WILLIAM J. CONDON
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THE PROCESS OF PLANNING AND SEEKING SUPPORT FOR A HUMAN RESOURCES CENTER FOR THE CITY OF PONTIAC

Thesis for the Degree of Ph. D.

MICHIGAN STATE UNIVERSITY
WILLIAM J. CONDON

1970

THESIS

This is to certify that the

thesis entitled

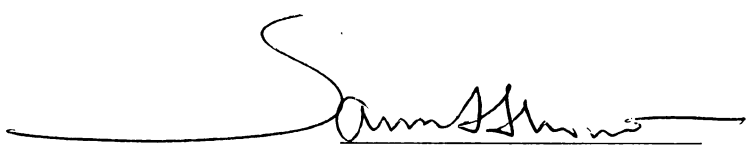
THE PROCESS OF PLANNING AND SEEKING SUPPORT FOR A HUMAN RESOURCES CENTER FOR THE CITY OF PONTIAC

presented by

William J. Condon

has been accepted towards fulfillment of the requirements for

PH.D degree in Education



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ABSTRACT

THE PROCESS OF PLANNING AND SEEKING SUPPORT FOR A HUMAN RESOURCES CENTER FOR THE CITY OF PONTIAC

By

William J. Condon

The School District of the City of Pontiac, Michigan is constructing a Human Resources Center. This Center is an educational institution designed to help people develop their talents and human potential throughout their lives. Services and programs in the Center will be carried on for children in their pre-school years, children in their elementary school years, out-of-school youth, and adults. The Center will provide organizational and curricular innovations, extended services of social agencies, facilities for pre-school children, and facilities for community civic activities.

Based upon the educational park idea, the Center will provide classrooms for up to twenty-three hundred elementary students while replacing a number of out-moded center-city schools. The unique features of the Center are described.

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The reader is given a comprehensive analysis of the planning process. The historical course of this educational and architectural innovation is presented through a review of personal interviews, a search of minutes of meetings, newspaper reports and other items of information. The selected time period is from the origination of the idea of the Center in early 1965 to the acceptance of the bids in June, 1969.

The various portions of the study include a description of the problem and the Pontiac community in which the Center is being built, the origination of the idea, the presentation of the program to the community, the cooperative development of plans, and the status of the Center at the time of the completion of this work.

The study includes a review of the literature on educational innovation and community change with which the actual events are compared. The planning process for educational change and the seeking of support and endorsement from citizens are relevant to many school districts. The findings in this study relating to successes or failures might be used as a partial guide in such planning.

An epilogue presents the author's views concerning the degree to which the original objectives are being met. The appendices include letters, charts, plans, and minutes of meetings that are presented to support the events related in the body of the report.

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THE PROCESS OF PLANNING AND SEEKING SUPPORT FOR A HUMAN RESOURCES CENTER FOR THE CITY OF PONTIAC

By

William J. Condon

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

1970

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ACKNOWLEDGEMENTS

I wish to express my appreciation to Dr. James Heald, Dr. Archibald Shaw, Dr. James Costar and Dr. Sheldon Lowry, members of my doctoral committee for their guidance and help. I am particularly grateful to the Chairman of the committee, Dr. Samuel Moore II, for his critical encouragement and availability whenever he was needed.

A study of this type could not have been completed without the assistance of many people in providing information. I am grateful for all their help. Particular acknowledgement must go to Dr. Dana P. Whitmer, Mr. William Lacy, Mr. Bert VanKoughnett, and Mr. Gerald White of the Pontiac Schools' administrative staff.

Finally my heartfelt thanks must go to my wife, Joyce, and sons, Bill and Jim, for their patience and understanding while I was completing this task.

ACKNOWLEDGEMENT

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CHAPTER I

THE COMMUNITY TO BE SERVED

Pontiac is located on the northern thrust of the greater Detroit Metropolitan region. The area around Pontiac is one of the fastest growing in the nation in terms of population. By the year 2000 Pontiac is expected to be the center of an urban region of one and a half million people.[1]

The structure of the city itself 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 form of radial transportation into and out of the city has led to some of the city's problems. By long tradition, industries have located along these highways and railroads. Some of these industries such as General Motor's Pontiac Division and G. M. Truck are very large. More recently, these radials have attracted strip commercial development.[2]

