough in the education of those who need special help to be able to make their maximum contribution to our American democracy. It has established the basic philosophy and indicated the major areas of operation. It inspires hope and supplies the personnel to translate that hope into reality. What might formerly have been done sporadically or in isolation is now part of a total program, with far greater impact upon the child. If Higher Horizons has done nothing else, it has provided a rallying point in the fight for our disadvantaged children, and a peg upon which all--supervisors, teachers, parents, and pupils--might hang their hopes.[2]

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[1]Hannah, et al., op. cit., p. 124.

[2]Jacob Landers, Higher Horizons: Progress Report (New York: Board of Education of City of New York, 1963), p. 98.

Head Start began during the summer of 1965 and operated under the federal Office of Economic Opportunity. It involved some 550,000 youngsters nationwide. Its purpose was to help children of limited opportunity who were to enter kindergarten or first grade. Children were stimulated to learn simple things they had not learned in the home such as how to talk in sentences; how to make a mark with a pencil; how to distinguish one color from another; the concept of counting, or wondering why, or asking questions; and most important, learning to feel good about one's self and one's successes.

Coupled with this, a broad array of services were provided. Organizations, parents, churches, and other social institutions were utilized. Volunteers even played an important role. They included doctors, nurses, parents, young people from high school and colleges.

When evaluated by those considered authorities, many of the early Head Start Programs produced highly significant increases in school readiness. For example, The Department of Child Psychiatry at John Hopkins University found that following the first summer program the children gained approximately thirty-one to forty points over children who had not attended the Head

Start Program on the Peabody Picture Vocabulary Test.[1] The Mental Health Society of Staten Island, New York, declared that on an Intellectual Ability Test they were able to measure a gain of some fourteen months.[2]

In spite of these early successes, however, the benefits of special preschool stimulation were not enough, apparently, to sustain the children in later school experiences. A comprehensive study of Head Start was conducted for the Office of Economic Opportunity by Westinghouse Learning Corporation and Ohio University from June, 1968, through May, 1969. The basic question posed by the study was: "To what extent are the children now in the first, second and third grades who attended Head Start programs different in their intellectual and social personal development from comparable children who did not attent?"[3]

The study concluded that summer programs which showed no traceable effect should be scrapped in favor of year-round programs which do have discernible, if slight effect.

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[1]Helen E. Rees, Deprivation and Compensatory Education (Boston: Houghton, Mifflin Company, 1968), p. 167.

[2]Ibid.

[3]Frost and Rowland, op. cit., p. 55.

The Follow-Through Program was authorized under Title II of the Economic Opportunity Act. The first year the program served some 18,000 low-income youngsters who had a full year's experience in a Head Start or comparable preschool program. Follow Through is funded by the Office of Economic Opportunity and is administered by the United States Office of Education. The program is designed to reinforce the educational gains made by students in kindergarten and first grade and each fall it expands allowing youngsters to continue in the program.

The Follow Through Program offers comprehensive services in several components: instruction, nutrition, health, social and psychological services and staff development. The major elements in a child's environment--the school, the family, the neighborhood and the community--work together to minimize adverse influences and to maximize beneficial effects on learning and development.

Follow Through has concentrated on a variety of approaches in an effort to gain new knowledge regarding program effectiveness. Recently, a limited number of communities participated in the development and evaluation of projects. Results from these programs are not yet available, but they will, hopefully, provide meaningful guidelines for future programming efforts.[1]

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[1] Ibid., p. 90.

The Great Cities Program for School Improvement was the result of concerns about urban school problems by city educators. These city educators came together to discuss their concerns and their recommendations were made in 1959. This group prepared one of the first documents calling attention to the special educational needs of urban children whose backgrounds and environment differed from the prevailing culture. As a result, experiments in the education of the culturally deprived began in 1960 in the major urban areas. These programs were assisted by grants from the Ford Foundation and organized under the title of the Great Cities School Improvement Program.

Some of the programs that grew out of this project are briefly described by Helen E. Rees:

> Baltimore--The Early School Admissions Project was planned to attempt to establish a foundation for the continuity of experience to promote parental understanding of the growth and development of children and the roles of parents to augment and increase the effectiveness of the projects staff through the involvement of volunteer personnel, and to better coordinate their work with community agencies.
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> Buffalo--In the development of a program adapted to the needs of the culturally different, the emphasis was placed upon the raising of the academic achievements of the pupils in five of the elementary schools, particularly in the area of reading, by introducing necessary services through additional personnel, among whom were reading specialist, special reading teachers, and speech therapists.
>
> Chicago--A special project here was planned for the development of an improved program for boys and girls over 14 years of age who had not graduated from the eighth grade, through the planning of an in-service and an out-of-school program; the

in-school phase has grown into Educational and Vocational Guidance Centers where these children may be grouped in nongraded classes for intensive help.

Cleveland--The phases of the public school program which have received attention and considered successful because of their more promising practices are: An intern program for prospective teachers, organization of dropout prevention programs through the industrial arts and the home economics departments involving the least likely pupils. Other satisfactory innovations were the preorientation for new teachers, and programs for secondary reading, home visitations, after school and Saturday recreation, and a summer camp.

Detroit--The promising practices here related to the reinforcement of the teaching of reading in the classroom, the encouragement of reading for pleasure and information, the development of an "integrated," urban environment reading series for grades one, two and three, the organization of a summer school program, and the use of the project school as a community agency.

Houston--An effective practice emerged from the Talent-Presentation Project as a back-to-school drive conducted during the month of August when twenty teachers were employed to screen, and to visit homes of the students enrolled in the project classes and of those who would be eligible for the incoming class.

Milwaukee--School Orientation Centers were established for the culturally deprived children of in-migrant and transient parents to help them to adjust to the community, to provide remedial help, and to prepare them for regular classwork.

New York--In addition to the Demonstration Guidance Project, the programs for dropouts, for junior high school career guidance classes, junior guidance classes, and teacher recruitment for special service schools have been most successful.

Philadelphia--This city added a bi-lingual coordinator for its project to work with Spanish-speaking parents and help them to establish a stronger bond with the schools, and has put special emphasis upon pointing out the importance of the language arts teacher's responsibility in providing for the improvement of communication skills and the structuring of the reading program.

Pittsburgh--Team teaching and flexible programming have been points of interest in the planning of education for the deprived children, with special emphasis upon the "more able pupils."

St. Louis--A combined academic and vocational program was set up which was aimed at the economic independence for students who would otherwise join the army of dropouts, and this group has received special counseling and assistance from both the school and the employer.

San Francisco--The need was felt to provide extra services to be of particular help to the teacher of culturally deprived pupils in order to extend their practice of individualized instruction. This has been promoted through their School Community Improvement Program, Superintendent's Compensatory Program, the State Compensatory Education Program, Youth Opportunity Center, and the Drama Demonstration Projects.

District of Columbia--The emphasis here was also on the language arts, and the practice was established to assign one language arts special teacher to work with the primary children in a school which served the deprived; the direction here points to the development of a curriculum innovation with the teaching of our standard English to these children as a second language.[1]

The above programs are by no means the only programs conducted in these cities. This only points out the direction some programs have taken and may indicate how future programs in other cities may be more effectively planned, executed and evaluated.

Theoretical and Philosophical Framework of Compensatory Education

Deutsch, in referring to the "deprivation hypothesis" notion, states that " . . . the lower class child enters the school situation so poorly prepared to produce what the school demands that initial failures are almost inevitable."[2]

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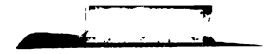
[1]Rees, op. cit., pp. 227-29.

[2]Martin Deutsch, "The Disadvantaged Child and the Learning Process," in Poverty in America, ed. by L. A. Ferman, J. L. Kornbluh, and A. Haber (Ann Arbor: University of Michigan Press, 1968), p. 477.



In studies by Sexton[1] and Clark[2] it is further emphasized that schools in economically deprived areas perpetuate the continuation of this negative growth rate. And, that urban education is one of America's greatest dilemmas.

Thus, the primary goal of compensatory education is to remedy the education lag which exists between disadvantaged students and the growth population, and thereby narrow the achievement gap between "minority" and "majority" students. Ginzberg asserts that it is almost universal to state that the disadvantaged child receives an inferior education.[3]

The two basic theoretical tenets which guide most of these compensatory education programs at any educational level are the "average children concept" and the "social deprivation hypothesis."

The "average children concept" essentially states that all children, except for a rare few born with severe neurological defects are basically much alike in mental

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[1]Patricia Sexton, Education and Income (New York: Viking Press, 1961); "City Schools," The Annals of the American Academy of Political and Social Sciences, March, 1964.

[2]Kenneth Clark, "Education of the Minority Poor--The Key to the War on Poverty," in The Disadvantaged Poor: Education Imployment (Washington: Chamber of Commerce of the U.S., 1966), p. 173.

[3]Eli Ginzberg, The Negro Potential (New York: Columbia University Press, 1956).

development and capabilities. It further states that apparent differences in mental development and capabilities in school are due to superficial differences in children's upbringing at home, their pre-school and out-of-school experiences, motivations and interests and the educational influences of their family background.[1]

Jensen points out that:

> Children with average or above average I.Q.'s generally do well in school without much attention. So the remedy deemed logical for children who would do poorly in school is to boost their I.Q.'s up to where they can perform like the majority--in short, to make them all at least "average children."[2]

In essence, all children are perceived as being more or less homogeneous. But, become heterogeneous because when they are out of school they learn, or fail to learn, items which may either help or hinder them in their work.[3]

The "social deprivation hypothesis" is the theory whereby those children of ethnic and racial minorities and the economically poor who achieve "below average" in school do so mainly because they begin school lacking certain necessary experiences which are crucial

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[1]This is the basic premise of the Federal program entitled "Head Start."

[2]Arthur R. Jensen, "How Much Can We Boost I.Q. and Scholastic Achievement?" Harvard Educational Review, XXXIX (1969), 1-123.

[3]E. Gordon and D. Wilkerson, Compensatory Education for the Disadvantaged (New York: College Entrance Board, 1966), pp. 158-59.

prerequisites for school learning--namely perceptual, attentional and verbal skills, as well as the self-confidence, self-direction and attitudes conducive to achievement in the classroom.

Thus, the major aim of preschool and compensatory education is to make up for these environmental lacks as quickly and intensively as possible by providing the appropriate experiences, cultural enrichment and training in basic skills.

Program Evaluation

Educational innovation has a long history of approaching evaluation and decision making on a very inadequate basis. Despite the almost universal acceptance of the compensatory educational commitment, there is very little in evaluation of these programs that approach the suggested criteria.

Gordon and Wilkerson contend: " . . . evaluation of compensatory education would seem to require a precise description of the newly introduced educational practices, of the specific conditions under which they are initiated, and of the populations to whom they are applied; the careful identification of target populations and of appropriate control groups for whom specified criterion measures are established; and the collection and analysis of data appropriate to the measures identified."[1]

[1]Gordon and Wilkerson, op. cit., p. 156.

In most instances, where evaluation studies have been made in regard to compensatory education programs, the reports typically show ambiguous outcomes affecting unknown educational and social variables. Gordon and Wilkerson further state:

> It is not yet clear exactly what helps which youngsters under what conditions. We do not know why certain practices that seem logically correct do not work. We have yet to determine which aspect of some of our more elaborate programs actually account for the reported changes.[1]

The Demonstration Guidance Project, the first and very successful program of the compensatory education movement, failed years later in a highly expanded form as the Higher Horizons program. Two factors influencing this failure were decreased per-pupil expenditures, and the negative perceptions of the Higher Horizons program held by its students and parents.[2]

Dr. Wilson Riles, who directed the Compensatory Education Programs for the State Department of California, testified at the California State Board of Education in House Hearings on Title I services that:

> Our research and evaluation have shown that piece meal projects which have attempted through a single shot to overcome learning handicaps caused by poverty have usually failed to result in demonstrable achievement gains. . . . We have found that projects which

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[1] Ibid., p. 157.

[2] Morgan, op. cit., p. 210.

concentrate at least $3.00 per child over and above the regular school program were the most successful.[1]

Other reports claim that compensatory education programs failed because program participants were racially isolated and their perceptions of this isolation were not conducive to high self-esteem or academic drive.

The U.S. Commission on Civil Rights in its Racial Isolation in the Public Schools concluded in its report that "compensatory education programs have been of limited effectiveness because they have attempted to solve problems that stem, in large part, from racial and social class isolation in schools which themselves are isolated by race and social class."[2]

Also, the Coleman Report indicates that "a pupil's achievement is strongly related to the educational backgrounds and aspirations of other students in the school" and that "if a minority pupil from a home without much educational strength is put with schoolmates with strong educational backgrounds, his educational achievement is likely to increase."[3]

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[1]California State Board of Education, "Supplemental Policies for E.S.E.A. Title I Projects Adopted by the California State Board of Education," California State Board of Education in House Hearings, February 14, 1969, p. 2,525.

[2]Hannah, et al., op. cit., p. 205.

[3]Coleman, op. cit., p. 12.

Amitai Etzioni in discussing the difficulties involved in bringing about any social change states:

> Probably the greatest disappointment educators have encountered in recent years, and have not quite come to terms with, is the failure of intensive educational campaigns to help children from disadvantaged backgrounds catch up with their more advantaged peers. . . . It seems to me that the key reason for the failure of compensatory education lies in the fact that the disadvantaged children are locked into total environments, which include home, neighborhood, parental poverty, discrimination, and inhibiting models of behavior. We cannot hope to change one without changing the others.[1]

After unprecedented expenditures in education, the large-scale compensatory efforts of the 1960's have had little overall effect upon the problems besetting the nation's ghetto schools. Kenneth Clark questioned whether any amount of money can improve education because the system is inefficient and ineffective. He states that

> . . . one of the problems in public education today is that money is subsidizing the inefficiency. I do not believe that funds appropriated by the federal government for public schools are having any positive effect in raising the quality of public education in America.[2]

Summary

The review of the literature has given a selected preview of some early compensatory education programs,

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[1]Amitai Etzioni, "Human Beings Are Not Very Easy to Change After All," Saturday Review, June 3, 1972, p. 47.

[2]Kenneth Clark, "Symposium for the Center for the Study of Democratic Institutions," The Center Magazine, January, 1970, p. 57.

their intent, and in many cases an evaluation by some authorities of their effectiveness or ineffectiveness. Given also in this review of the literature is the theoretical and philosophical framework of compensatory education, and finally, some problems involved in evaluation of compensatory education programs.

Even though we still do not know how to best educate socially deprived youngsters, we cannot afford to wait for better answers. The presence of these youngsters in the schools, the demands of parents and impatient communities, and a rapidly changing society demands that we strive to improve. Ellison wrote in "A School for the Day After Tomorrow": "Giant steps are required to lift American education into the twentieth century, and a great deal more than a giant step may be required to meet the challenges of the seventies."[1]

Ellison believes that the innovations of the sixties have failed to change our schools or to produce greater academic achievement, greater social responsibility or greater personal fulfillment of individuals.

> The failure of the innovations is that they start with today's school and attempt to modify it at some point of weakness. The fact of the matter is that you can't get there from here. We need a new model for a school. We need to think not of modifying today's schools in terms of needed

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[1]A. Ellison, "A School for the Day After Tomorrow," in The Elementary School Principles and Problems, ed. by J. L. Frost and G. T. Rowland, 1969, p. 514.

> changes, patching here and reworking there. We need to move out ahead, not to tomorrow's school, which probably must be a patchwork modification of today's school, but to a new school, one for the day after tomorrow.[1]

While a review of the literature does suggest a failure on the part of compensatory education, it should be noted that many promising leads arose from past and existing experimental programs. These leads will provide educators with those skills and resources which are needed for a successful effort.

Finally, the literature indicates that there is a very recent trend in the direction of compensatory educational programs. Almost all compensatory programs of the past have been concerned with improving some deficit which exists in the backgrounds of the poor and deprived. Some educators who have recently been getting considerable attention are Charles Valentine, William Stewart and Stephen and Joan Baratz. They suggest a new base for compensatory educational programs. Rather than emphasize the old deficit model of behavior which has been the prime base underlying most compensatory educational programs, educators, sociologists, psychologists and anthropologists should concentrate on the difference, bicultural models of behavior which are more realistic and humane.[2]

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[1] Ibid., p. 515.

[2] See Charles A. Valentine, "Deficit, Difference, and Bicultural Models of Afro-American Behavior," Harvard Educational Review, XLI, No. 2 (May, 1971), 137-57.

As stated in the beginning of this chapter, the review of the literature pertinent to this study proposes to analyze the concept of compensatory education, educational parks and environmental determinants as they relate to learning and the poor. In the following section, a brief analysis of the educational park concept is presented.

The Educational Park Concept

Public education for white, black, brown, yellow or whatever, affluent and poor is fundamental to the workings of our democracy. Quality education in a class-divided society must be provided for the poor, the workers, the professionals, the craftsmen and the elite so that all may make their contribution. If the people are to participate in a democratic society, if the dream of democracy is to be fulfilled, then the society has a responsibility to educate everyone of its people through a system of public education.