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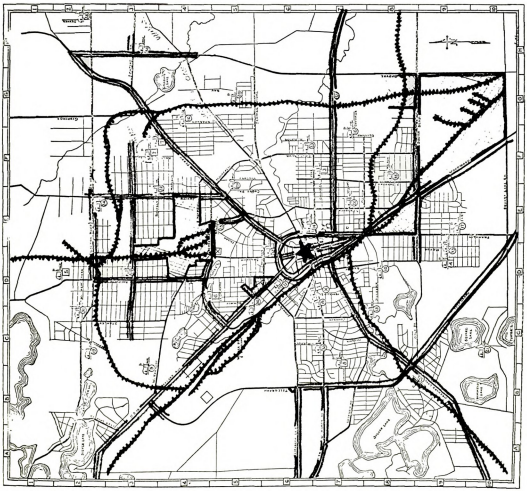
[1]Demographic study done for Pontiac Board of Education by Urban Design Associates, 1967. See Appendix A.

[2]Note map on Page 2.

PONTIAC--TRANSPORTATION, COMMERCIAL AND INDUSTRIAL DEVELOPMENT



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While all of these routes for transportation form the essential circulation routes for the city, they also serve as barriers separating the city's residential areas from one another. This situation has been, to some extent, responsible for the decline of the central city areas, the growth of competition among regional shopping centers, the above mentioned strip commercial development, and the outmigration of middle-income white families into the extending suburbia and exurbia. These families can live in the suburban areas and, because of this radial transportation network, commute to work in the city.

In the past, geographic divisions gave neighborhoods their identity. School district lines were drawn according to neighborhood patterns. Today, these patterns have become patterns of racial and income segregation.

In Pontiac, Black and Latin American minorities together form approximately thirty-nine per cent of the city's population.[1] Yet schools in the southern part of the city are from 90 - 100 per cent non-white, while schools in the remainder of the city are predominately white. The coincidence of poverty with the non-white

[1]Negro population alone constituted thirty per cent according to the figures of Mr. John Perdue, Director of School Community Relations.

ghettoes and school districts demonstrates the difficulty that young people have in overcoming segregated and disadvantaged backgrounds.[1]

The citizens of Pontiac and the city government recognize that the city must be regenerated. Its population must achieve stability if it is to capitalize on the economic future as a center of this growing region.

In 1967, the mayor of the City of Pontiac created the Pontiac Area Planning Council. This committee of thirty-five 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 piece meal, 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 in Pontiac is the first major project in Pontiac since the Council came into being.

Problems in the Service Area

In the central part of the city of Pontiac, three separate forces for change are now in operation. These

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[1] 1960 census--median Negro family income $4,678--median income of all families $6,011. Figures gathered for Application for funding under Neighborhood Facilities Act (see Chapter 5) show thirty-four per cent of families in H.R.C. attendance area below three thousand dollars yearly income.

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create problems which need to be solved. These forces are:[1]

(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 center City area.

(3) The need of the school system to replace old school buildings in this downtown neighborhood.

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

There are many sources of aid to people who live in a central-city area, but it is difficult for a person needing service to know and use all of the sources which are available. The school district offers some services to children which require a different kind of parental involvement than that needed in the regular instructional program. (Examples of these are psychological services, health services, special education instruction, speech therapy, and school social workers.) The city offers recreational programs, health services, public safety programs, and court services. The state and county, too, offer programs in ADC and welfare, mental health, health services, and the state courts. The federal government

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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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offers a multitude of programs under the Department of Health, Education and Welfare including all the titles of the Social Security Act. The fifty-six Pontiac Area United Fund Agencies and local service club projects, financed through donations, offer many similar services.

While all of these services are available to the people, one of the problems is that the residents themselves who need the services sometimes do not know how to make contact with those that are necessary for their particular case. Any approach to central-city problems first must look at the problem of providing office-clinical space and a method of coordinating the many services that are available to the area residents. These services, or access to these services, would then be available in the local community.

The second force in the center-city area is the trend for economic decay within the neighborhood. Certain trends have become evident. There has been a slow, physical deterioration of the neighborhood; deterioration of homes, more renters and absentee landlords, home owners with lower income, and an increased population with two or three families living within a single unit. The 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, fire protection and trash collection. There is constant mobility in and out of the neighborhoods.[1]

These changes, then, produce a community that has a changed attitude and a changed pattern of behavior toward the neighborhood, the city and the school. 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 and immediate needs of their families. Of course, a situation like this 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 level. Classrooms are over-crowded. 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.

All of these trends of economic transition are complicated even further by the present civil rights movement and the trends in these neighborhoods towards

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[1]In the 1960 census, Pontiac was found to have a stable community--50.2% lived in the same house they lived in, in 1950. This has changed radically in the suceeding 9 years, particularly in the inner city area, where the outward migration of white families to the suburbs has greatly increased the mobility rate.

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social transition. As white families move to the suburbs, black and other minority group families move in. In cooperation with city planners and urban renewal, a special program provided by a school district in a center-city area might be able to take some steps to counteract or to reverse these trends.

The third condition that needs to be altered or changed is the condition of the schools in the area. Two of the schools near the center of the City of Pontiac are over sixty years old and are to be replaced as soon as possible. A third school is over forty years old. Plans are being made for its replacement. In observing the conditions to be altered and the trends of economic transition that existed, the School Board of the City of Pontiac saw that if no change was made, the future of the area was relatively certain. The east side of Pontiac would become a low-income, predominately Negro community.

If the school district is going to take action to replace or to completely remodel the three schools mentioned above, it would seem logical to take into consideration some of the other community needs that have been mentioned and, if possible, provide a course of action that might assist materially the solution of these problems. The real question raised by all of the above conditions is whether the traditional methods for dealing with the needs of the people, neighborhood

decay, and replacement of schools are going to provide the answers for meeting the future needs of the community of Pontiac?

The leaders in the school system of the City of Pontiac, and the people of the City of Pontiac realize that action must be taken to solve these and many other problems. In working together to define the problems and in discussing possible solutions, these two governmental groups came to realize a growing sense of responsibility to the central-city area which led to the establishment of the Human Resources Center (H.R.C.).

In the following chapters the author discusses how the idea came into being, how support was sought for the idea and how the community, school neighborhoods, the school district and nearby suburban area were contacted in order to solicit their support, and help. Next is the topic of how planning was done with the school staff, the parents, and leaders in the community. Which ideas were considered, which ones were adapted into the program, and which ones were not (and some idea of why they were not) are described. The study concludes with a status report of the Human Resources Center--what has been accomplished at the time of this writing. A final portion of this document describes the relationship of the community-public approach in creating a new concept such as a Human Resources Center to the

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CHAPTER II

FORMATION OF AN IDEA-INTEREST AND SUPPORT

Recognizing the problems of the Pontiac center-city area members of the Pontiac Board of Education and members of the administrative staff of the Pontiac Public Schools were looking to solutions both to the problems of replacing the deteriorating schools and to the problems of the people living in the affected areas.

In 1965 President of the Pontiac Board, Mr. Monroe Osmun and Superintendent Dr. Dana P. Whitmer were traveling to the Atlantic City meeting of the American Association of School Administrators.[1] As they traveled they were discussing the situation. At this time in the professional literature of school administration there was a great deal of writing on the "educational park" idea. Discussing their problem, Mr. Osmun and Dr. Whitmer decided to look into this. It seemed to them that it might be a solution not only to the school situation, but a way in which the urban area might be made attractive

[1]This and the remainder of paragraph reported by Dr. Whitmer in interview on March 18, 1969.

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to its residents. As they talked about the idea, they became more and more sold on it and when they came back to Pontiac they began to talk to people. They began by talking to other members of the school board in executive sessions.

Members of the Pontiac School Board, in order to evaluate plans for solving their problems, had established some principles which they intended to follow.[1] One of these was that the ultimate goal of education was two-fold: (1) to produce adult citizens who will respect, serve, and continue our society, (2) to produce adult citizens who realize their potential as individuals and who enjoy rich full lives. In order to accomplish this, educators must attempt a partnership of all persons who influence each youngster, in order to establish a positive attitude toward learning. The idea is to develop within each person who deals with the student a high level of expectation for that student.

The schools have a new role in affecting the total learning environment of each student. To enhance the learning environment, schools must attempt to coordinate all services that are designed to improve the life of the people. It is no longer possible for schools to ignore negative forces that affect the life of the

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[1]Statement of Pontiac Board of Education in H.U.D. application for grant to complete H.R.C.--1968-69.