Schools are not only for the education of young people, but centers for people of all ages: young adults, parents of children, the elderly, people with no children at all, everyone who can use the educational, social and cultural facilities of this institution. Schools are the base of our society from which emerge future generations of young citizens. Schools are the centers for the communities to express and fulfill their educational,

cultural and even social needs through the organization and utilization of effective programs and facilities.

Unfortunately, things have not worked this way, particularly in our large cities. Public school systems are not achieving their educational goals, the kind of self-fulfillment and preparation that they ought to provide. Thus, many students, especially inner-city students, are being deprived of their due.

This state of affairs has created a highly explosive situation among educators, parents and students. Administrators feel enormous political and economical pressures; teachers find the old methods simply do not work; parents express increasing concerns, and students have lost confidence in schools.

This section of the review of the literature will look at (1) the brief history of the educational park, (2) its value as an agent of change and (3) its rols as a suggested model in meeting the academic needs of inner-city youngsters.

History of the Educational Park

The education park is not a new idea. As early as the turn of the century, Preston Search, then Superintendent of Schools of Los Angeles, proposed a school park for that city. Search felt that a healthy farm environment, away from smoking chimneys and congested urban

conditions, could lead to unconscious instruction, through the inclusion of such units as a zoological garden, a museum, and a miniature ranch.[1]

Search proposed a 200-acre site which would house the entire school population of Los Angeles in separate but related buildings. His theory was that Los Angeles tax payers could save money if the antiquated schools in the downtown area were to be sold, and land purchased and schools constructed on a 200-acre site on the outskirts of town. Search argued that the park would probably save money. As he put it, "Afterall, what are we living for if not for our children? The people are not tired of taxation for the schools, but they are tired of taxation without returns."[2]

Search emphasized that his school park would be more than a traditional institution, it would be a cultural center, library, vacation farm school and a meeting place for people of all ages.

Preston Search was well ahead of his time. He called for ungraded instruction, individualized comments by teachers instead of grades and student seminars. He also proposed a student teacher ratio of one to twenty-four.

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[1]Preston Search, The Ideal School or Looking Forward (New York: Appleton Publishing Co., 1901), p. 83.

[2]Ibid., p. 103.

The basic themes Search established for the park were a pastoral setting, the school as a community center and the park as a means of educational innovation.

In 1929, Radburn, New Jersey, a model community of 25,000 in the New York metropolitan area provided for a small-scale variation of the educational park by combining generous amounts of open space and community recreation facilities with new school construction. The plan called for a neighborhood development scheme in which 600 families were to be grouped around interior parkways and in which will be located a school, playground, tennis courts and community rooms.[1]

During the Depression, the Detroit schools proposed school complexes housing 6,000 to 10,000 pupils each, ranging from elementary to high school. One of these, the Roosevelt-Central Complex, was built originally on a site to effect savings on heating costs.[2]

In 1939, Glencoe, Illinois, completed a community park school on a 10-acre site. This was a school designed for adults as well as children, and it included a 1,000-seat community auditorium among its facilities.[3]

In 1946, Virginia and Edward Matson proposed a school and community center of fixed and movable buildings

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[1]Cyril Sargent, John Ward, and Allan Talbot, "The Concept of the Education Park," in The Schoolhouse in the City, ed. by Alvin Toffler (New York: Frederick A. Praeger, 1968), p. 187.

[2]Ibid., p. 188.

[3]Ibid.

in a garden setting of parks and playgrounds. They proposed a single site for all students from nursery school through junior college.[1]

In 1950, Charles Colbert, an architect for the New Orleans public schools, proposed a plan for school villages. He named two goals: (1) to effect economy in building of much-needed schools in the overcrowded Black slums of downtown New Orleans; and (2) to provide a superior education program for more than 9,000 students. His vision was of a suburban park that would provide specialized instruction in a beautiful setting, and hopefully some degree of integration. The George Washington Carver Park opened in 1958.[2]

> Colbert's proposal was a failure on all counts except two--the site and the enrollment. The ninety acre site was purchased; the construction cost which was proposed at 12 million was cut to 4 million. The three schools which make up the George Washington Carver Park was built to house 4,000 students now houses 8,000. The complex, even at this writing, has never been other than tokenly integrated, and the park is located in one of the most severe poverty areas in the city of New Orleans. Among the most complex problems in this community are those related to basic attitudes, reading needs, communication, motivation and human relations. Even the most basic needs of the children and parents have not been met over the years. The cycle of poverty, prejudice, and discrimination is distressingly visible as youngsters drop out of school at an alarming rate. The social forces within this community have been

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[1] Ibid., p. 189.

[2] Ibid.

> deteriorating and demoralizing to the extent that there has developed economically, spiritually, psychologically, and culturally damaging personalities.[1]

Since 1958 to 1970, according to Dr. Max Wolff and Benjamin Rudikoff's study on Educational Park Development in the United States some fifty-four cities have made proposals and are considering the construction of educational parks, educational centers, cultural educational park and a host of other names.[2] Another nineteen cities are in action planning stages, and sixteen cities are now operating educational parks or in the actual construction stages.

Implicit with the educational park concept are structural and physical changes for improving instruction. Because of its potential for changing the system, and providing meaningful experiences for inner-city youngsters, the park concept continues to attract attention.

Multiple-unit campuses for elementary education have been heralded as the solution to a combination of educational problems. David F. Sine of the Syracuse, New York School District, seems to regard the park concept as a panacea for all of education's ills. He points out that some educational parks are intended to serve

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[1]Note: This comment is by the author of this dissertation who has been an administrator in the New Orleans Public Schools for the past twelve years.

[2]See Appendix G.

grades ranging from kindergarten through high school, kindergarten through junior high or just high school.[1]

John H. Fischer argues that the school park may well offer a satisfactory solution to many critically important needs of urban America. Recognizing the shortcomings and misgivings of many other manipulative gestures in attempts to deal with urban school problems, Fischer downgrades redistricting, pairing, busing, freedom of choice and open enrollment as delaying tactics which do not get at the heart of the problem. Of all the plans that have been put forward in the urban sector, the boldest is the park scheme, according to Fischer.[2]

Perceived as a means of stretching limited dollars for capital improvements, the educational park also has been viewed as a boost to the sagging social ills of our urban centers. Max Wolff of Long Island University favors the park concept for sociological as well as economic reasons. He sees an interrelationship among the various problems of the cities and places the needs of public education at the top of the list. Of the educational park, he regards the concept as an innovation in the development of school design. Basically, the concept is

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[1]David F. Sine, "Education Parks," National Education Association Journal, LVII (March, 1968), 44-77.

[2]John H. Fischer, "The School Park," The Education Digest, XXXIII, No. 5 (January, 1968), 6-12.

a clustering of educational facilities in a campus-like setting. He cautions, however, that a mere cluster of buildings on one site is not automatically an educational park. Organized common facilities serving the schools on the campus are the unique ingredients of the park.[1]

An important consideration of the park concept toward finding racial remedies has been made by Pettigrew.[2] Among the benefits of the park plan are listed innovations, individualized instruction, wider course offerings, special facilities and coordination with other metropolitan social institutions. While the park design will fill some of the criteria of urban schools of the future, a dim view of the concept is taken because the capital cost alone appears prohibitive and commuter transportation will be a virtual nightmare. Even though the idea is viewed as expensive, it is considered worthy because of its vast potential.

Havighurst[3] notes the slow pace by which the park concept has advanced. During the 1960's, the idea received a great deal of attention. Many metropolitan

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[1]Max Wolff, "The Educational Park Concept," Wilson Library Bulletin, XLII, No. 2 (October, 1967), 175-76.

[2]Thomas F. Pettigrew, "The Metropolitan Educational Park," in New Models for American Education, ed. by Guthrie and Wynn (Englewood Cliffs, N.J.: Prentice Hall, 1971), pp. 184-93.

[3]Robert J. Havighurst and Daniel U. Levine, Education in Metropolitan Areas (Boston: Allyn and Bacon, Inc., 1971), p. 132.

areas seriously considered proposals of park plans for setting a new standard and direction for public schools. The chief attraction centered around the ability to mount a public school model that would be heterogeneous both in socio-economic class and racial composition. Havighurst concludes that though the idea is well suited to urban areas, financing and stiff opposition to the concept from black and white community residents tend to prevent the rapid growth of parks.

Pettigrew and Havighurst both recognize high cost as an insurmountable road block to rapid growth of park plans. Both agree, however, that it represents the wave of the future and should attract federal and foundation money to support it. Public facilities like interstate highways, bridges and airports have been successfully erected by combining sources of revenue. The same combinations of funds should be used to construct educational parks to benefit school children.

Aspects of the park concept hold significance for inner-city youth not because of the possibility of social class heterogeneity or of direct assault on de facto segregation, but rather on the humaneness in the total philosophy. The central and singular worth of persons as individuals, and option-filled flexibility are among the principal characteristics which commend the concept as a viable strategy for educational change.

The Parkway Program in Philadelphia, Pennsylvania is the classic exhibit of a new model for secondary education. An example of in-service management and personnel development sponsored and funded by federal sources, industry and the local school district, the Parkway Program only remotely resembles an educational park, but does embody some of the salient features. The Human Resources Center at Pontiac is another example of a school constructed with the educational park concept in mind, with monies other than local school district monies, and will be described in some detail in Chapter III of this study. Significantly, these two educational concepts are fashioned within the system and direct their emphasis to the needs of inner-city children. At the same time, these two concepts could offer fundamentally sound alternatives to the traditional pattern of schools.

> The year-round Parkway Program sets up new boundaries and provides a new framework in which the energy of all of us can be used in learning, not in maintaining an obsolete, inefficient system. . . . There is no school house, there is no separate building; school is not a place but an activity, a process. We are indeed a school without walls. Where do the students learn? Anywhere and everywhere.[1]

In the downtown area of the city, the Benjamin Franklin Parkway is the scene of impressive buildings: museums, libraries and other institutions. It is also

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[1]John Bremer, The Parkway Program (Philadelphia: The Philadelphia Public Schools, 1970), pp. 3-4.

the headquarters of the very different and exciting Parkway Program. It is perhaps the most interesting "high school" within the system to be launched in the entire nation. Students plan the courses, make the curriculum and participate fully in running the school.

Starting in 1969 with 143 students, the Parkway Program today has 600 students, with a large waiting list. There are 30 faculty members and 30 college and university interns. Admission is kept on a random basis with a guarantee that the heterogenous composition of Philadelphia's population will be equally represented. Interest in enrolling must be expressed by applicant and parents. More than 200 Parkway institutions (office, banks, shops, museums, libraries and other businesses) participate by providing "real world" learning experiences for students. Organization of the program assures small group activities, tutorials, special problems, required and elected courses and a "work-study" component. All courses are offered on a credit-no credit basis. The curriculum, by John Bremer's commitment, must be created progressively by teacher and pupil working closely together. In this way, the curriculum becomes the carrier of their values. Further, Bremer says:

> What I mean is a continuing experience, perhaps in museums, but preferably in offices, stores, laboratories, factories, firehouses, at airfields, by dockside--it does not matter so much about the place,

> but the student must have enough time to find out what it is like to live in that place, to be a part of it, and for it to be a real part of him.[1]

Charles E. Silberman is high in his praise of the "school without walls" as an experiment in high school reform. He says, "It is too early to make any firm judgments about the Parkway Program and its applicability to other situations; more experience is needed at Parkway itself and in other cities." Silberman regards this program as a very limited experience composed of selected volunteers and designed to test a number of ideas about the nature and purposes of education. Summarily, he believes that the significance of the program lies in the kinds of questions it is asking and not in the answers it has tentatively suggested.[2]

Germane to the study of the educational park concept as it applies to particular needs of inner-city youngsters is some explication of the word "disadvantaged." Too often this term becomes a generalization without any special reference to cultural, social, economic or racial status. Here the term refers mainly to educational deficits which are common among inner-city youngsters.

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[1]John Bremer, "A Curriculum, A Vigor, A Local Abstraction," The Education Digest, XXXV, No. 1 (September, 1969), 13-17.

[2]Charles E. Silberman, op. cit., pp. 353, 356 and 364.

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Much literature describes the disadvantaged. Jonathan Kozol emphasizes the ineffaceable damage wrought on minority children by racism in the Boston public schools.[1] Normal dynamics of motivation in minority children are cancelled by the tension-filled, goal-oriented, white middle-class society. In his study of economically disadvantaged children, Havighurst concludes that learning styles, perceptual, conceptual and linguistic experience in their early years established by family environment are among the chief factors responsible for their poor academic performance.[2]

Research on the characteristics of disadvantaged children has mainly focused on home environment, language, cognition and intelligence, perceptual styles, patterns of intellectual functions, curiosity, aspiration and motivation. It is expected that some of the research will be suggestive of effective ways of teaching the disadvantaged.

The pattern of rearing children where the youngster is not encouraged to speak clearly nor to practice verbal fluency is thought to be one of the reasons for a child's limited language skills. Irreparable damage is done by

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[1]Jonathan Kozol, Death at an Early Age (New York: Houghton Mifflin Company, 1967), pp. 9-19.

[2]Robert J. Havighurst, "Curriculum for the Disadvantaged," Phi Delta Kappan, XLI, No. 7 (March, 1970), 371-73.

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such limitations in home environments. The experience pattern of children from such a background is often narrowly defined. Limited experience patterns create monotony and inhibit concept development, verbal and language skills. Coupled with this, low self-esteem in children grows in the home environment and is traceable to neighborhood influences. Research by Clift,[1] Clark,[2] Pettigrew,[3] and many others illustrates the close relationship of urban poverty, home environment and low self-esteem.

What potential do the modified versions of the educational park concept hold for disadvantaged youngsters? To some extent individualized instruction makes possible a beginning improvement in this area. Self-directed study and activities, common to the park concept, help to repair the self-image in the open classroom. Freedom to work at one's own pace, to do what one wants to do, to participate in developing the curriculum and arriving at significant decisions are direct ways to aid the growth of self-esteem in youngsters. These are among the salient

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[1]Virgil A. Clift, "Factors Relating to the Education of Culturally Deprived Negro Youth," in Education and Social Crisis, ed. by Everett T. Keach, Robert Fulton, and William Gardner (New York: John Wiley and Sons, 1967), pp. 39-45.

[2]Clark, op. cit., p. 74.

[3]Thomas F. Pettigrew, Profile of the Negro American (Princeton, N.J.: D. Van Nostrand, 1964), p. 92.

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features which mark the educational park as a strategy for change in the academic development of inner-city youngsters. Parent involvement in the concerns of students and school affairs is a healthy sign.

The educational park concept is more than an open atmosphere of freedom where self-concept grows. It is creative of an entirely new school environment that is humanistic and supportive of student initiative. This is perhaps the chief aspect of the park, the factor that confers status, dignity and a sense of worth. As a relatively new model in educational design and one that has been in few urban centers, the educational park appears to represent a kind of freedom that is, at this point in time, unknown in public education.

Summary

A review of the literature and research directly related to the educational park concept revealed very little information in terms of research. While the park concept is not a new idea, the concept as we know it today is relatively new. There were some articles and pamphlets, however, that offered very important considerations on various aspects of the park concept. While the park concept has many proponents, it also has many critics. The literature reveals that the critics are not so much against the park concept as they are against the cost,

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problems of transportation and the possibility of the educational park dealing a death blow to the neighborhood school concept.

The literature does reveal that the educational park can provide a kind of individualized education and the broadest spectrum of community services. It is shown that the educational park is no panacea, but it can provide an opportunity, a potential arena within which urban communities might find their way.

Finally, in the review of concepts pertinent to the background for the understanding of the development of the H.R.C. concept, it is well to explore the area of environmental determinants.

Environmental Determinants

A review of the literature indicates the fact that it was during the 1960's that characterized the discovery of the disadvantaged and deprived youngster. These youngsters make up a great proportion of the urban school population. One of the most difficult problems of reviewing research on the learning behavior of poor children is the lack of clarity and agreement among researchers in defining the terms which they use to discuss the nature of deprivation and disadvantaged. As presently used, these terms, used in references to the lower-class ethnic poor, are regarded as euphemisms

by some and insults by others.[1] In addition, terms such as underprivileged, culturally deprived, working class and inner-city children have also been used to refer to those who are perceived as suffering a lack of opportunity and who are relatively low in prestige, power and resources basic to determining their own and their children destinies.

In a selected review of the literature on environmental determinants of the disadvantaged to learning, several limitative factors seem to stand out. Briefly, the general characteristics shared in varying degrees by culturally disadvantaged children are pointed out by Kenneth Johnson:

1. They have an experiential background that does not fit the expectations of a middle-class oriented curriculum.
2. They come from a rural background.
3. They are economically impoverished.
4. They are caught up in self-perpetuating, spiritual, moral, aspirational, educational, and economic poverty cycles.
5. They feel rejected by society.
6. They have a poor self-concept.
7. They are aggressive.
8. They do not adhere to the values of the dominant culture.
9. They live in a negative environment that is ugly, crowded, noisy, and disorderly.
10. They have a poor attention span.