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students just because they are not academic nor the direct responsibility of the school. A strong academic program must accompany the development of attitudes that affect motivation and the desire to learn. New methods and new technology must be sought continually that will individualize instruction. It is recognized that a school-aged child is influenced by many forces and that he is subjected to all that happens in his environment. Thus the level of life in a community influences what each child is, and what he can, and will, become.

Discussing the possibility of solving these problems by the establishment of an educational park or a Human Resources Center, (H.R.C.) as it soon came to be called, the administrators and Board of Education realized this might serve as a focal point for activities designed to improve the life chances of citizens of all ages. In the broadest sense, the activities centered in the Human Resources Center should enhance the status of participants in the areas of economic ability, health, housing, education, community participation and family functioning.

Considering efforts to alter the conditions which were described in Chapter I, the Board of Education realized that effort must be directed toward the needs

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of people in the service area and they chose six major objectives:

(1) Stabilizing a present transient neighborhood as a deterrent to a high future mobility rate, including the question of ethnic and economic integration.

(2) Improving the facilities, content, methods and materials of instruction.

(3) Expanding the community school concept so the Human Resources Center will become a focal point of community activity for the development of the human resources of the area.

(4) Improving in-service training for teachers, especially in regard to working with socially and economically integrated groups of children.

(5) Coordinating the services to people that are available through the public school: local, state and federal agencies of government, and social and cultural agencies.

(6) Physically renewing an area through the replacement of old schools and the replacement and upgrading of poor housing.[1]

Research indicates that the basis of educational patterns and the overtones of prejudice are established in children in their early years.[2] Studies also show that efforts to improve educational achievement that are limited to dealing with children during the usual school

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[1] "The Desired Outcome"--section of H.U.D. application for grant, see Note p. 9.

[2] People make other People Important, Bulletin No. 2150, A Human Relations Guide for Classroom Teachers, Michigan Department of Public Instruction, pp. 8-11, 37-38; Noar, Gertrude, The Teacher and Integration, National Education Association, 1966, p. xi (Introduction).

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day have not had much success.[1] For these reasons, the relationship between the objective mentioned above and the elementary school program and facilities as they presently exist in Pontiac has been carefully studied. More specific objectives representing desirable achievement for the Human Resources Center were then established.[2]

(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 E.S.E.A. Title III Self-Concept experiment conducted at Bethune Elementary School.[3]

(2) Developing life-long opportunities for education and self-development for out-of-school youth and adults through providing more adequate facilities within the four or five elementary school attendance areas for the extended school day. The opportunity to attend classes in basic education, vocational education, retraining, high school credit classes, adult seminars conducted by university personnel, and college credit classes would be provided.

(3) Providing for the recreational, cultural and social service needs of children and adults the year round, after school, evenings, weekends and summer, through an extension of the community school concept including specialized programs, extra teaching personnel, additional administrators, community workers, community school directors and facilities to handle these types of activities.

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[1] The Negro Family, Office of Policy Planning and Research, United States Department of Labor (Daniel Moynihan), March, 1965, United States Government Printing Office, pp. 25-27, 30; Noar, op. cit., pp. 62-63.

[2] See Notes pp. 11 and 12.

[3] Self concept program patterned after the one made famous by Dr. Sam Shepherd, Banneker District, St. Louis, Missouri.

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(4) Coordinating with the schools and the city government, the public and private agencies that offer services to the area residents through a combined advisory council of the service agencies represented in the area such as mental health, aid to dependent children, Oakland County Dental Department, Oakland County Medical Department, legal aid, family services, and so forth; and to offering a focal point with the community where these agencies could establish substations to move their services closer to the area residents with whom they work.

(5) Stimulating community pride and interest which will assist in the development and maintenance of an attractive residential area through a concentrated educational effort on the part of the schools and service agencies, and physical rehabilitation of the area through the city government in conjunction with fundable projects under the Department of Housing and Urban Development.

(6) Promoting a stable, racially and economically integrated residential area by encouraging people to live in the area in order to have the benefits of the Human Resources Center.

(7) Promoting a stable, racially and economically integrated student body in the Pontiac Schools that would represent the present racial and economic composition that exists city-wide.

(8) Planning a campus center, arrangement of facilities and design of new facilities to adequately house a new educational program and the other services as described above.

In their discussions in early 1966, board members and administrators began to see in the idea of a Human Resources Center one method of solving some of the problems of the community and the school system at the same time. The replacement of McConnell School was becoming a very important issue in the school neighborhood.[1] Another option

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[1]See maps; Chapter I and III.

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facing these men was the necessity of replacing two or three other schools.

After the school board had discussed the idea with the administrators, Dr. Whitmer made an appointment on February 28, 1966 with Mr. William Hawley, then Director of the Mott Institute for Community Improvement, (M.I.C.I.), and Mr. Robert Marsh, also of the M.I.C.I. staff. The idea of a Human Resources Center or community-park plan was reviewed and encouraged. At a later meeting held on March 24, 1966 these men were joined by Dr. Floyd Reeves of Michigan State University; Dr. John E. Ivey Jr., Dean of the College of Education of Michigan State University; Dr. Ted Ward of Michigan State University; and Mr. Duane Gibson of the Institute for Community Development of Michigan State University. The general consensus was that the educational park idea was sound and that it would be applicable to the McConnell, Wilson and Central Elementary School Areas.[1]

Encouragement was given that the idea should be pursued. The Mott Institute of Community Improvement said that it would be willing to help by bringing in resource people and by making available M.I.C.I. people to come to Pontiac to help plan and meet with local groups. Among other conclusions were that there is no

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[1]See map, Chapter III.

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research which can give hard evidence concerning the values or effectiveness of this idea--in fact, the group did not know at that time of any community or school district which had already implemented the idea.[1] Dean Ivey suggested that consideration should be given to the development of community consensus and commitment to the goals and the development of the human resources as previously presented here. The study of these goals, he continued, should have wide citizen involvement, and the study and idea should be initiated by the Mayor and the City Commission. From the study a broad community plan for the development of Pontiac's human resources would be evolved. The plans of the schools would then be a part of the broad plan and the educational park idea would be a part of the schools' plan.

The administrative group having received this encouragement, meetings were held with the City Manager and members of the Pontiac City government. There was a high level of interest shown by city officials.

On April 26, 1966, Dr. Whitmer, Mr. Osmun, and Mr. Bert VanKoughnett, Director of Community Action Programs for the School District of the City of Pontiac, held a conference with Dr. Harold Gores, President of Educational Facilities Laboratories, (E.F.L.) in New

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York City. Summarizing the elements arising from this conference, it was found that the E.F.L. was interested in the Human Resources Center concept and wanted to become a part of it. They were willing to pay expenses for three consultants to come to Pontiac and meet with members of the school administration, parents, community leaders and members of the city government. These three men were Dr. David Lewis, of the Carnegie Technical Institute in Pittsburg, Pennsylvania; Mr. Mitchell Svirdoff, Assistant to the Mayor of New York City; and Mr. Cyril Sargent, associated with the City College of New York.

There was also discussion of the desirability of selection of an outstanding architectural firm to do the preliminary design for the Human Resources Center. It was the hope of the Educational Facilities Laboratory that the design would be new and refreshing and attract people and children. The E.F.L. expressed a willingness to meet with these architects and consult with them on profitable ideas to be developed in the design. It was indicated that E.F.L. would again defray the expenses of bringing such a group together for this purpose. The school district was given permission to give publicity to the fact that E.F.L. was interested in the project and was making these kinds of financial contributions to its furtherance.

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As the year 1966 moved along, other meetings were held. A listing of these is of interest because it shows the people to whom the project was presented initially and to whom the appeal for support was made:

On May 4, 1966, Dr. Whitmer held a meeting with Mr. Howard Fitzgerald and Mr. John Fitzgerald who are the Editors and Publishers of The Pontiac Press, the daily newspaper.

On May 11, 1966, administrators met with Mr. John DeLorean, Mr. Cal Werner and Mr. Thomas Wiethorn, all executives with General Motors, Pontiac. In both of these meetings there was a favorable reaction to the plan and support was expressed.

On July 16, 1967--One of the consultants recommended by the E.F.L., Dr. David Lewis of Urban Design Associates and the Carnegie Technical Institute of Pittsburg met in Pontiac with the following people; Mr. William Lacy and Mr. Richard Fell, Assistant Superintendents of Pontiac Schools; Mr. Gerald White, Director of Elementary Education; Mr. Bert VanKoughnett, Director of Federal Programs and his assistant Mr. Thor Petersen. Also at the meeting were Mr. Joseph Warren, City Manager of the City of Pontiac; Mr. James Bates, Urban Renewal Director; Mr. David Vanderveen, Study Director for the City of Pontiac; and members of the city commission. As a direct result of this meeting, another meeting was held--a joint

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discussion meeting on August 2, 1966--in which members of the City Commission and the Pontiac Board of Education met together to discuss the project. The consensus was to proceed as rapidly as possible.