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[1] J. E. Birren and R. D. Hess, "Influences of Biological, Psychological and Social Deprivation Upon Learning and Performance," Perspectives on Human Deprivation: Biological Psychological and Sociological (Bethesda, Maryland: National Institute of Child Health and Human Development, Department of Health, Education, and Welfare, 1968), p. 149.

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11. They have a conceptual development that does not fit the expectations of a middle-class oriented curriculum.
12. They are linguistically handicapped.[1]

While all of these characteristics of the disadvantaged youngster could be classified as social, psychological or economic, they are all highly interrelated. A review of the literature here will cover some selected characteristics as they effect the learning of deprived children.

Rural Background

The majority of disadvantaged white and American Indian families and many of the disadvantaged Blacks and Mexican-Americans live in rural areas. Most live on farms, and earn a meager living. Their children grow up in an environment that offers minimal educational experiences and stimuli and maximum hardship. In many cases these families and children live in geographic isolation and are not even aware of their handicap. In an effort to improve their economic status, most of these families leave the farms. Then their handicap becomes manifest. Kenneth Johnson describes what happens to disadvantaged families and youngsters who have spent their formative years in rural areas:

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[1]Kenneth R. Johnson, Teaching the Culturally Disadvantaged (Palo Alto: Science Research Associates, Inc., 1970), p. 20.

> Individuals who have spent their formative years in culturally barren rural areas do not easily adjust to an urban environment. The life style development on the farm is inadequate for successful adjustment in the city. The educational experiences of rural immigrants do not qualify them to meet urban employment needs. Pupils coming to an urban school from a disadvantaged rural background are unable to compete.[1]

Even the child who is born in the city may have the experiences of a rural background. He lives in areas of the city populated by those who share their ethnic and racial identity and background. These segregated living patterns tend to perpetuate elements of the rural culture.

Martin Deutsch[2] relates what happens to youngsters who come from impoversihed and marginal social and economically deprived environments. Often they live in overcrowded, substandard houses and even lack adequate sanitary and other facilities. In addition, there are likely to be a large number of siblings and half-siblings. Children are restricted to the environment, and visits to the "outside" world are often infrequent and sometimes non-existent. There is little opportunity to observe natural beauty, clear landscapes or other pleasant and aesthetically pleasing surroundings.

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[1] Ibid., p. 21.

[2] Martin Deutsch, "The Disadvantaged Child and the Learning Process," in Education in Deprived Areas, ed. by A. Harry Passow (New York: Teachers College, Bureau of Publications, Columbia University, 1963), p. 167.

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Gottlieb and Ramsey[1] indicated in their book that all youth begin life with natural vitality and interest, and eager to explore their environment. However, because of the circumstances surrounding the lives of poor youth there is a tendency to lose curiosity and interest simply because they lack opportunities to apply that curiosity and interest. Gottlieb and Ramsey further state,

> They live in a narrow environment with few socially acceptable outlets for achievement and enjoyment of life. Curiosity is not washed out of them, it simply and gradually withers as it gets little chance for expression and development.[2]

Mel Ravitz commented in a speech delivered at Columbia University concerning youngsters who come to schools from deprived environments:

> Many of these children of the depressed areas come from home situations that are deplorable, where the primary need is for the services of a nurse, a dentist, a dietician, where there is abject poverty, where there is much physical overcrowding in poor housing, where many kinds of psychological problems beset members of the family. Often too, the families are split, with the mother assuming responsibility for both parents. Even if the family is not split, the controls that once applied in the rural setting have been broken in an urban setting that is hostile, uncaring, anonymous, and which has forced the restructuring

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[1]David Gottlieb and Charles E. Ramsey, Understanding Children of Poverty (Chicago: Science Research Associates, Inc., 1967), p. 19.

[2]Ibid.

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> of the family. The parental images the children now see are images of despair, of frustration, and of enforced idleness.[1]

Although the core values of our society and much of what is considered the "good life" stem from our rural foundations, it seems clear that vestiges of a rural society can constitute a severe handicap. A primary function of the school then must be to provide the experiences missing from a rural environment that supplement and facilitate school learning.

Poverty Cycles

Poverty is the unifying thread of cultural deprivation. Usually the word poverty means "economic poverty." When applying this word to the culturally disadvantaged, there are many more dimensions to be considered. Among these are educational poverty, experiential poverty and aspirational poverty.[2] Culturally deprived families often have a legacy of poverty extending over several generations. The children from these families tend to inherit all these dimensions of poverty.

Educational poverty has the most significant implications for the school. Vernon Haubrick submits

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[1]Mel Ravitz, "The Role of the School in the Urban Setting," in Education in Depressed Areas, ed. by A. H. Passow (New York: Teachers College, Bureau of Publications, Columbia University, 1963), p. 16.

[2]Johnson, op. cit., p. 22.

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that one of the central conditions which seems to affect many children who are disadvantaged, and therefore their teachers, is an underlying lack of money. It has been demonstrated in many studies that lack of funds has important effects on a student's participation in many school activities. These studies indicate that the cost of schooling places an undue hardship on the child whose family is poor.[1]

James Olsen writing in the Challenge of the Poor to the Schools suggests that the child born and raised in a lower-class cultural milieu derives his basic perceptions and values from that milieu. He comes to school with a culture--that is, with a way of perceiving and behaving--that is distinctly different from the school culture. His ambitions, his hopes, his desires, his attitudes toward authority, education, success and school, his fears, his habits, his hates, in short, his basic orientation toward life are in many ways, so different from middle-class orientation that we do not understand him nor does he understand us.[2]

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[1]Vernon F. Haubrick, "Preparing Teachers for Disadvantaged Youth," in Racial Crisis in American Education, ed. by Robert L. Green (Chicago: Follett Educational Corporation, 1969), p. 128.

[2]James Olsen, "Challenge of the Poor to the Schools," Phi Delta Kappan, XLVII, No. 2 (October, 1965), 79.

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Of all the cycles of poverty which operate against the culturally deprived child, educational poverty is the most crucial. The cycle of inherited economic poverty is the generator of other cycles. However, breaking the economic cycle may have little effect on breaking the others. Education, on the other hand, gives the individual intellectual and spiritual enlightenment and the economic skills that he needs to break through poverty.

Havighurst predicts that American schools will spend the next ten years in a "prodigious attempt to wipe out the social disadvantage that has prevented some fifteen percent of our children from learning anything useful in school . . . and this means some thirty percent of children in the low-income sections of our big cities."[1] The U.S. Department of Health, Education and Welfare is encouraging this effort through making available vast sums of money for schools in low-income attendance areas. These massive efforts which are being made to aid in eradicating the accumulation of past tragedy and to prevent future tragedy must continue if some of the ills which plague the deprived are to be eliminated.[2]

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[1]Robert J. Havighurst, "Education for the Great Society," The Instructor, LXXV (September, 1965), 31.

[2]Ibid.

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Self-Concept and the Culturally Disadvantaged

The concepts of self and social implications of learning seem to be especially significant for the children of the inner-city. These children have been referred to as the culturally deprived, the disadvantaged, alienated youth, which are all terms depicting social problems that are unique or exaggerated in the core areas of our large urban areas. It is this area that a recognition of the social concepts of learning needs the greatest emphasis.

The social interaction concepts of learning, the emphasis on the development of the individual's self-concept must become an important factor in the educational procedures of the inner-city schools if we are to experience any degree of success in the culturally deprived setting. The two factors that characterize the children of inner-city more vividly than any other are the high incidence of school failure and a general dislike for school exhibited by a high percentage of the older children in this environment.

> Many children find the educational scene so filled with failure, so full of reminders of their limitations, and so harsh in giving these reminders, that they hate school. School is such a threat to their self picture that it is almost intolerable, but they drag themselves back to school day after day because the alternative of not going would be even more painful and threatening.[1]

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[1]Arthur T. Jersild, In Search of Self (New York: Bureau of Publications, Teachers College, Columbia Press, 1952), p. 100.

> Even where the school situation is about as perfect as a human institution can be, children are likely again and again to be reminded of their feelings, shortcomings and limitations. In a good setting such reminders are wholesome, for they help the child to face and deal with realities of life. The school would be at fault if by some miracle of sugar coating it could give all pupils a false rosy conception of themselves.
>
> But there still remains leeway for unhealthy things to happen. The failures, reminders of limitations, and the rejections which children face at school are often artificial and forced. They may have the effect of humiliating the child by depreciating his worth in a manner that does no good to society and does him great harm. Much of the failure at school is contrived. Much of the depreciation children encounter there is based on false evaluation. Some of it rests upon a punitive approach to education which in some schools has a savage intensity.[1]

The concept of self is further complicated in the culturally different environment in that a person will go to extreme lengths to protect, vindicate and defend a position of self. Thus, while the self is a continuously growing and changing phenomenon, it is also paradoxically, strongly geared to prevent growth and resist change. A person will use every possible psychological defense mechanism to preserve his self-hood, even though it is based on false premises. Earl Kelley's[2] observations on perception, its selectivity and the fact that people

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[1] Ibid., pp. 90-91.

[2] Earl Kelley, Perceiving, Behaving, Becoming: A New Focus (Association for Supervision and Curriculum Development, N.E.A., 1952), p. 14.

"choose that which the self feeds upon," have very significant ramifications for the children of the culturally different.

Who are the "culturally disadvantaged," "culturally deprived" or, more accurately, "culturally different," since technically speaking, everyone has a culture? Kerber and Smith define the "culturally different" as those handicapped in their social competency, and culturally functioning in our modern complex society.

> In general, these children do not know enough of our cultural heritage, do not have the possessions, rewards, competencies, or knowledge which are too much taken for granted as given everybody in the American society. The culturally poor child has some of the following characteristics: (1) He comes from a blighted, segregated or socially disorganized area. (2) His family has little education and are often hostile and abusive. (3) The socioeconomic status of the home is low. Employment and money to pay bills are constant insecurities. (4) The cultural traits of home and neighborhood, the arts, ideational resources, social organizations and recreational outlets, and esthetic surroundings are squalid and inadequate. (5) The cultural environment conditions him to violence and degradation. He has few opportunities to experience the meanings of the spoken American ideals.[1]

The recognizable characteristics of the disadvantaged must be defined in terms of limited cultural backgrounds, and a marked difference in ethnic and racial values that act as deterrents toward success in school.

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[1]August Kerber and Wilfred R. Smith, Educational Issues in a Changing Society (Detroit: Wayne State University Press, 1964), p. 155.

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Several books have been published that are significant in their treatment of this problem: James B. Conant's Slums and Suburbs,[1] A. Harry Passow's Education in Depressed Areas,[2] Frank Riessman's The Culturally Deprived Child,[3] Patricia Sexton's Education and Income,[4] Jack Nelson and Frank Besag's Sociological Perspectives in Education,[5] Sandra Warden's The Leftouts[6] and Meyer Weinberg's Desegregation Research: An Appraisal.[7]

These authors are concerned with the achievement of pupils in the inner-city. The achievement of these pupils can be defined in fairly specific terms, showing relationships that are definitive. Sexton presents data that demonstrate conclusively that educational achievement

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[1]Conant, op. cit.

[2]Passow, ed., op. cit.

[3]Frank Riessman, The Culturally Deprived Child (New York: Harper, 1962).

[4]Sexton, op. cit.

[5]Jack L. Nelson and Frank Besag, Sociological Perspectives in Education (New York: Pittman Publishing Co., 1970).

[6]Sandra A. Warden, The Leftouts (New York: Holt, Rinehart and Winston, Inc., 1968).

[7]Meyer Weinberg, Desegregation Research: An Appraisal (Bloomington: Phi Delta Kappa, May, 1970).

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and success in school are directly related to economic well being. In other words, there is a direct relationship to education and income. This was evidenced by the achievement scores of elementary students in urban areas. "The composite scores for the major income group shows that without exception, achievement scores rise with family income levels."[1]

Academic Achievement and I.Q.

Martin Deutsch[2] observes that early language impoverishment may contribute to the inner-city child's disadvantage. These children have limited verbal backgrounds and limited verbal skills, resulting in extremely limited vocabularies.

There are significant differences between individuals in any class or school in the core area. Demonstrated differences in academic abilities, especially reading abilities, attitudes, motivation and behavioral patterns are evident. However, all performance appears to be lower than the national norm for any given grade, and the range appears to be in the lower quartile of the population.

The type of competition for academic excellence commonly associated with middle-class schools is absent.

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[1]Sexton, op. cit.

[2]Deutsch, op. cit., pp. 163-79.

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Stimulation seems to be absent, models of high achievement are not common. Even those with better than average ability, students who begin school with none of the earmarks of the disadvantaged, begin to develop characteristics of the low scholastic group. Scores on measures of scholastic aptitude experience a systematic decline for all but a few children in this environment.

Kenneth Clark, writing in Education in Depressed Areas,[1] indicates that teachers often point to low intelligence as a reason for low achievement. Sexton also discusses this problem:

> But as we said before, there is not a shred of proof that any of these I.Q. tests are valid measures of native intelligence, and in fact there is much proof that they are not. Yet despite the cautions given by the psychologists who devise the tests, they continue to be used in the schools as accurate measures of native ability.[2]

University of Chicago Professor Allison Davis has spent a great deal of time studying this problem. Davis was involved in a five-year study at the University of Chicago. The research indicates that ten of the most widely used standard tests of intelligence are culturally biased toward students of middle-class families, and upper middle-class families.

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[1]Kenneth Clark, Education in Depressed Areas, ed. by A. Harry Passow (New York: Bureau of Publications, Teacher College, Columbia University, 1963), p. 149.

[2]Sexton, op. cit., p. 40.

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> We discovered that a large proportion of the items in each of these tests "discriminate between" children from the highest and lowest socioeconomic levels. In several tests the proportion of such items was overwhelming; for instance, in the very popular Otis Beta test, seventy three of the eighty items on the test showed statistically highly significant differences between the performance of children from the two social levels.[1]

In Elmtown's Youth, August B. Hollingshead evidenced this when he says the upper-class students in Elmtown High School were superior to the lower-class students on I.Q. tests because of greater motivation.[2]

This relates again to Sexton's study of social class and income.

> Social class is also a fairly accurate predictor of success in school. If you know a child's class status, his family income, his parent's educational levels, you can quite accurately predict what will happen to him in school and how successful he will be.[3]

Davis further concludes:

> Fundamentally the cultural bias of the standard test of intelligence consists in their having fixed upon only those types of mental behaviors in which the higher and middle socio-economic groups are superior. In those particular areas of behavior, the tests might conceivably be adequate measures of mental differences among individual children within the more privileged socio-economic group.[4]

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[1]Allison Davis, Social Class Influences Upon Learning (Cambridge, Mass.: Harvard University Press, 1948), p. 41.

[2]August B. Hollingshead, Elmtown's Youth: The Impact of Social Classes on Adolescents (New York: Wiley, 1949).

[3]Sexton, op. cit., p. 40.

[4]Davis, op. cit., p. 48.

Home Environment

Riessman's study reported in, The Culturally Deprived Child, characterizes the family of the culturally deprived as one prematurely broken by divorce, desertion, economic insecurity, working parents and a place where gross punishment is used to maintain discipline.[1] The family is also characterized by many parents or parent substitutes. "The home typically includes aunts, uncles and grandparents, all of whom may, to a degree, play a paternal role. In the Negro family, the grandmother often plays a decisive role."[2]

Riessman also mentions the lack of satisfactory parental relationships as significant. There is evidence that this is a common pattern in the environment of the underprivileged child.

> To think of the underprivileged family as consisting of a father, mother and children alone is to miss vital aspects of this family today. Intense parent child relationships are infrequent and while the danger of parental rejection is present, over protection is out of the question.[3]

David and Pearl Ausubel find that:

> Even more important perhaps as a cause of Negro education retardation is the situation prevailing in the Negro home. Many Negro parents have had little schooling themselves and hence are unable to appreciate its value. Thus they do not provide active, wholehearted support for high level academic

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[1] Riessman, op. cit., p. 35.

[2] Ibid., p. 36.

[3] Ibid., p. 37.

> performance by demanding conscientious study and regular attendance from their children. The greater frequency of broken homes, unemployment, and negative family atmosphere, as well as the high rate of pupil turnover, are also not conducive to academic achievement.[1]

Motivation and Aspiration

The findings of Miller and Swanson[2] report that motivational differences exist between children of middle-class parents and those of children from lower classes. The children of inner-city seem to be more "present" oriented than "future" oriented. In addition, there seems to be a lack of significant motivational models for these children to copy. Researchers have been repeatedly struck by the immediacy of the needs of these children and their unwillingness to forego present rewards in anticipation of future rewards or advantages.

The educational aspirations of the youngster in the lower elementary grades appear to be high; however, by the sixth grade much of the hope and optimism has disappeared, and is replaced by apathy. Miriam L. Goldberg sees the following pattern among children from socio-economic deprived homes:

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[1]David and Pearl Ausubel, "Ego Development Among Segregated Negro Children," in Education in Depressed Areas, ed. by A. Harry Passow (New York: Bureau of Publications, Teachers College, Columbia University, 1963), p. 124.

[2]David R. Miller and Guy E. Swanson, Inner Conflict and Defense (New York: Holt, Rinehart, and Winston, 1960).

> Although some may view formal education as desirable, it is not vital for job getting or retention; physical strength and manual skills are more highly valued. In general, self-control and responsibility are less evident and there is more concern with pleasures of the moment than the unknown rewards of the future.[1]

There is surprising unawareness of the occupation of the father for students in the third and fourth grades, with a reluctance to discuss parents' occupational role in later elementary. The educational aspirations and achievement aspirations are often unrealistic for many of these children. In some respects, they are without hope. The real tragedy is not that they are disadvantaged at the present, but that many have abandoned hope for the future as early as the sixth grade.

Summary

This section of the review of the literature represents a partial review of many critical issues and related research in environmental determinants to learning. Particular emphasis was given to those environmental characteristics which affect the poor and inner-city youngsters. The literature indicates that there are a multitude of problems and deficiencies that account for the poor achievement of inner-city children. The research indicates that in spite of the seemingly insurmountable

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[1]Miriam L. Goldberg, "Factors Affecting Educational Attainment in Depressed Areas," in Education in Depressed Areas, ed. by A. Harry Passow (New York: Bureau of Publications, Teachers College, Columbia University, 1963), p. 80.

tasks, the educational system cannot continue to fail, but must provide strong and viable educational programs for children of urban communities.

A basic assumption underlying most studies related to education is that education can make a difference. Perhaps the Human Resources Center at Pontiac with its many compensatory educational programs, its park-like facility, and its innovative teaching programs for inner-city and deprived youngsters can help in making that difference.

This chapter reviewed the pertinent literature which affects the philosophical and historical basis for the inception of the H.R.C. concept. These three areas explored are: (1) the history of compensatory education, (2) the educational park concept and (3) environmental determinants to learning.

Time would not permit a more detailed analysis of the philosophical background, but there is an indication in the research that the elements needed for today's complex society have been incorporated into the concept of the H.R.C. This section of the review re-emphasizes those environmental characteristics which affect the poor and the inner-city youngsters.

Chapter III will further describe the H.R.C. and attempt to inculcate those educational disparities relating to social, economic and educational needs which the literature indicates are so vital to the education of the future.

CHAPTER III

DESCRIPTION OF THE HUMAN RESOURCES CENTER

Background

As early as 1965, the downtown area of Pontiac was experiencing economic decay. Neighborhoods were isolated, urban exodus of whites was massive, the central business area had deteriorated and four schools in the area were over sixty years old. It was during this period that Dana P. Whitmer, Superintendent of Pontiac's schools along with the President of the Pontiac School Board, Monroe Osnum, conceived the idea of an educational park to alleviate the problems and at the same time bring social services to the area residents in the central city. Discussions in early 1966 with board members, administrators, the city manager and members of the Pontiac City government soon brought fruition, encouragement and approval of the present day H.R.C.

Further study in 1966 and 1967 involving city government, parents, staff members and representatives of community agencies was completed, and its report made

known to the public. The interest shown and the financial aid given by the Mott Institute for Community Improvement and the Educational Facility Laboratory of the Ford Foundation promoted the feasibility study which gave the final impetus to the conception of the H.R.C.

Urban Design Associates, a Pittsburgh, Pennsylvania based planning and architectural firm was selected to do the demographic studies that led to ground breaking on February 1, 1970, on the selected fourteen-acre site.

Even though a $4.5 million bond issue was approved by the taxpayers of Pontiac to support construction of the facility, it was found to be quite inadequate. Planners of the H.R.C. and officials of the U.S. Office of Education contacted the U.S. Department of Housing and Urban Development (HUD) for additional funds. Since HUD has never granted money to a school district, negotiations were necessary. This led HUD to change its policy and make a $1.7 million grant available under the Neighborhood Facilities Act. Another problem arose since Michigan law does not allow local school districts to accept Federal funds for construction of a portion of a building. However, this was resolved when Michigan state legislators passed a special bill changing the law. This allowed for joint occupancy of the H.R.C. between the Pontiac School District and the U.S. Department of Housing and Urban Development.

The H.R.C. is architecturally designed with a pedestrian street within the center that cuts diagonally, yet connects it with the city, its commercial areas, civic center and residential neighborhoods. Natural light pours into the first floor school area by way of windows and skylights, augmented by fluorescent fixtures. The learning centers and furniture are decorated in soft colors, and the floors are carpeted. There are no traditional type classrooms; vast open areas center around a materials center. However, side walls serve to block off one area from another.[1]

From the outset, the H.R.C. has been envisioned as a means of revitalizing the central city as well as a focal point for activities designed to alleviate many of the inequalities which deny equal educational opportunities to inner-city residents. Pontiac, like other similar communities, has a number of children who fail to grow and develop as we expect they should. In developing programs to meet the needs of these children, the school district has accepted the premise that the shortcomings or faults are to be sought in the structure of the system and not in the children. The school district also accepted the fact that providing a meaningful educational program for disadvantaged children is not a simple task. The deprived parents of today's deprived students are

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[1]See Appendix H for architectural design.

the products of an educational system which failed to meet their needs. Yet, we ask ourselves, how are the schools attended by today's youngsters much different than those attended by their parents? The programs described on the following pages are an attempt on the part of the Pontiac school district and its community to bring about changes in both the educational processes and the manner in which the school relates to the people who reside in the community.

Through programs and services offered at the H.R.C. and the support of the City of Pontiac through the Neighborhood Development Program, residents are able to enhance their economic ability, health, housing, education, community participation and family school. The H.R.C. contains spaces for pre-school classes and activities to benefit out-of-school youth and adults.

The urban designers recognized that the H.R.C. should be more than just a place for education of the elementary school youngsters. They felt that aside from the "child city," adult education facilities should be inculcated along with the housing of community services for health, welfare, social security, social and recreational needs as well as family counseling.

Presently, 1,600 youngsters from grades kindergarten through fourth are housed at the H.R.C. although an expected 2,200 can be accommodated. Pupils are

assigned to "teams" rather than to classes for this is a continuous progress school. The 1,600 children are assigned to teams of between 125 and 140 pupils. Of this 1,600, approximately 70 Spanish-speaking youngsters are included. Also, there are an additional 100 students designated for special education classes for emotionally disturbed, perceptually handicapped or mentally retarded children. A computer program was written to balance each team according to race, sex and age. Youngsters who would normally fall into grades 1 through 4 are consolidated within each team. Since the team is divided into subgroups, these youngsters progress within the team at their own rate of speed, subject by subject.

Staffing Pattern

The instruction is conducted through team teaching. In the staffing pattern for team teaching instruction, there is a team leader for every one or two teams. Working with this team leader are two master teachers, two staff teachers, teacher assistants or para-professionals, student teachers and Urban Corps Interns who are working toward their Master's degree. Bi-lingual teachers with the aid of assistants are also a part of the staff to assist the Spanish-speaking youngsters.[1] Within this same framework there are elementary guidance counselors,

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[1]See Appendix I for team organization.

school nurses, school social workers and school psychologists along with two principals. One principal heads curriculum development and instruction while the second principal is responsible for management and personnel. Both principals function under the Director of the H.R.C.

Major Functions of the Teaching Teams

Team Leader

The Team Leader is primarily responsible for the instructional program of the children to which the teaching team has been assigned. The major areas of responsibility are:

(1) General supervision of the instructional duties of the master teachers, staff teachers, interns, teacher assistants and student teachers assigned to the teaching team;

(2) Coordinating the team's efforts with other teams and the specialized curriculum areas;

(3) Conducting orientation, pre-service, and in-service activities for the teaching team;

(4) Conducting weekly team meetings for the purpose of detailed planning, coordination and evaluation;

(5) Assisting the team members in becoming actively involved in community activities;

(6) Designating and delegating duties and responsibilities to all team members.

Master Teacher and Reading Specialist

The Master Teacher is responsible for the diagnosis, prescription, conduct and evaluation of the learning activities for the children to which the teaching team has been assigned. The major areas of responsibility are:

(1) Assists the team leader in the orientation and supervision of beginning teachers, interns, teacher assistants and student teachers;

(2) Assumes major responsibility for the diagnosis, counseling and placement of students within the instructional program;

(3) Conducts demonstration lessons for team members;

(4) Conducts individual, small group and large group instruction as a member of the teaching team;

(5) Participates in community activities and in the interpretation of the instructional program and pupil progress to parents;

(6) Assists in the development and improvement of curriculum and instructional strategies;

(7) Works cooperatively with the librarian and media specialist in the selection and development of instructional materials.

Staff Teacher: Teacher Assistant, Intern and Student Teacher

The Staff Teacher is responsible for implementing the prescription of learning activities for the groups of children to which he or she is assigned. As a member of a teaching team, the staff teacher works cooperatively with the team leader, master teachers, interns, teacher assistants and student teachers in developing and conducting appropriate instructional activities for the children assigned to the team. The major areas of responsibility include the following:

(1) Assists the team leader and master teacher in developing instructional strategies and curriculum improvement;

(2) Conducts individual, small group and large group instruction as a member of the teaching team;

(3) Participates in daily and weekly team meetings for the purpose of detailed planning, coordination and evaluation;

(4) Participates in community activities and in the interpretation of the instructional program and pupil progress to parents.

Selection of Staff

Due to the unique characteristics of the H.R.C. program, all positions are staffed competitively with

interested individuals applying for the job role which suits their experience, training and interests. A screening committee consisting of five (5) parents, three (3) teachers and three (3) administrators was established in January, 1971. Countless hours of interviews were conducted with recommendations for the majority of positions going to the Superintendent in March.

Pre-service training was conducted on a part-time basis during the Spring of 1971 and again in the Spring of 1972 and focused on the major concepts of differentiated staffing, multi-age, multi-level grouping, continuous progress and diagnosis and prescription of learning disabilities. A four-week pre-service session is scheduled for August, 1972, devoted to team role and function, the role of differentiated staff in the individualization of instruction, curriculum development and detailed planning for the first few months of operation for the fall of 1972.

Objectives of the H.R.C. as Established By the Pontiac Board of Education

Objective 1:

Enriching and strengthening of the educational program for children by more effectively utilizing the resources of the school district and implementing instructional methods and techniques that proved to be effective in the ESEA Title III experiments.

Objective 2:

Providing special programs and activities to supplement the basic instructional program.

A year-round program to meet the recreational, social, and cultural needs of children is conducted on an after-school, week-end and summer basis. Included are:

(1) After school and summer classes to build upon the regular school program;

(2) Recreational and enrichment activities;

(3) Increased adult pupil contact through volunteer tutorial programs;

(4) Student recognition activities;

(5) Field trips;

(6) Cultural activities in the areas of music, art, and literature;

(7) Maintenance of an open library and resource center.

Objective 3:

Providing programs to meet the special needs of children and the community through direct assistance and/or referrals to other agencies.

An advisory committee consisting of representatives from the community school, city government, and the various public and private agencies offer services to area residents and provide coordination between agencies to serve as a clearing house in an attempt to insure that the total

need of families are met. Included in the building design are facilities to house agency personnel and to provide direct medical and dental treatment to children and adults. While all of the following agencies have committed themselves to full or part-time services to the H.R.C., it is physically impossible to accommodate all of them. They are selected and housed based on immediate needs of the school and the community.

(1) Oakland County Mental Health Society;

(2) Oakland County Department of Health;

(3) Aid to Dependent Children;

(4) Legal Aid Society;

(5) Oakland County Commission on Economic Opportunity;

(6) Oakland County Family Service;

(7) Pontiac Area Urban League;

(8) City of Pontiac Public Library;

(9) City of Pontiac Department of Parks and Recreation;

(10) City of Pontiac Department of Planning and Urban Renewal;

(11) Oakland County Volunteer Bureau;

(12) Mott Institute for Community Improvement, Michigan State University;

(13) Oakland Community College;

(14) Oakland University.

Objective 4:

Involving parents in the school program.

The vast majority of parents of disadvantaged children want an education for their child leading to a better life than they have obtained. In many cases, parents do not know how to help their child achieve and, because of their unhappy school experience, fear the school and school people. An obligation of the school should be to assist parents in achieving the confidence and sophistication they need to support their child in the educational process. However, it should be added here that through the combined efforts of school and agency personnel, it is anticipated that continuing contact between the school and the parent will be maintained from the pre-natal period through the school years of the child. A variety of avenues are utilized to maintain this close contact as outlined below:

(1) Positive teacher and administrator home visitations;

(2) Frequent teacher phone calls and notes to parents;

(3) Home-school liaison workers;

(4) Urban League liaison workers;

(5) Administrator-parent luncheons;

(6) Parent-teacher conferences;

(7) Parent volunteer activities;

(8) Advisory committees.

Objective 5:

Familiarizing parents and residents with the resources of the school and community and methods of exercising their rights and responsibilities.

In carrying out this objective, two major vehicles are employed: the community advisory council and the block club. If the physical environment of the community is to be improved; if the school is to provide a meaningful educational program; and if the social, economic and health needs of the community are to be met, citizens will need to be involved directly in the decision-making process. Therefore, some means of facilitating this process must be developed. In the past, a system of block organizations feeding into an area advisory committee has met with a considerable degree of success in terms of involving residents in meaningful dialogue with school, city and agency representatives. The school and agency representatives initiated the formation of block clubs and advisory committees but stepped back into the role of resource persons after the individual unit was organized and functioning. A community newsletter is

issued on a regular basis to inform residents of current school and community activities and to provide a forum for the discussion of issues. Parent field trips to other school districts and municipalities are organized for the purpose of learning about promising innovations and solutions to common problems.

Objective 6:

Providing home-management classes for parents

Through the services of the Pontiac School Adult Department, City of Pontiac Department of Parks and Recreation Department, Oakland Community College, Oakland University and Michigan State University Cooperative Extension Program, a series of classes are being conducted at the H.R.C. to assist families in managing their home responsibilities. Those classes already in operation are:

(1) Child Growth and Development;

(2) Budgeting;

(3) Family Scheduling;

(4) Income Tax;

(5) Sewing;

(6) Cooking and Baking;

(7) Food Co-op.

Other classes which are foreseeable, but not realized at this point in time are:

(1) Expectant Couples;

(2) One-parent families;

(3) Sex-Education;

(4) Upholstering;

(5) Home Remodeling;

(6) Appliance Repair;

(7) Interior Decorating;

(8) Woodworking and Metal Working.

Objective 7:

Providing a self-improvement program for adult and out-of-school youth.

Many of the adults residing in the H.R.C. area are handicapped by a low educational level and a lack of the skills necessary for the enjoyment of an enriched life. Therefore, it was with this thought in mind that a variety of day, night and summer classes and seminars were organized to include the following:

(1) Adult Basic Education;

(2) Hobby Oriented Classes;

(3) Foreign Language;

(4) Recreational Pursuit Classes;

(5) Consumer Education.

Seminars such as Smoking Clinics and Alcohol and Narcotic Clinics are held intermittently throughout the year.

Objective 8:

Providing recreational programs for students, adults and out-of-school youth.

The H.R.C. encompasses one of the finest recreational-cultural facilities in the city of Pontiac. Included are a large gymnasium, a community auditorium, an arts and crafts area, a home economics room, an industrial arts facility, a large food service area, a 250-seat theater and a vocal and instrumental music facilities which employ electronic pianos. Under the Neighborhood Facilities Act, HUD paid entirely for those portions of the building designed for community use and partially for areas to be shared between community and school district. The theater is used for community meetings and a community field house are part of this facility. A wide range of activities for all ages are scheduled in conjunction with community desires and in cooperation with the Pontiac Parks and Recreation Department. It is anticipated that this function will serve an outside of the conterminous attendance area of the H.R.C.

Objective 9:

Providing support and facilities for use by community organizations.

If the H.R.C. is to fulfill its major purposes, it must relate effectively and cooperatively with the variety of community organizations which serve both children and adults. Therefore, the staff is available to work closely with the leadership of groups and agencies in the planning of activities within the community and in the H.R.C. facility.

Objective 10:

Providing a program of high school completion for adults and out-of-school youth.

Many adult residents in the community have not completed the requirements for a high school diploma and are, therefore, handicapped in securing satisfactory employment and promotion. Through the services of the Pontiac School Adult Education Department, a wide range of high school credit and high school equivalency (GED) classes are offered both during the day and evenings. It is hoped that the typical resident will be able to complete the majority of the requirements for a high school diploma or equivalency certificate in the H.R.C. facility.

Objective 11:

Providing occupational guidance, professional growth and job upgrading opportunity to adults and out-of-school youth.

Through the service of Oakland Community College, the Michigan Employment Securities Commission, the Pontiac Area Urban League and the Pontiac Schools Adult Education Department, a continuous series of seminars and individual consultations are conducted for community residents. The major purpose of these sessions provide information and counseling concerning improved employment opportunities as well as the resources and programs available to meet the appropriate requirements.

Objective 12:

Providing for the continuing educational needs of adults and out-of-school youth.

Presently, Oakland Community College, Oakland University and Michigan State University are offering off-campus undergraduate, graduate and continuing education classes designed specifically for residents of the professional members of the school district staff.