On August 12, 1966 a further meeting was held. This, too, was a discussion meeting sponsored by the Board of Education. In attendance, besides Board of Education members and administrators, were Mr. William Hawley and Mr. Robert Marsh of the M.I.C.I. and Mr. Joseph Warren, City Manager. The meeting was held for the purpose of further exploration of the concept.

On August 19, 1966 a meeting was called by the County Council of the U.A.W. for the Presidents of local unions. In attendance were Dr. Whitmer, Mr. Robert Taylor of Local 540, Mr. Wally Johnson of Local 594 General Motors Truck and Coach, Mr. John May of Local 653 of Pontiac Motors, Mr. Edward Keen of Local 296 of Pontiac Motors, and Mr. Arthur Heaton, Director of United Fund Program.[1] All of these men expressed a great deal of interest in the Human Resources Center project and offered their cooperation.

On August 22, 1966, Dr. Whitmer and other administrators made a presentation to the school Human

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Relations Committee and the project was given the official endorsement of this group.

On August 24, 1966, the Pontiac Board of Education passed a formal resolution to endorse the concept of a Human Resources Center and to proceed with the planning process.

On September 8, 1966, the presentation of the H.R.C. Concept was made to the city Human Relations Commission and official endorsement was given.

Many of these meetings are reported more completely in later parts of the dissertation.

On September 14, 1966, a grant award was announced to the School District of the City of Pontiac from the Mott Institute for Community Improvement for $10,000 for preliminary studies of the concept of a Human Resources Center for the City of Pontiac.

On September 20, 1966, the City Commission adopted a formal resolution endorsing the idea of a Human Resources Center.

During October and November of that year, Mr. Joseph Warren and Dr. Whitmer made visits and held conferences in exploration of the best planning procedures. Meetings were held with, among others, Dr. John Hannah of Michigan State University and other members of the M.S.U. staff; Dr. Durward Varner, President of Oakland University and other Oakland University personnel; and

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On November 5, 1966, Mr. William Lacy, Mr. Bert VanKoughnett and Dr. Whitmer met with members of the United States Office of Education in Washington, D.C. to present them with the plan and to get their ideas.

At this point, nearing the end of 1966, the School District of the City of Pontiac was ready to proceed with the planning phase of a Human Resources Center. The Board of Education had formally endorsed the project, as had the City Commission and the Human Relations Commissions. Money was available for planning, thanks to the grant from the M.I.C.I., and the members of the administrative staff were beginning to formulate plans for presentation of the idea to the community as a whole and to groups, both formal and informal, in the area to be served.

Dr. Whitmer, in a recent interview, recalled how at this time in the planning of a Human Resources Center, the initiators of the concept were pleased with the reception that their idea had received by the Board of Education and the Pontiac City Commission. He also expressed satisfaction about the feelings that were shown by other leaders in the community--their encouragement of the plans and their willingness to participate. He felt, too, that the interest shown by the representatives

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of the various educational institutions, the Educational Facilities Laboratory and the Mott Institute for Community Improvement would be beneficial in the long-range planning and implementation which would be necessary in order to effect the program.

Dr. Whitmer said that his hope was that the interest, cooperation and involvement would be continued as the administrators, the school board and the members of the city government went forth to present their idea to the community for acceptance and further development.

The next chapters treat the attempts and the methods of presentation of the program to three main groups: (1) members of the educational community itself, teachers and administrators, particularly those in the schools involved; (2) parents of the children throughout the city, particularly in schools which might be involved in the closing-out of the old buildings and the transfer of children to some new facility; and (3) the greater community of the Pontiac School District and the City of Pontiac. Chapter III presents the type of approach used with each of these groups. Methods for two-way communication between these groups and the administrative staff are discussed, as well as which ideas were considered, which ones were implemented, and which ones were discarded.