Emphasis of the Community School Program

The above section has (1) reviewed the background of the H.R.C.; (2) described the staffing patterns at the H.R.C.; and (3) reviewed in some detail the objectives of the H.R.C. Emphasis was placed on the objectives and present activities, programs, and projects in operation to achieve stated goals. The relationship of the objectives of the H.R.C. to its present operationsl situation

provides a measure of its effectiveness in meeting its objectives. This section did not, however, employ priorities in terms of effort and financial expenditures. Appendix J is an attempt to conceptualize the emphasis of the H.R.C. program. The base of the triangle indicates the major emphasis (Basic Instructional Program). As we move vertically on the triangle the emphasis becomes less until we reach the peak or level 12 (Continuing Education, College Credit Programs). This is not to indicate that college credit programs are less important than, for example, self improvement, but instead the ranked priority is listed in terms of community need and resources available to the district. The H.R.C. is really the Pontiac School District's first serious effort in terms of community education.

Chapter IV cites the methodology, descriptions and presentation of data.

CHAPTER IV

DESCRIPTIONS AND PRESENTATION OF DATA

Introduction

In this section, the writer has discussed the objective measurements used in this study, defined the selection of the population, described the procedure in gathering data and explained the instrument employed and its administration.

The writer designed the instrument with the assistance of a professor in the Department of Research and Evaluation, Michigan State University. The instrument was validated for clarity and the length of time was estimated for response with a select group of teachers, parents, interns and para-professionals who were not used as actual respondents for this study.

Basis for Population Selection

The population for this study centered around key personnel who represent a cross section of responsible adults who are an integral part of the Pontiac community.

This cross section encompasses persons of different races, ages, sexes, ethnic origins, professions and political persuasions.

Population

The respondent population includes:

(1) Ten Black parents;

(2) Ten White parents;

(3) Four Chicano parents;

(4) Ten Black teachers;

(5) Ten White teachers;

(6) Four Chicano teachers;

(7) Three Black community leaders;

(8) Three White community leaders;

(9) Three School Board Members;

(10) Seven Administrators;

(11) Two Clergymen;

(12) Two City Commissioners;

(13) Two Business men.

All parents, teachers, board members, clergymen, city commissioners and business men were chosen by a systematic random sampling. All other respondents were intentionally selected because of their leadership position in the community, their connection with or supposedly knowledge of the H.R.C. and its community.

Most of the informants were cordial and responded very frankly. Many took advantage of qualifying the closed questions. The open-ended questions were designed to allow the greatest latitude for perceptions. The total number of respondents was seventy, and all responded. There were no rejections by those in the original sample.

Administration of Questionnaire

In order to gain some insight as to how the people in Pontiac really feel and perceive the H.R.C., the focused interview technique was used. This technique allowed the interviewer the freedom to explore reasons and motives and to probe further in directions that were unanticipated. A questionnaire was administered during the period of May 15, 1972, through June 30, 1972. The questionnaire contains eight closed questions and twelve open-ended questions. Informants were instructed to feel free to qualify all questions if they so desired. All informants were personally interviewed and all were asked the same questions. All informants were assured that their responses would be strictly confidential and that no names would be used in reporting the data. Informants were asked if they had any objections to their responses being recorded, and since no objections were voiced, the tape recorder was used to record responses.

Description of the Questionnaire

Questions 1 through 4 pertain to respondents' perceptions of how the educational services at the H.R.C. are meeting the needs of youngsters. Questions 5 and 6 pertain to perceptions of respondents regarding services and programs for community residents of all ages; e.g. basic education, retraining, enrichment, social services, etc. Questions 7 and 8 pertain to the respondents' perceptions of the goals and objectives of the H.R.C. and how well these goals and objectives are communicated to the people. Questions 9 and 10 pertain to the strengths and weaknesses of the H.R.C. Questions 11, 12, 13, 14, 15, 16, 19 and 20 pertain to the perceptions of respondents with respect to the H.R.C. as an agency for meeting the educational, economic and social needs of the community. Questions 17 and 18 pertain to perceptions of respondents regarding the willingness of the citizenry to financially support the H.R.C.

Organization and Description of Data

It should be noted that of the seventy respondents to question one, 13 per cent said that they are very satisfied with the education the youngsters are receiving at the H.R.C.; 60 per cent indicated that they are satisfied; 21 per cent said that they would rather remain neutral and 6 per cent said they are satisfied.

In general, how satisfied are you with the education the children are receiving at the H.R.C.?

Groups	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	Totals
Black Parents	3	5	2	0	0	10
White Parents	0	7	3	0	0	10
Chicano Parents	2	1	1	0	0	4
Black Teachers	0	6	2	2	0	10
White Teachers	3	4	2	1	0	10
Chicano Teachers	1	3	0	0	0	4
Black Community Leaders	0	3	0	0	0	3
White Community Leaders	0	1	2	0	0	3
School Board Members	0	3	0	0	0	3
Administrators	0	5	1	1	0	7
Clergymen	0	1	1	0	0	2
City Commissioners	0	1	1	0	0	2
Business Men	0	2	0	0	0	2
Totals	9	42	15	4	0	70
Percentages	13	60	21	6	0	100

Several informants desired to qualify their responses. Typical responses of the very satisfied and the satisfied are as follows:

1. I am very satisfied when I consider the excellent teaching staff and the fine administrative leadership at the H.R.C. They are getting the best of the deal when I consider other schools.
2. With the individualization of instruction, children can't help but learn. That is the only way to go. I am indeed satisfied.
3. I am very satisfied. Within our team I see great progress. Many youngsters who were below grade level are now up to grade level. I am talking about at least 85 per cent of the kids on our team.
4. I am satisfied that a new approach to learning is being tried. What we've had in the past hasn't worked for deprived youngsters and I am confident this new approach to learning at the H.R.C. is working.

Comments of the unsatisfied are:

1. I am unsatisfied because of the apparent lack of organization. I am not sure all of the teachers are committed to the open-classroom concept and even less to functioning as a team member. This hasn't helped our educational program for children.

2. I am unsatisfied not because the children aren't progressing, but this is all so new--the building, the bussing, the new teachers, and the new organizational structure. I just don't think the children are getting the education they ought to be getting at this time.

3. I am unsatisfied because of the lack of curriculum resources and personnel who can expertly assist in program writing. Our social studies and mathematics curricula are woefully lacking.

It appears from the data that more respondents are satisfied than unsatisfied with the education their children are receiving at the H.R.C. While two Black teachers and one administrator indicated their dissatisfaction, it seems that the dissatisfaction was not for the overall education youngsters are receiving at the H.R.C., but rather aimed at a particular frustration the individual respondent had concerning the education youngsters are receiving.

Eighty-six per cent of all respondents to the following question said the youngsters at the H.R.C. feel positive or very positive about the Center. The 11 per cent who responded neutral to this question said they had no idea how the children felt about the H.R.C. The one white teacher who reported a negative feeling on the part of youngsters refused to say why he felt youngsters

Generally speaking, how do you think the children feel about the H.R.C.?

Groups	Very Positive	Positive	Neutral	Negative	Very Negative	Totals
Black Parents	3	4	2	1	0	10
White Parents	1	7	2	0	0	10
Chicano Parents	2	1	1	0	0	4
Black Teachers	4	5	1	0	0	10
White Teachers	4	4	1	1	0	10
Black Community Leaders	1	2	0	0	0	3
White Community Leaders	1	1	1	0	0	3
School Board Members	0	3	0	0	0	3
Administrators	2	5	0	0	0	7
Clergymen	1	1	0	0	0	2
City Commissioners	0	2	0	0	0	2
Business Men	1	1	0	0	0	2
Totals	21	39	8	2	0	70
Percentages	30	56	11	3	0	100

had a negative feeling. However, the Black parent who was requested to qualify her negative attitude said, "They don't either one like school, my two boys." This parent apparently based her entire feelings of how youngsters felt about the H.R.C. solely on the basis of how her two sons felt about school.

When the respondents were asked how would they compare the H.R.C. to other public schools, 80 per cent of the respondents either said much better or better (see p. 105). Nineteen per cent of the respondents claimed it was not any better than many other public schools in Pontiac. One Black teacher or 1 per cent of the population said the H.R.C. is poorer than other public schools in Pontiac. The qualification given for this answer was: "I just can't get used to the open classroom concept. The freedom of youngsters and the disorganization gets on my nerves."

The positive comments given for enriching and strengthening the educational program for children are (see p. 106):

(1) Higher quality, more varied educational programs such as team teaching, differentiated staffing, continuous progress, individualized instruction, special programs and innovative methods;

(2) The community school concept, recreation, utilization of social agencies and cultural programs;

(3) Freedom to interact, development of self-concept, integration;

How would you compare the H.R.C. to other public schools?

Groups	Much Better	Better	Equal	Poorer	Much Poorer	Totals
Black Parents	4	3	3	0	0	10
White Parents	1	6	3	0	0	10
Chicano Parents	1	2	1	0	0	4
Black Teachers	4	3	2	1	0	10
White Teachers	2	7	1	0	0	10
Chicano Teachers	2	2	0	0	0	4
Black Community Leaders	1	2	0	0	0	3
White Community Leaders	0	2	1	0	0	3
School Board Members	0	2	1	0	0	3
Administrators	2	5	0	0	0	7
Clergymen	1	1	0	0	0	2
City Commissioners	0	1	1	0	0	2
Business Men	1	1	0	0	0	2
Totals	19	37	13	1	0	70
Percentages	27	53	19	1	0	100

In your opinion, is the H.R.C. enriching and strengthening the educational program for children? How?

Groups	Yes	No	No Opinion	Totals
Black Parents	9	1	0	10
White Parents	8	1	1	10
Chicano Parents	4	0	0	4
Black Teachers	9	1	0	4
White Teachers	9	1	0	10
Chicano Teachers	4	0	0	4
Black Community Leaders	2	0	1	3
White Community Leaders	2	0	1	3
School Board Members	2	0	1	3
Administrators	7	0	0	7
Clergymen	2	0	0	2
City Commissioners	2	0	0	2
Business Men	2	0	0	2
Totals	62	4	4	70
Percentages	88	6	6	100

(4) Beauty of physical plant, wide-open spaces and providing for health needs of children;

(5) Dedication, interest and positiveness of staff and Director;

(6) Good atmosphere coupled with good human relations.

The negative comments included the following:

(1) Too much freedom and lack of discipline;

(2) Inadequacies of staff, inexperience and ineffective for teaching in an open classroom situation;

(3) Organizational problems, teams too large, poor inter- and intra-communications;

(4) Too many distractions;

(5) Insufficient and ineffective use of resources

An analysis of the data (on p. 108) reveals that the respondents are rather certain about the H.R.C. providing ample opportunity for the community residents to attend classes in basic education (84% said "Yes"), high school credit classes (78% said "Yes") and college credit classes (64% said "Yes"). A similarly large percentage of the informants said "No" and "No Opinion" when asked about vocational education (70% said "No" or "No Opinion"), retraining (67% said "No" or "No Opinion"). It should be noted that when each informant

Do you feel that the H.R.C. is providing ample opportunity for community residents to attend classes in: (a) basic education, (b) vocational education, (c) retraining, (d) high school credit classes, (e) adult seminars, (f) college credit classes?

Groups	Categories																	
	Basic Education			Vocational Education			Retraining			High School Credit Classes			Adult Seminars			College Credit Classes		
	Y	N	NO	Y	N	NO	Y	N	NO	Y	N	NO	Y	N	NO	Y	N	NO
Black Parents	10	0	0	4	2	4	4	1	4	10	0	0	5	2	3	8	0	2
White Parents	7	0	3	1	4	5	2	1	7	7	0	3	3	1	6	4	1	5
Chicano Parents	4	0	0	2	0	2	2	1	1	3	0	1	3	1	0	2	1	1
Black Teachers	8	0	2	2	3	5	3	1	6	10	0	0	3	2	5	8	0	2
White Teachers	8	1	1	1	5	5	2	4	4	7	1	2	4	2	4	7	1	2
Chicano Teachers	3	0	1	3	0	1	1	1	2	3	1	0	2	2	0	3	1	0
Black Community Leaders	3	0	0	1	1	1	2	0	1	2	1	0	2	1	0	2	0	1
White Community Leaders	1	0	2	1	0	2	1	0	2	0	1	2	1	0	2	1	0	2
School Board Members	2	0	1	2	0	1	2	0	1	2	0	1	1	0	2	1	0	2
Administrators	7	0	0	3	3	1	4	2	1	7	0	0	6	0	1	7	0	0
Clergymen	2	0	0	0	0	2	0	0	2	1	0	1	1	0	1	1	0	1
City Commissioners	2	0	0	1	0	1	1	0	1	1	0	1	1	0	1	0	0	2
Business Men	2	0	0	0	1	1	0	1	1	2	0	0	2	0	0	1	0	1
Totals	59	1	10	21	18	31	24	12	34	55	4	11	34	11	25	45	4	21
Percentages	84	2	14	30	26	44	34	17	49	78	6	16	48	16	36	64	6	30

Y = Yes; N = No; NO = No opinion.

was urged to explain why he selected not to give an opinion, he invariably replied that no opinion was selected in lieu of responding that he really did not know.

Interesting also is the fact that a study of the data shows that of the twenty-four teacher respondents to the foregoing question in each category, forty-two responses indicated no opinion. This would suggest that a great many teachers are not too certain about the programming of the H.R.C.

An analysis of the data (on p. 111) reveals that while a great many of the respondents feel that the H.R.C. is providing for the recreational, enrichment and social service needs of the community through the extension of the community school concept, there are some areas that are extremely limited, inadequate or non-existent. The frequencies of these limited or inadequate areas appear on the chart in the extension of this question "If not, which one(s)?"

Some typical comments made by the respondents are:

1. Yes, but not nearly enough in any of the areas. We have classes for adults and recreational programs, but the social services for adults are limited.

2. Yes, but I don't think all of the parents around here are taking advantage of all the programs.

3. No, I haven't seen anything going on. None of that recreation stuff for me. I already know how to cook and sew, and don't need nobody coming to my house telling me what to cook.

4. Yes, I know about the morning and evening recreational programs because my husband works with some kids there. Some of my neighbors attend adult classes too. Social services like doctors and nurses for the children are good, but I don't know about any social services for the adult community.

5. Some residents, including myself have no idea where, or what the H.R.C. actually is.

6. I have no idea about what goes on at the H.R.C. My children attend school there and that's all.

7. Yes, the gymnasium never closes. I am learning to speak English at the H.R.C. and the food co-op is really good for poor people like us. I feel the social services are good. We do need more; but we are new, you know.

8. Yes, it's the best community school I have seen. It's got the right name too--Resources Center--really serving the needs of the children in school, enrichment and cultural activities, and the social service needs of children and adults.

Generally speaking, does the H.R.C. provide for the recreational, enrichment and social service needs of the area residents through the extension of the community school concept? If not, which one(s)?

Groups	Yes	No	No Opinion	Totals	If not, which one(s)?		
					Recreation	Enrichment	Social Services
Black Parents	9	1	0	10	1	2	6
White Parents	4	1	5	10	1	1	1
Chicano Parents	3	0	1	4	0	0	2
Black Teachers	9	0	1	10	0	2	7
White Teachers	9	1	0	10	1	1	6
Chicano Teachers	4	0	0	4	0	3	2
Black Community Leaders	2	0	1	3	0	1	2
White Community Leaders	2	0	1	3	0	1	1
School Board Members	2	0	1	3	0	1	1
Administrators	7	0	0	7	0	2	1
Clergymen	2	0	0	2	0	0	2
City Commissioners	1	1	0	2	1	0	0
Business Men	2	0	0	2	0	0	0
Totals	56	4	10	70	4	14	31
Percentages	80	6	14	100	6	20	44

In your opinion has the H.R.C. made an effort through its programming to instill community pride in the area residents?

Groups	Yes	No	No Opinion	Totals
Black Parents	7	1	2	10
White Parents	6	3	1	10
Chicano Parents	3	0	1	4
Black Teachers	10	0	0	10
White Teachers	5	4	1	10
Chicano Teachers	4	0	0	4
Black Community Leaders	3	0	0	3
White Community Leaders	2	0	1	3
School Board Members	3	0	0	3
Administrators	7	0	0	7
Clergymen	2	0	0	2
City Commissioners	1	1	0	2
Business Men	2	0	0	2
Totals	55	9	6	70
Percentages	79	13	8	100

Do you feel that the area residents participate in the policy making and/or programming of the H.R.C.?

Groups	Yes	No	No Opinion	Totals
Black Parents	7	2	1	10
White Parents	8	1	1	10
Chicano Parents	3	0	1	4
Black Teachers	4	3	3	10
White Teachers	5	4	1	10
Chicano Teachers	3	0	1	4
Black Community Leaders	2	1	0	3
White Community Leaders	3	0	0	3
School Board Members	1	0	2	3
Administrators	7	0	0	7
Clergymen	2	0	0	2
City Commissioners	0	2	0	2
Business Men	2	0	0	2
Totals	47	13	10	70
Percentages	67	19	14	100

What do you feel are the strong points of the H.R.C.?

Responses to this question are listed in order of their frequencies (i.e. Statement number one was made most often and statement number eleven was made least often).

(1) The open school concept which includes differentiated staffing, team teaching, individualized instruction and continuous progress;

(2) Cosmopolitan student body and staff;

(3) Special innovative programs especially the program for the emotionally disturbed and behavioral problem children;

(4) Good teaching and administrative staff (dedication and positiveness);

(5) Freedom of youngsters to interact, to feel good about themselves and school;

(6) The physical plant itself, its architectural beauty, its open spaces and its flexibility;

(7) The community school concept, adult classes, recreation, cultural activities and social activities;

(8) Social services for children and adults;

(9) Volunteer programs;

(10) Good atmosphere, happy place to be--parents and children using same facility;

(11) Community involvement.

What do you feel are the shortcomings of the H.R.C.?

Responses to this question are listed in order of their frequencies (i.e. Statement number one was made most often and statement number twenty was made least often).

(1) A lack of inter- and intra-communications;

(2) A lack of medical and legal services;

(3) A lack of outdoor recreational area for children;

(4) Not enough teachers trained to teach in the open-school concept;

(5) A lack of Black male teachers for Black children to relate;

(6) A lack of commitment by the board of education to the community school concept;

(7) The lack of ability of H.R.C. personnel to communicate to the area residents their goals and objectives;

(8) A lack of discipline within the H.R.C.;

(9) Too much stress on community needs and not enough on education for children;

(10) A need for better building security;

(11) Teams are too large;

(12) Too much of the traditional type teaching going on;

(13) School is too large; child cannot relate to any one teacher;

(14) A need for more money for instructional materials;

(15) Media centers are inadequate and ineffectively utilized;

(16) The white community residents do not get involved;

(17) The surrounding neighborhood environment needs improvement;

(18) The operational budget of the H.R.C. is too expensive;

(19) Team structure needs reorganization;

(20) Administration gives too many tours and attends too many meetings.

The data presented on page 117 reveal some interesting results. Forty-five per cent of the population interviewed said that the H.R.C. has not helped in the stabilization of the H.R.C. community. Some of the reasons given by those who wanted to qualify their "no" answers were such things as poor housing and inadequate job opportunity in the immediate area; not enough

Do you think that the construction of the H.R.C. has helped in the stabilization of the surrounding area? Why?

Groups	Yes	No	No Opinion	Totals
Black Parents	1	4	5	10
White Parents	2	6	2	10
Chicano Parents	0	2	2	4
Black Teachers	5	2	3	10
White Teachers	4	4	2	10
Chicano Teachers	1	3	0	4
Black Community Leaders	0	3	0	3
White Community Leaders	3	0	0	0
School Board Members	1	2	0	3
Administrators	1	4	2	7
Clergymen	1	0	1	2
City Com-missioners	0	1	1	2
Business Men	1	1	0	2
Totals	20	32	18	70
Percentages	28	45	27	100

Since the establishment of the H.R.C. have more jobs for the area residents become available?

Groups	Yes	No	No Opinion	Totals
Black Parents	6	2	2	10
White Parents	1	1	8	10
Chicano Parents	2	1	1	4
Black Teachers	7	1	2	10
White Teachers	6	2	2	10
Chicano Teachers	1	2	1	4
Black Community Leaders	0	2	1	3
White Community Leaders	2	0	1	3
School Board Members	1	1	1	3
Administrators	3	2	2	7
Clergymen	1	0	1	2
City Commissioners	0	0	2	2
Business Men	2	0	0	2
Totals	32	14	24	70
Percentages	46	20	34	100

Since the construction of the H.R.C., have property values in the immediate area increased?

Groups	Yes	No	No Opinion	Totals
Black Parents	1	2	7	10
White Parents	1	4	5	10
Chicano Parents	1	0	3	4
Black Teachers	1	3	6	10
White Teachers	2	3	5	10
Chicano Teachers	0	0	4	4
Black Community Leaders	0	2	1	3
White Community Leaders	1	1	1	3
School Board Members	0	2	1	3
Administrators	2	0	5	7
Clergymen	1	0	1	2
City Commissioners	0	1	1	2
Business Men	1	1	0	2
Totals	11	19	40	70
Percentages	16	27	57	100

people are informed and aware of the services provided by the H.R.C., high crime and drug rate in central area and bussing which allows the white children to attend the H.R.C. while not having to live in the area.

Of the twenty respondents who said that the H.R.C. has helped in the stabilization of the neighborhood, eight qualifications all indicated that it has stabilized the neighborhood, but for Black residents only. Further probing into this question indicated that as Blacks become more financially able, they too move out of the central city area. It should be noted for the sake of clarity that white respondents in qualifying the above question indicated that the H.R.C. had stabilized the surrounding area for Blacks only. Black respondents indicated that when Blacks became financially able they too moved from the central city area.

Some positive comments given in response to the chart on page 121 are:

1. The community residents need all the help they can get. Why not let the H.R.C. help? No one else will.

2. Since the H.R.C. is the vocal point of the community and its objective is betterment of the community, it should serve as the problem-solving agency of the community.

Do you think that the H.R.C. ought to become the problem-solving agency for the economic, social, as well as educational problems of the H.R.C. community? Why?

Groups	Yes	No	No Opinion	Totals
Black Parents	6	4	0	10
White Parents	4	5	1	10
Chicano Parents	4	0	0	4
Black Teachers	8	2	0	10
White Teachers	8	1	1	10
Chicano Teachers	3	0	1	4
Black Community Leaders	1	2	0	3
White Community Leaders	1	1	1	3
School Board Members	1	1	1	3
Administrators	6	1	0	7
Clergymen	2	0	0	2
City Commissioners	1	1	0	2
Business Men	2	0	0	2
Totals	47	18	5	70
Percentages	67	26	7	100

3. Yes, because of its convenience and proximity.

4. Solving education and social problems should be the business of the H.R.C. As for the economic problems, it has to provide some programs like vocational educational programs which will give people some salable skills.

5. Becoming the problem-solving agency for the economic, social and educational problems of the H.R.C. community will unify and strengthen the entire community.

Some negative comments given in response to this question are:

1. No, schools should be concerned only with education. Let the social and economic problems be solved by those who are qualified.

2. The H.R.C. should be the center for discussion of problems and needs of the community residents, but not attempt to solve all the problems.

3. No, the H.R.C. could be the coordinating agency and work jointly with agency and community, but shouldn't become the sole agency for solving so many problems.

4. The H.R.C. is equipped to teach not to solve people problems.

5. No, the H.R.C. would spread itself too thin trying to do all those things.

What are some of the advantages or disadvantages you perceive will accrue as a result of bringing agencies and school together as in the H.R.C.?

Responses to this question are listed in order of their frequencies (i.e. Statement number one was made most often and statement number nine was made least often).

Advantages:

(1) Proximity and central location;

(2) Like one stop shopping;

(3) Easier to coordinate efforts, avoid duplication and stretch the dollar further;

(4) Working together to solve problems helps with understanding, tolerance and unification;

(5) Availability of services to everyone;

(6) Utilizing one agency has a tendency to inform area residents of other available agencies;

(7) Enables agencies to hire area residents;

(8) Bringing community people into H.R.C. to utilize agencies will instill a sense of belonging and generate greater involvement.

Disadvantages:

(1) A lack of coordination and communication;

(2) H.R.C. is too involved already and not enough teaching is going on;

(3) Other schools are dissatisfied because they want the same kinds of services;

(4) Encourages people to seek more handouts;

(5) Combining agencies with school will promote community distrust and alienation of established agencies;

(6) Agencies are not really performing;

(7) Lower income residents do not utilize the social agencies;

(8) The question is who will lead whom;

(9) Money being used for Blacks and Chicanos but not poor whites;

Do you perceive any tangible and therefore measurable benefits to the city of Pontiac as a result of the H.R.C.?

Responses to this question are listed in order of their frequencies (i.e. Statement number one was made most often and statement number nine was made least often).

1. Youngsters and parents are receiving better educations thus becoming more productive citizens.
2. Integration and human relations are being improved for the community and the city of Pontiac.
3. H.R.C. is the Pontiac leader in community education.
4. H.R.C. is assisting in reducing the crime and drug problem.
5. H.R.C. is helping to alleviate the drop-out rate in the city of Pontiac.
6. H.R.C. is encouraging more community involvement in all civic activities.
7. H.R.C. is a stimulus to encourage other new buildings and redevelopment of the inner-city.
8. H.R.C. provides favorable publicity for the city of Pontiac.
9. H.R.C. provides no benefits to the city of Pontiac.

Some positive comments given in response to the question on page 126 are:

1. Yes, it serves both children and adults and should be supported.

Should the H.R.C. actively and systematically seek financial support of organizations and other groups to support the H.R.C. in achieving its objectives? Why?

Groups	Yes	No	Totals
Black Parents	8	2	10
White Parents	8	2	10
Chicano Parents	4	0	4
Black Teachers	10	0	0
White Teachers	9	1	10
Chicano Teachers	4	0	4
Black Community Leaders	3	0	3
White Community Leaders	3	0	0
School Board Members	2	1	3
Administrators	7	0	7
Clergymen	2	0	2
Business Men	2	0	2
Totals	62	8	70
Percentages	88	12	100

2. Since organizations and groups utilize the H.R.C., they should feel obligated to give financial support.
3. Yes, in order that there can be greater expansion and utilization of services and facilities.
4. Yes, if no strings are attached or groups do not seek control.
5. Yes, if the H.R.C. is held accountable for monies spent.
6. Yes, if local funds are inadequate.
7. Yes, if it helps coordination of resources for better services and more parental involvement.
8. Yes, because financial support generates stronger commitment.

Some negative comments given in response to the above question are:

1. We already pay enough taxes and the school district provides enough.
2. No, because the H.R.C. is self-sustaining.
3. No, funds should apply equally to all schools. If one school can solicit funds, all schools should be able to seek funds.
4. No, because federal and state government can afford to be more generous.

Suppose the H.R.C. is in need of funds, would you contribute? If not, Why?

Groups	Yes	No	Totals
Black Parents	7	3	10
White Parents	3	7	10
Chicano Parents	4	0	4
Black Teachers	10	0	10
White Teachers	8	2	10
Chicano Teachers	4	0	4
Black Community Leaders	3	0	3
White Community Leaders	3	0	3
School Board Members	2	1	3
Administrators	6	1	7
Clergymen	2	0	2
City Commissioners	1	1	2
Business Men	2	0	2
Totals	55	15	70
Percentages	79	21	100

Some reasons given for positive responses are:

1. Yes, because of the great educational concept of the H.R.C.
2. I am so sold on the H.R.C. until I would give financially if it comes to that.
3. Yes, if state and local funds are not enough.
4. Yes, if I feel that the program is a good one.
5. I can't afford money, but I can give lots of time.
6. Yes, the school is just another agency, and I give to all worthwhile agencies.
7. Yes, since I see the H.R.C. as a much-needed nucleus of a great educational concept.
8. Positively, within my means.
9. Yes, if my little bit helps.
10. Yes, anytime.

Some negative comments given are:

1. No, I pay taxes already to support schools.
2. No, I have no available funds.
3. No, monies if given should be given directly to children.
4. No, unless the H.R.C. proves to be something better than a good idea.

5. No, I feel the government helps by giving schools additional money. The only thing I am afraid of is what the folk do with all that money. It seems that the money doesn't always get down to the people who need it.

What specific inner-city conditions do you perceive that the H.R.C. will either improve, alleviate or eliminate?

Responses to this question are listed in order of their frequencies (i.e. Statement number one was made most often and statement number ten was made least often).

1. It should improve the entire educational outlook for inner-city residents (i.e. improve the life chances of inner-city residents).
2. It should improve human and race relations.
3. It will alleviate community apathy.
4. It will improve education, health and nutrition for children and community residents.
5. It will eliminate inequalities in education.
6. It will improve the quality of life.
7. It will afford an opportunity to solve problems quickly.
8. It will revitalize growth in the inner-city.

9. It will provide an opportunity for people of all races to come together in the solving of common problems.

10. It will help improve the self-concept of inner-city residents.

What kind of opportunity does the H.R.C. offer to you personally?

Some positive comments made to this question are:

1. It has broadened my knowledge and experience and has assisted me in becoming a better teacher.

2. It has provided an educational opportunity for me.

3. It has allowed me the freedom and flexibility to try new things.

4. It has given me a part-time job.

5. It has generated more community involvement than ever before.

6. It provides medical and dental services for my children and me.

7. It exposes me to a large variety of activities--both cultural and recreational.

8. It allows me to buy food at a reduced rate.

9. It provides a place to go and socialize with other people.

10. It provides an opportunity to serve people and make contacts.
11. It allows me to take piano lessons.
12. It allows me to take college courses.
13. It offers me and my family an opportunity for a richer and fuller life.
14. It broadens my outlook as to what can be done in other facilities.
15. It offers me a great deal of pride knowing I had something to do with its being there.

Some negative comments made to this question are:

1. It doesn't offer me any opportunity.
2. I haven't been there so I don't think it can offer me anything.
3. I haven't assessed yet what it might offer me.
4. I don't have any children there so it doesn't offer anything to me.

Chapter V contains the summary, conclusions and recommendations of this study.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

It may be assumed that the educational program for all children has been through the ages a serious point of departure for reflecting the political, economic, social and educational climate of the particular age. Today, in this technological, highly complex universe of world revolution, many scholars, philosophers, psychologists, sociologists and laymen from all cultures are vying for an ideological frame of reference which can be a guide for reflection and meaningful action.

The rapidly changing emphasis on redefining education from the viewpoint of so many conflicting social theorists, the attempt to re-internalize definitions, roles, global views, historical significance, etc. make the serious consideration of methods of coping with the problems very difficult. Timing also is of high priority. The rapid pace of changing mores, locales, systems of communication all influence the meaning of "education

is a preparation for living." The methods felt to be the means toward solving problems for preparing the youth of the nation have to be perceived in the clear light of recognized doubt. Will this work? Will this procedure truly reach the heart of the matter? Will these kinds of programs benefit? Who will make the decisions? Why?

The Human Resources Center has been one of the attempts by which many questions have been asked, will be asked and more questions formed. The dilemma is not how to solve the problems besetting the traumatic daily events of living, but how to pursue the directions of one's questions.

The people of Pontiac, Michigan are asking questions, making inroads into the application of possible solutions and attempts to re-examine their goals and priorities. How do we know whether the objectives of the H.R.C. are being met? Upon what philosophical basis are these objectives being weighed? What structural, human and physical, base is sufficient to use as a point of departure? Will the H.R.C. be another victim of scratching the surface and not facing the problem? Will the priority be property values above human values? Will the people truly be served and recognized with their intangible qualities? Will there be an awareness of the diversity of cultural groups to the extent that these

diversities will be accepted and utilized to develop more meaningful programs? Or will the emphasis again be bigger and better buildings and more disadvantaged human beings?

Summary

The literature pertinent to this study is explored as background material from which one could develop a rationale for organizing a Human Resources Center. This literature centers around (1) the theories and practices of compensatory education, (2) the educational park concept on which the H.R.C. is built and (3) learning determinants which are felt to be the base from which the H.R.C. could develop its programs. The advantages and disadvantages of these attempts to answer the problems of educational innovation were scrutinized.

The writer was a participant observer at the H.R.C. before attempting to develop an instrument for gaining an insight into the feelings of the people regarding the H.R.C. as a means of alleviating the economic, social and educational disparities which exist in the inner-city of Pontiac. Efforts were made to design the questionnaire so that the perceptions of the respondents could be readily obtained concerning the H.R.C. as a viable instrument for developing the mind and body of inner-city residents.

The questionnaire developed for this study allowed for respondents to be objective as well as highly subjective. This was evident in the personal kinds of statements some used in answering the twelve open-ended questions. Consequently, this was kept in mind in drawing conclusions for this study.

Following the development of the questionnaire, the writer described the H.R.C. and also its programming in terms of its stated objectives. The population for this study was seventy Pontiac citizens, familiar with the H.R.C. and its community, and who represented a cross section of responsible adults. Data were gathered through the use of the focused interview technique. Data were organized, examined and presented.

Conclusions

The following findings led the writer to come to the following conclusions:

1. The H.R.C. is meeting the educational needs of youngsters. Respondents are satisfied with the education the children are receiving at the H.R.C. and think the children feel positive about the center. The H.R.C. is regarded as being better than other public schools.
2. Basic education, high school credit classes and college credit classes are adequately provided

by the H.R.C. while vocational education, retraining and adult seminars are inadequate.

3. It is concluded that the H.R.C. is providing for the recreational, enrichment and social service needs of the area residents; however, it appears that there is need to increase the social services available for area residents at the H.R.C.

4. The data suggest that the H.R.C. is instilling community pride in the area residents through its programming and that the area residents do participate in the policy making and programming of the H.R.C. Although the area residents do participate in the policy making and/or programming of the H.R.C., additional comments by the informants suggest a need for more involvement on the part of area residents especially parents who are not presently motivated to participate or to be involved.

5. The most prominent or outstanding feature of the H.R.C. is the open school concept; i.e. differentiated staffing, team teaching, individualized instruction and continuous progress. Other features mentioned as outstanding were such things as: (1) a mixed student body, (2) an excellent staff, (3) freedom to try, (4) the community school concept and (5) the physical plant.