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CHAPTER III

PRESENTING THE PROGRAM

Personnel in the School District of the City of Pontiac worked for more than two years on the development of the idea of combining resources to meet the community needs in education, housing, and social and cultural aspects of society. As a result of the grant from the Mott Institute for Community Improvement, (M.I.C.I.) a six month feasibility study was conducted from January 1 to June 31, 1967. As part of this study, certain needs were identified by school and city officials working with area residents and resource people. These needs were then to be examined in depth during the course of the study:

(1) There is a need for extended and enriched opportunities for school pupils. Community school programs and the provision of educational and recreational opportunities for school children after school, on weekends and during the summer that had already been in operation gave evidence of the benefits to children which can be provided.

(2) There is a need for continuous and life-long educational, recreational, cultural and social programs and services for out-of-school youth and adults. Again, residents in the community who participated in the earlier programs attest to its value in the development of human resources and the meeting of the educational needs of area residents.

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(3) There is a need for coordinating the extensive public and private agency services to the people of the area. While the school would not direct these services, they would be more available and useful to residents if they were centered in the community school.

(4) There will be a need for additional school facilities in the Central and McConnell school areas because of projected pupil population growth.

(5) There will be a need to replace the Central Elementary School building and the Wilson Elementary School building. The usefulness of both of these structures as elementary schools cannot extend for very many years into the future.

(6) There is a need to provide, where possible, new school facilities which will serve racially integrated student and residential populations.[1]

The planning procedure for the Human Resources Center complex began in 1966. As part of the program under the grant from the M.I.C.I. Mr. Bert VanKoughnett, Director of Community Action and Federal Programs was appointed Co-Director of the study to represent the school district; and Mr. David Vanderveen, Manager of the city airport and former Assistant City Manager was appointed Co-Director of the study to represent the city. The idea of the Human Resources Center was presented to more than thirty city-wide groups including P.T.A.'s, service clubs, and professional organizations. Each group was asked for its reactions and its formal endorsement of the idea of continuing the study of the Center.

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[1] "Examination of Problem Characteristics," p. 56--H.U.D. Grant Application NF 123--Supplement.

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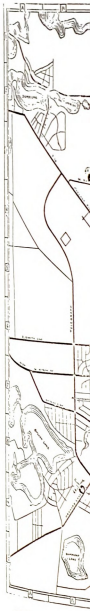

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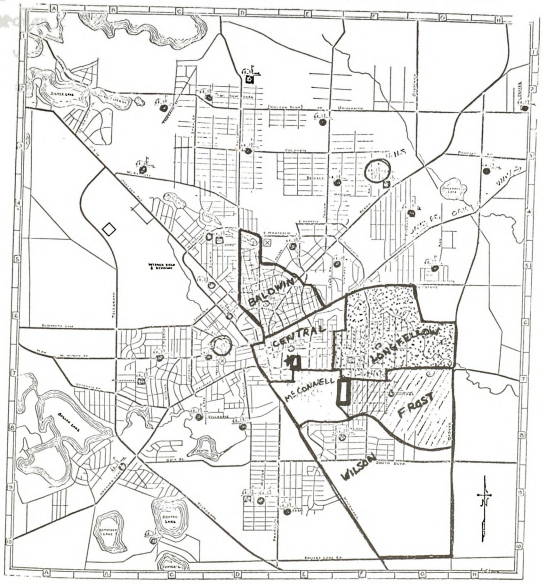

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Bi-monthly meetings were held involving the City Manager, Superintendent of Schools, Director of Urban Renewal and the two feasibility study Co-Directors. These meetings began on January 1, 1967 and continued through the entire study. All city departments offering services to people were contacted both at general meetings of their directors and individually. These are listed below:

Planning Commission--Mr. James L. Bates

Youth Department--Mr. George Coronis

Parks and Recreation--Mr. David Ewalt

Human Relations Committee--Rev. Arlond Reid

Public Works--Mr. Joseph Neipling

Police Department--Mr. William Hanger

Library--Miss Phyllis Pope

Health Department--Mr. Charles Cohen

County service agencies that offer direct service to people were also contacted and gave support to the idea. These include the:

Oakland County Medical Department--Dr. Berman

A.D.C. and Welfare--Mr. Hoard

Community Mental Health--Dr. Walden

The executive directors of United Fund agencies were presented with the idea of a Human Resources Center and the possibility of participating in the study. The local newspaper accepted the idea and gave support through

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coverage. The extension divisions of Oakland University under Dr. David Doherty, and Oakland Community College under Dr. Walter Flightmaster, reviewed the idea and gave support by offering to schedule both extension and college-credit classes within the Center. Pontiac schools are involved in a new form of internship teacher training with Michigan State University which might become directly related to the Human Resources Center. This possibility was explored, although nothing definite was decided. Representatives of the local Office of Economic Opportunity endorsed the study and offered to participate in the planning.