6. The most glaring shortcoming of the H.R.C. is the lack of inter- and intra-center communications. Respondents overwhelmingly feel that lack of communications were damaging to the efficient and effective operations of the H.R.C. Lack of medical and legal services for the area residents are also very conspicuous shortcomings. Other shortcomings mentioned were: (1) a lack of outdoor recreational space for children, (2) a lack of well-trained teachers in the open school concept and (3) a lack of discipline.

7. More jobs have not become available to the area residents since the construction of the H.R.C. While the H.R.C. has provided job opportunity for teachers in the area, it has only provided part-time jobs for the non-professional area residents. More jobs will become available with improved programming in vocational education and retraining.

8. Property values in the immediate area of the H.R.C. have not increased since the construction of the H.R.C. Qualifications to this question indicate that property values have not increased due to the great out-migration of people from the central city, and the deplorable conditions of housing in the area.

9. The construction of the H.R.C. has not helped in the stabilization of the surrounding neighborhood area. Other things have to happen in the city of Pontiac such as better housing and reduction of crime and drugs before any stabilization of the neighborhood takes place.

10. The H.R.C. should become the problem-solving agency for economic, social, as well as educational problems of the H.R.C. community. The H.R.C. is perceived as more than just a school house but rather as a Human Resources Center providing for all the needs of its community.

11. The greatest advantage of bringing agencies and school together as in the H.R.C. is the proximity and availability of the agencies to the community residents. The greatest disadvantage was a lack of coordination and communication among agencies.

12. A better education for parents and children, and a more productive citizenry are the most tangible and therefore measurable benefits to the city of Pontiac as the result of the H.R.C.

13. The H.R.C. should actively seek financial support of organizations and other groups to support it in achieving its goals and objectives. The respondents feel that they would contribute if

the H.R.C. were in need of funds. This would appear to indicate that most of the respondents feel that the H.R.C. is worthy of their support.

14. The specific inner-city conditions that the Human Resources Center will alleviate or eliminate are illiteracy, the drop-out rate, poor social services and poor race and social relations.

15. The opportunities offered to the respondents by the Human Resources Center are education, recreation and social services.

Recommendations

Based on the findings in this study and information gathered as a participant observer at the Human Resources Center, the writer recommends that:

1. A system be developed to improve communications within the H.R.C. and for dissemination of information outside of the H.R.C.

2. The H.R.C. provides a school community relations program to reintroduce the H.R.C. objectives to the staff and area residents.

3. The city and local officials be given an orientation on the total program of the H.R.C.

4. Social services for the area residents be increased especially in the areas of medical, dental and legal aid services.

5. Consideration be given to the hiring of more minority male teachers to enhance the self-concept of minority children.

6. More classes be provided for the area residents in vocational education, retraining and adult seminars.

7. A training program be developed for residents from the H.R.C. community so that they may become para-professionals and teachers.

8. Objective evaluators from all strata of society be brought into the area to see if the people in the area are being listened to, heard, understood, appreciated for themselves and not as a carbon copy of the dominant culture.

9. The non-motivated and ethnic minorities be encouraged to come into the H.R.C. and assist in evaluating the resources of the H.R.C. and the community.

10. The compensatory provision of Urban Corps and the Short Term Teacher Training Program be continued and expanded. The importance of the different role of the teacher in the inner-city classroom cannot be minimized.

11. The Pontiac Board of Education become allied with teacher training institutions for

preparation of new teachers and for in-service preparation of existing personnel.

12. The community school program takes a holistic approach to the development of children. The community school concept cuts across a broad spectrum of age levels, programs and attempts to meet the needs of people in the community. It is recommended that the philosophy of the program be expanded and many more programs be specifically designed and implemented for primary and preschool children.

13. A study of the implications of the type of community involvement exhibited by the parents of the H.R.C. community should be initiated.

14. The City of Pontiac attempt to fulfill its commitment of improving the physical surroundings of the immediate area of the H.R.C. especially the financial grants which would allow home improvement.

15. Classroom teachers become involved in awareness programs designed for the classroom setting.

16. A study be done at a later date to evaluate the goals and objectives of the H.R.C. in light of the changing times.

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APPENDICES

APPENDIX A

NEWSPAPER ARTICLES

APPENDIX A

NEWSPAPER ARTICLES

THE PONTIAC PRESS, WEDNESDAY, SEPTEMBER 23, 1970

'Oakland History Book Insulting'

By ED BLUNDEN

The "Oakland County Book of History, 1820-1970," was labeled an insult to generations of minority groups" by a State Board of Education member last night.

Charles E. Morton of Detroit asked his fellow board members at the meeting held in Waterford School Board offices to ban the book in public schools for any educational purposes.

★ ★ ★

The history, edited by Arthur A. Hagman, was produced in conjunction with Oakland County's sesquicentennial celebration and is being offered for sale. Morton objected specifically to the section on black people in Oakland County.

He said the section contained "distortions and falsifications against the permission of the author."

CHARGE BY AUTHOR

Listed as author of the segment is Mrs. Doris B. Storer, research director for the Oakland County Commission on Economic Opportunity.

Mrs. Storer contends the document she submitted to Hagman was greatly altered, edited and shortened. After the book appeared, she had said that she was having Oakland University and legal authorities study the two versions of the history to seek possible legal action.

Though she declined to make a state-

(Continued on Page A-2, Col. 5)

'Oakland History Book an Insult to Minorities'

(Continued From Page 1)

ment at that time, she commented, "After editing, what appeared is a typical 'whitey' version of history."

Morton asked his fellow board members to forbid the book in school and public libraries. His resolution states, the history "appears to violate the minimum recommendations for treatment of minorities in social studies material."

TABLING MOVE

He said, "Mexican-Americans aren't even mentioned and Indians just sort of disappeared."

Other board members moved to table the resolution until next week, asking for more time to study the matter. None of them had yet seen the Oakland County publication. Copies of the book are to be provided as well as a comparison between the manuscript as provided by Mrs. Storer and the text as it appeared.

Morton said "This kind of distortion of history is something we have had to contend with for years. If allowed public sanction, this false version of history will be accepted by future generations."

Thursday, September 24, 1970 Royal Oak, Michigan THE DAILY TRIBUNE

Charge Oakland History 'Insulting' to Minorities

by The Associated Press

A State Board of Education member has labeled a history book on Oakland County an "insult to generations of minority groups" and asked that it be banned in public schools.

Says Subpar—

The "Oakland County Book of History, 1820-1970" "appears to violate the minimum recommendations for treatment of minorities in soci[illegible] studies material," said b[illegible]d member Charles E. Morton of Detroit in his resolution to ban the book.

"This kind of distortion of history is something we have had to contend with for years," Morton said. "If allowed public sanction, this false version of history will be accepted by future generations."

Morton made his remarks and resolution at a meeting of the board in Waterford Township Wednesday.

Ignores Minorities, Says—

Morton noted, "Mexican-Americans aren't even mentioned and Indians just sort of disappear."

He also contended a section of the book dealing with blacks contained "distortions and falsifications against the permission of the author."

The author, Mrs. Doris B. Storer, research director for the Oakland County Commission on Economic Opportunity, has contended the document she submitted for editing was shortened and changed.

'Whitey' Version—

She said she has asked Oakland University and legal authorities to study her version and the published version for possible legal action and commented, "after editing, what appeared is a typical 'whitey' version of history."

The history, edited by Arthur A. Hagman, was produced in connection with the Oakland County sesquicentennial and is for sale.

Other board members moved to table Morton's resolution until next week to give them more time to study the book. They said they had not yet seen the publication.

BLACKS AND JEWS ANGERED

Oakland History Book Stirs a Storm

BY RON LANDSMAN
Free Press Staff Writer

The "Oakland County Book of History, 1820-1970" was intended to be a "public relations job offending as few people as possible," according to one of its associate editors.

It didn't work.

The massive 623-page tome, published as part of the county's sesquicentennial celebration, has already offended black and Jewish leaders. It will probably offend more groups, including American Indians, when they find out about it.

The Anti-Defamation League, a black member of the State Board of Education and members of Oakland University's history department have all condemned the book as insensitive to minority groups and a whitewash of the county's race relations during the 150-year period.

The critics say the book treats lightly the discrimination blacks suffered at the hands of whites, glorifies a well known anti-Semite, relegates American Indians to pre-historic times and generally ignores the contributions of various minority groups to the history of the county.

The book was conceived as a money-making project of the year-long 150th anniversary celebration arranged by the County Board of Commissioners. Book sales were expected to pay for the entire program.

The 20,000 copies are worth more than $200,000 at retail. The 7,503 hardback copies sell for $20 each, and the 13,000 soft-cover versions for $5 each.

"It would be reprehensible if the book were written 15 years ago . . . but to have this book produced in 1970 is inexcusable."

BUT CRITICS of the book hope that no more than 4,000 copies already sold will be sold, or at least that there will be a reprinting or the addition of an epilog that will correct what they think are the book's glaring errors.

"It's the type of distortion, falsification and denigration of people who aren't white that is intolerable," said Charles E. Morton of Detroit, a member of the State Board of Education.

"It would be reprehensible if the book were written 15 years ago, but there would be no excuse in the lack of material available then about minorities in American history," said Richard Lobenthal of the Anti-Defamation League. "But to have this book produced in 1970 is inexcusable."

The problems cited by Morton, Lobenthal and others include:

- The rewriting of an article on blacks in Oakland County, turning it from a critical view blaming whites for discrimination to "pandering in the myth of white supremacy."
- An article on the Rev. Father Charles Coughlin, the anti-Semitic radio priest of the Depression who was barred from using the mails during World War II because he was disseminating Nazi propaganda. The book calls him "an honest man ahead of his time."
- The limiting of material on American Indians to their activities in times before white men came to the county, with almost no mention of Indian participation in county life since 1820.

MATERIAL in the reference library of the University of Michigan indicates that before 1820 the area was inhabited almost exclusively by migratory Ottawa Indians.

The U.S. government, however, didn't count Indians in its census until 1890, when it recorded 4,000 in the Oakland County area. U-M researchers said the Indian population was considerably higher in earlier years, and the contribution of the Indians to the economy and history of the area was probably significant.

Gerald Lacey, director of the sesquicentennial celebration, said he believes there is nothing wrong with the book.

He said the editor of the work, Arthur Hagman, prepared a statement saying: "There was no specific paragraph in the article (on blacks in Oakland County) which could be considered detrimental to the history of black people."

But that wasn't at issue, the critics said.

"They (the editors) made it appear as though 'we've always been one big happy family here'," said Prof. Melvin Cherno of Oakland University. "The problems blacks faced were softened so that it appears that the problems didn't really exist at all."

"The treatment of minority groups in general is inadequate," he added.

THE PONTIAC PRESS, THURSDAY, OCTOBER 15, 1970

'County Book of History' Survives State Test, but Is Given Scathing Review

By ED BLUNDEN

"The Oakland County Book of History, 1820-1970" survived an attempt to have it rejected by the State Board of Education yesterday, but was attacked by the state librarian.

The book, published to coincide with Oakland County's sesquicentennial celebration this summer, became a center of controversy after it was read by one of the contributing writers, Mrs. Doris Storer, research specialist for the Oakland County Commission on Economic Opportunity.

★ ★ ★

Mrs. Storer submitted the original chapter on the history of black people during the 150 years. However, she protested that what she wrote and what appeared varied greatly. She charged that the published version "is a typical 'whitey' version of history."

Mrs. Storer's contentions were backed by a black member of the State Board of Education, Charles E. Morton of Detroit, at a board meeting in September.

'AN INSULT'

He submitted a resolution asking that the board forbid the book in school and public libraries and called it "an insult to generations of minority groups."

His motion was formally presented to the board at its Lansing meeting yesterday, but Morton found no board member to second his motion and it died.

★ ★ ★

Library officials have observed that school board members have been extremely reluctant to make any move that could be construed as "book banning," because of past controversies.

However, a report submitted to the board yesterday gave a scathing review of the history.

FAR BELOW STANDARDS

Coming from State Librarian Francis X. Scannell, the review called the book far below standard.

"It has glaring deficiencies and cannot be considered in any way a major contribution to Michigan history," the review states.

★ ★ ★

Mrs. Storer's contention is backed by this observation: "A careful review of the difference between the original and published articles on highlights of black emergence in Oakland County could well make the total effort suspect."

The state librarian also hit the book for poor arrangement, lack of index or bibliography and for having advertisements.

20,000 COPIES

Editor of the book, published by county authority, was Arthur A. Hagman. Some 20,000 copies of the 630-page volume were printed, in both paperback and bound editions.

The book has also been attacked by Richard Lobenthal of Detroit, regional director of the Anti-Defamation League.

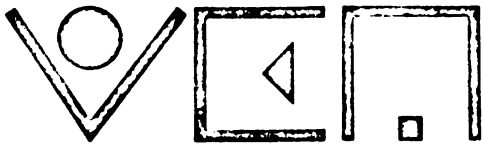
In a letter of protest to the Oakland County Board of Commissioners, Lobenthal objected to an article entitled "Charles Coughlin, Radio Priest." In it, Father Coughlin was called "an honest man ahead of his time."

Lobenthal claims in his letter that on Father Coughlin's radio show of the 1930s and '40s, he advocated hatred and extermination of Jews and used the show to air Nazi propaganda and that he was censured by the Catholic Church for his activities.

APPENDIX B

BULLETIN (URBAN DESIGN ASSOCIATES)

APPENDIX B



Education and the Regeneration of a City

In 1967 Urban Design Associates was commissioned by the Pontiac Board of Public Education to conduct studies determining the location, urban design, and architectural design for a large scale Human Resources Center to replace several of Pontiac's most outmoded elementary schools, and to serve as a city-wide center for educational excellence, innovation, and integration.

Initial meetings with the Board of Education and major City and County agencies identified the community's aspirations and its deep seated problems.

Pontiac lies in the center of the northern thrust of the Greater Detroit metropolitan region. In terms of population this region is one of the fastest growing in the nation. By the year 2000 Pontiac is expected to be the center of an urban region of 1½ million people.

The structure of the City itself reflects its position as the region's focus. Radial in urban form, highways and railroads connect the center of the city with every part of the region including its excellent natural recreation resources, lakes and woodlands. But this same radial form is currently responsible for the decline of the central areas, the competition of regional shopping centers, the piecemeal growth of strip commercial development, and the out-migration of middle income white families to extending suburbia.

Pontiac's citizens recognize that their city must be regenerated and its population must achieve stability if it is to capitalize on its expanding economic future as the fulcrum of the region. To do this, every major program in either the public or the private sector must be maximized as a catalyst for further programs, in a rapidly expanding, ambitious, and comprehensive urban renewal and rehabilitation effort.

In November 1967 the Mayor brought the Pontiac Area Planning Council into being. The 35-member advisory committee of citizens represents all aspects of the City's life. The Council's organizing preamble contains the following passage:

> We believe that the problems of our urban centers have become so complex, the importance of solving the problems so urgent, that we can no longer rely upon piecemeal, independent action, or inaction, by segments of our community, public or private, to achieve the level of coordinated developmental planning which is required now.

The 2300-student Human Resources Center for Pontiac is the first major project in Pontiac since the Council came into being.

Urban Design Associates: Urban Design and Educational Divisions Bulletin No. 3; Human Resource Center.

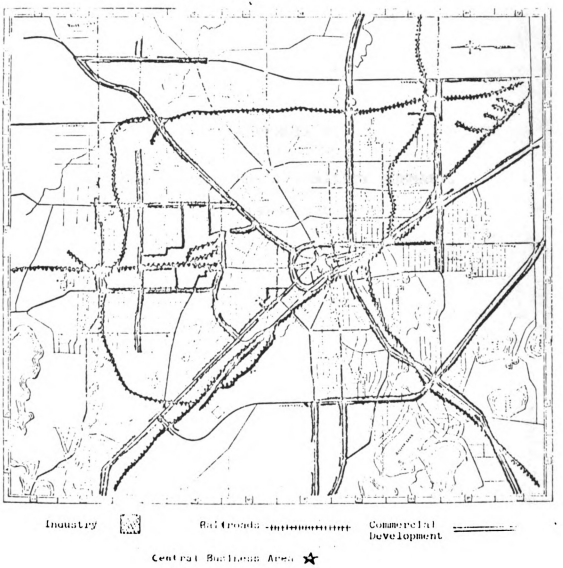
APPENDIX C

A MAP OF PONTIAC'S TRANSPORTATION, COMMERCIAL AND INDUSTRIAL DEVELOPMENT

APPENDIX C

A MAP OF PONTIAC'S TRANSPORTATION, COMMERCIAL AND INDUSTRIAL DEVELOPMENT

PONTIAC--TRANSPORTATION, COMMERCIAL AND INDUSTRIAL DEVELOPMENT



APPENDIX D

PONTIAC'S STUDENT MOBILITY SUMMARY, 1969-1970

APPENDIX D

PONTIAC'S STUDENT MOBILITY SUMMARY,
1969-1970

1969-70 Student Mobility Summary

	District 1	District 5	District 6	District 7	Grand Total
# entered from within district	202	305	475	290	1272
# left to within district	373	315	400	263	1351
# entered from outside district	116	366	460	210	1152
# left to outside district	83	523	475	91	1172
# entered from within county	15	195	183	39	432
# left to within county	8	277	224	22	431
# entered from within Michigan	24	60	77	56	217
# left to within Michigan	22	105	78	34	239
# entered from outside Michigan	77	111	200	115	503
# left to outside Michigan	53	141	173	35	402
Total entering	318	671	935	500	2424
Total leaving	456	838	875	354	2523
Total Student Enrollment	2212	4191	2550	1906	10859

APPENDIX E

FOCUS INTERVIEW SCHEDULE

APPENDIX E

Interview Schedule

Black Parents 10

White Parents 10

Chicano Parents 4

Black Teachers 10

White Teachers 10

Chicano Teachers 4

Black Community Leaders 3

- President of the N.A.A.C.P.
- President of the Urban League
- President of the O.C.C.E.O.

White Community Leaders 3

- President of the Urban Coalition
- Director of Cemeteries, City of Pontiac
- Editor of the Oakland Press

School Board Members, Pontiac Public Schools 3

Administrators 7

- Superintendent of Schools, City of Pontiac
- Director of Human Resources Center
- Director of Federal Projects
- Director of Community Opportunities Program
- Director of Urban Corps
- Director of Human Resources, City of Pontiac
- Principal for Curriculum Development, H.R.C.

Clergymen 2

City Commissioners 2

Business Men 2

APPENDIX F

QUESTIONNAIRE

APPENDIX F

QUESTIONNAIRE

1. In general, how satisfied are you with the education the children are receiving at the H.R.C.?

   _____Very satisfied

   _____Satisfied

   _____Neutral

   _____Unsatisfied

   _____Very unsatisfied

2. Generally speaking, how do you think the children feel about the H.R.C.?

   _____Very positive

   _____Positive

   _____Neutral

   _____Negative

   _____Very negative

3. How would you compare the H.R.C. to other public schools?

   _____Much better

   _____Better

   _____Equal

   _____Poorer

   _____Much Poorer

4. In your opinion, is the H.R.C. enriching and strengthening the educational program for children? How?

   _____

   _____

   _____

   _____

5. Do you feel that the H.R.C. is providing ample opportunity for community residents to attend classes in:

a.	basic education	____Yes	____No	____No opinion
b.	vocational education	____Yes	____No	____No opinion
c.	retraining	____Yes	____No	____No opinion
d.	high school credit classes	____Yes	____No	____No opinion
e.	adult seminars	____Yes	____No	____No opinion
f.	college credit classes	____Yes	____No	____No opinion

6. Generally speaking, does the H.R.C. provide for the recreational, enrichment and social service needs of the area residents through the extension of the community school concept? If not, which one(s)?

_____

_____

_____

_____

7. In your opinion, has the H.R.C. made an effort through its programming to instill community pride in the area residents?

_____Yes _____No _____No opinion

8. Do you feel that the area residents participate in the policy making and/or programming of the H.R.C.?

_____Yes _____No _____No opinion

9. What do you feel are the strong points of the H.R.C.? Why?

_____

_____

_____

_____

10. What do you feel are the shortcomings of the H.R.C.? Why?

11. Since the establishment of the H.R.C. have more jobs for the area residents become available?

_____Yes _____No _____No opinion

12. Since the construction of the H.R.C., have property values in the immediate area increased?

_____Yes _____No _____No opinion

13. Do you think that the construction of the H.R.C. has helped in the stabilization of the surrounding residential area? Why?

14. Do you think that the H.R.C. ought to become the problem solving agency for the economic, social, as well as educational problems of the H.R.C. community? Why?

15. What are some of the advantages or disadvantages you perceive will accrue as a result of bringing agencies and the school together as in the H.R.C.?

16. Do you perceive any tangible and therefore measurable benefits to the city of Pontiac as a result of the H.R.C.?

17. Should the H.R.C. actively and systematically seek financial support of organizations and other groups to support the H.R.C. in achieving its objectives? Why?

18. Suppose the H.R.C. is in need of funds, would you contribute? If not, why?

19. What specific inner-city conditions do you perceive that the H.R.C. will either improve, alleviate or eliminate?

20. What kind of opportunity does the H.R.C. offer to you personally?

APPENDIX G

PLANNING OF EDUCATIONAL PARKS

Cities by Population	Proposals Made And Under Consideration		Cities With Active Planning	In Operation or Under Construction
Over One Million (6)	Detroit, Mich.	Houston, Tex.	Chicago, Ill. Philadelphia, Pa.	Los Angeles, Calif. New York, N.Y.
500,000 to One Million (12)	Baltimore, Md. Cincinnati, Ohio Cleveland, Ohio Milwaukee, Wis.	St. Louis, Mo. San Francisco, Calif. Washington, D.C.	Boston, Mass. Buffalo, N.Y. Pittsburgh, Pa. Seattle, Wash.	New Orleans, La.
100,000 to 500,000 (49)	Akron, Ohio Albany, N.Y. Arlington, Va. Austin, Tex. Bridgeport, Conn. Camden, N.J. Columbus, Ohio Denver, Colo. Erie, Pa. Fort Wayne, Ind. Gary, Ind. Indianapolis, Ind. Kansas City, Mo. Little Rock, Ark. Louisville, Ky. Minneapolis, Minn. New Haven, Conn. Oakland, Calif.	Oklahoma City, Okla. Omaha, Neb. Phoenix, Ariz. Pinellas Co., Fla. Portland, Ore. Providence, R.I. Rockford, Ill. Rockville, Md. Sacramento, Calif. Spokane, Wash. Tacoma, Wash. Toledo, Ohio Topeka, Kansas Tulsa, Okla. Waterbury, Conn. Wichita, Kansas Worcester, Mass.	Albuquerque, N.M. Berkeley, Calif. Hartford, Conn. Jacksonville, Fla. Lansing, Mich. Niagara Falls, N.Y. Norfolk, Va. Rochester, N.Y. St. Paul, Minn. South Bend, Ind. Syracuse, N.Y.	Atlanta, Ga. Grand Rapids, Mich. San Jose (East), Calif.
50,000 to 100,000 (10)	Atlantic City, N.J. Las Vegas, Nev. Lexington, Ky. Miami Beach, Fla.	No. Little Rock, Ark. Vallejo, Calif.	East Orange, N.J.	Evanston, Ill. Ft. Lauderdale, Fla. Pontiac, Mich.
Under 50,000 (12)	Athens, Ga. Montclair, N.J.	Poughkeepsie, N.Y. Teaneck, N.J.	Richland, Wash.	Acton, Mass. Anniston, Ala. Nanuet, N.Y. Plymouth, Mich. Sault Ste. Marie, Mich. West Bend, Wis. Youngston, N.Y.
Total All Cities 89	54 cities		19 cities	16 cities

The words "Educational Park" represent the concept of a cluster of schools in a campus-like setting sharing a central administration and some common facilities. This concept has been applied in various ways to meet specific urban school problems. It has also come to be known by many varying names, as shown in this partial list:

Other Names Used in Educational Park Planning	Where Used
A.P.E.X. (Area Program for Enrichment Exchange)	- Los Angeles, Calif.
Campus Plan	- Syracuse, N.Y.
Campus School System	- " " "
Campus Site	- " " "
Central Education Center	- Hartford, Conn.
Children's Academy	- Mount Vernon, N.Y.
City Center for Learning	- St. Paul, Minn.
Community Education Center	- " " "
Continuous Progress Center	- Seattle, Wash.
Cultural Arts Center	- Denver, Colo.
Cultural-Education-Center	- Chicago, Ill.
Cultural-Education-Cluster	- " "
Cultural Educational Park	- Grand Rapids, Mich.
Cultural Understanding Center	- Denver, Colo.
Education Center	- Arlington, Va.
Educational Campus	- Acton, Mass.
Educational Centers Plan	- Sacramento, Calif.

Educational Enrichment Center	- Norfolk, Va.
Educational Plaza	- East Orange, N.J.
Educational Plaza	- Sault Ste. Marie, Mich.
Educational Resources Center	- Evanston Township, Ill.
Four-Schools-Within-a-School	- Evanston Township, Ill.
Garden School	- San Francisco, Calif.
Great High Schools Plan	- Pittsburgh, Pa.
Human Resources Center	- Pontiac, Mich.
K-12 Educational Park	- Richland, Wash.
Madison Park Plan	- Boston, Mass.
Master Plan	- used by many cities
Magnet Schools	- used by many cities
Metropolitan Educational Center	- Seattle, Wash.
Metropolitan Educational Park	- " "
Model-School-Complex	- Denver, Colo.
Outdoor Education Center	- Denver, Colo.
Secondary Education Complex	- Boston, Mass.
Southeast Education Center	- Seattle, Wash.
South Florida Education Center	- Nova High School, Fort Lauderdale, Fla.
Space-Age Education Center	- Denver, Colo.
Supplementary Educational Centers	- Cleveland, Ohio
Total Education Center	- Nova High School, Fort Lauderdale, Fla.
University Education Park	- Hartford, Conn.

APPENDIX H

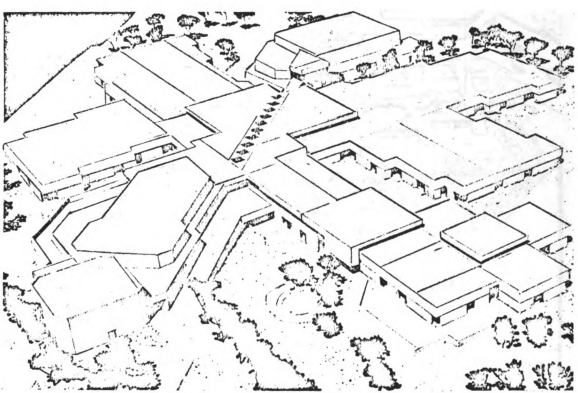
ARCHITECTURAL DESIGN OF THE H.R.C.

APPENDIX H

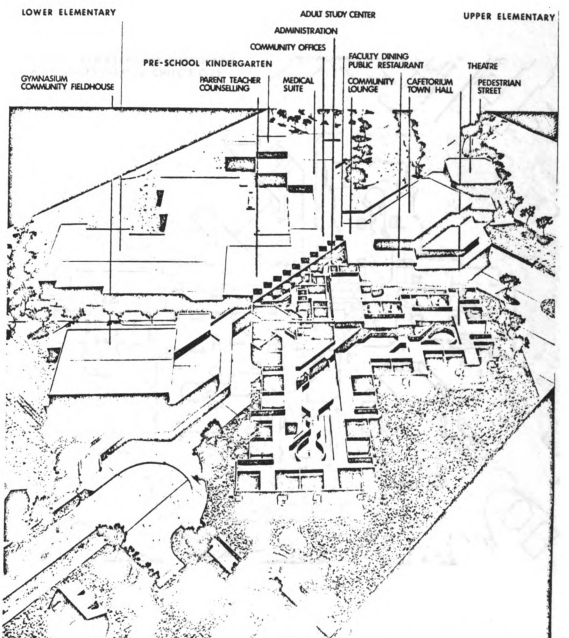
ARCHITECTURAL DESIGN OF THE H.R.C.

HUMAN RESOURCES CENTER

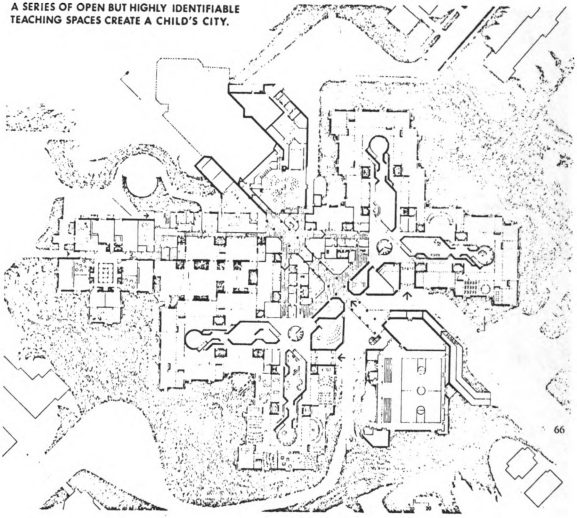
Pontiac , Michigan



Providing for people...


LOWER ELEMENTARY
ADULT STUDY CENTER
UPPER ELEMENTARY
ADMINISTRATION
COMMUNITY OFFICES
PRE-SCHOOL KINDERGARTEN
FACULTY DINING
PUBLIC RESTAURANT
THEATRE
GYMNASIUM
COMMUNITY FIELDHOUSE
PARENT TEACHER
COUNSELLING
MEDICAL
SUITE
COMMUNITY
LOUNGE
CAFETORIUM
TOWN HALL
PEDESTRIAN
STREET

A SERIES OF OPEN BUT HIGHLY IDENTIFIABLE TEACHING SPACES CREATE A CHILD'S CITY.



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APPENDIX I

TEAM ORGANIZATION OF THE H.R.C.

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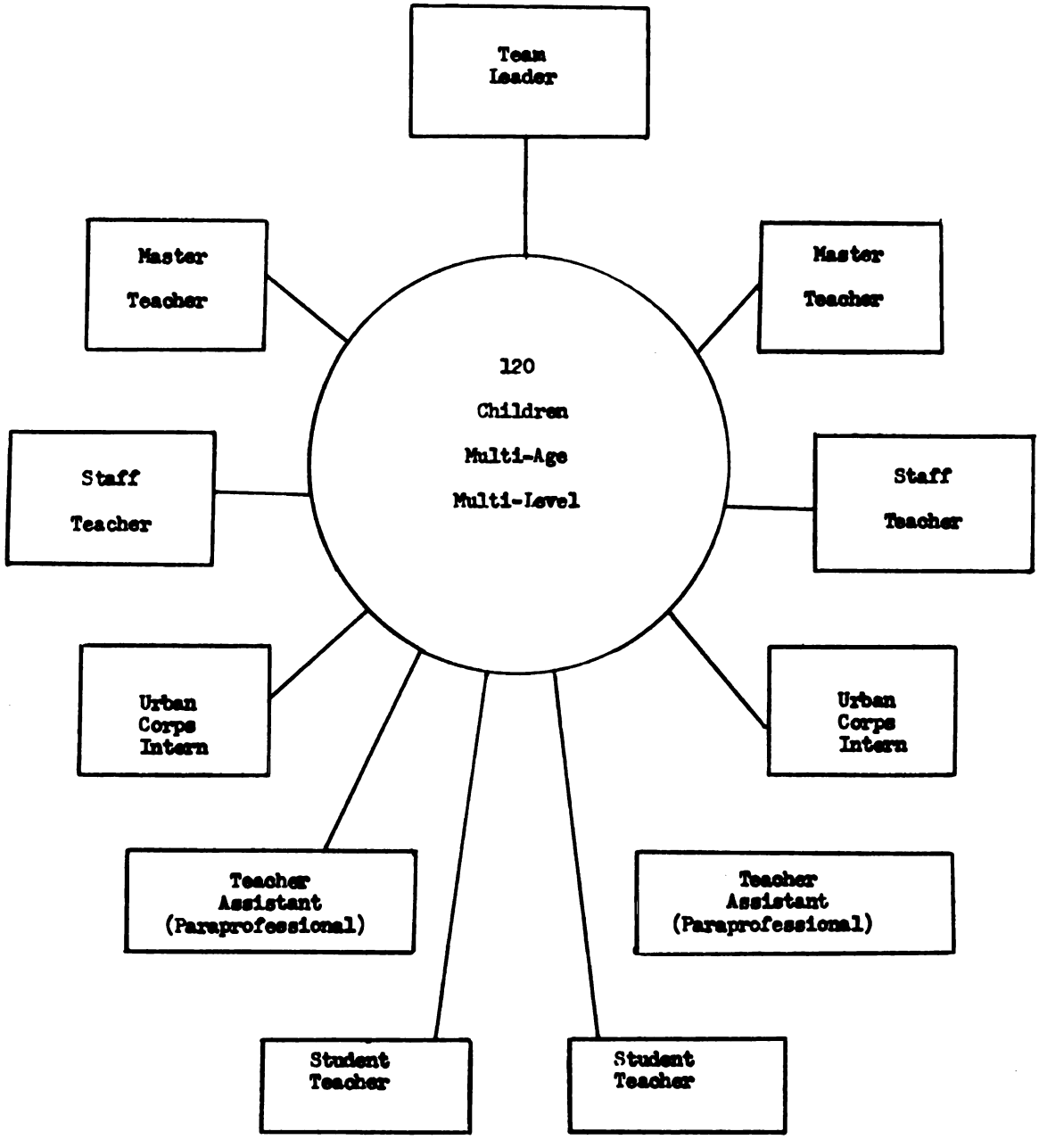
TEAM ORGANIZATION OF THE H.R.C.



APPENDIX J

EMPHASIS OF COMMUNITY SCHOOL PROGRAMS OF THE H.R.C.

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EMPHASIS OF COMMUNITY SCHOOL PROGRAMS

OF THE H.R.C.