Mr. B. C. VanKoughnett, Co-Director, spent two days in the United States Office of Education, E.S.E.A. Title III Office, reviewing the 12 approved educational park programs listed below:

Harriston, Alabama
San Jose, California
Berkeley, California
Wethersfield, Connecticut
Biddeford, Maine
Baltimore, Maryland
East Orange, New Jersey
Alburquerque, New Mexico
Brooklyn, New York
Syracuse, New York

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The State Department of Education was contacted on various occasions and gave suggestions and assistance in the development of the feasibility study and of the E.S.E.A. Title III proposed study grant which came later. Mr. Don Goodson, Michigan Title III Coordinator, and Mr. Ray Rothermill, Assistant Superintendent of Federal Programs; have also been involved.

Social agencies contribute to the welfare needs of the community. These agencies were invited to become a part of the Human Resources Center Program. Although some of them have already been mentioned; this is a complete list:

City Planning Commission

Youth Department, City of Pontiac

Parks and Recreation Department

Human Relations Commission

Department of Public Works

City Library

City Health Department

Oakland County Health Department

A.D.C. and Welfare Departments

Community Mental Health Services

Parent Teacher Associations

United Fund Agencies

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Public School Staffs

Private Schools

Oakland County Board of Education

4H Club, Co-op Extension

Social Services of Oakland County

Family Services of Oakland County

Child Care Facilities

Probate Court, Juvenile Division

Oakland County Commission on Economic Opportunity

Pontiac Area Community Arts Council

Michigan Employment Security Commission

In a later part of this chapter, the approach made to these agencies is explored. The agencies that responded with letters and endorsements of the objectives of the Human Resources Center are enumerated. As part of the feasibility study, many of these agencies began working and thinking toward the establishment of sub-centers within the H.R.C. complex.

The remainder of Chapter 3 involves the approach for support and endorsement that was made, during 1967, as part of the feasibility study, and after the study, to certain groups in the community.

Varied approaches were made to gain support for the program. The strongest appeal was made to the group

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of parents and teachers in those schools that would be affected by the construction of the Center. As part of the organization, the meetings involving parents were set up in such a way as also to involve the teachers in those schools. A section of this chapter is concerned with the types of presentation made to the organization of citizens' committees.

A second section of this chapter has to do with the approach to social service program agencies and the attempt to gain their involvement in the program. Also covered is the program as it was being evolved in the Pontiac City government. Approaches to the parents, teachers and social agencies, while done with the co-operation of Mr. Vanderveen and other members of the Pontiac City administration and the City Commission, were primarily a responsibility of the Pontiac Schools' administrative staff as directed by the Board of Education. The record of communications with the City Commission indicate their doubts and the action that they felt was within their area of planning and promotion.[1]

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[1]The chronological tables on page 39 shows the relationship of events in the remainder of this chapter and Chapter IV. Appendix K lists these events in sequence by date, description and page number.

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The Pontiac City Government and the Human Resources Center

On August 2, 1966 members of the Board of Education and Superintendent Whitmer met with the Mayor of Pontiac, the City Manager and five of the City Commissioners to present the educational park concept. The Commissioners, individually, gave verbal support. One, Mr. Robert Irwin, delayed his approval until he could have time for further study and discussion. He indicated that he was not opposed to the idea, but did not wish to make any kind of commitment until he was completely familiar with it. There was agreement, however, that the school district should continue to pursue development of the concept. The Commission and the Board approved a plan whereby representatives of the city government and school district would work together in further development of the idea.

It appeared that the Commission wanted a plan put on paper which it could study and which would become the basis of official action by the Commission to support the plan. There was some discussion of how to proceed. As summarized by Dr. Whitmer, the consensus of this part of the meeting seemed to be that:

(1) The concept would be presented to the city's Human Relations Committee and the school district's Human Relations Committee. Each committee would deliberate and take official action in the form of a recommendation to the governing board for their consideration.

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(2) There should be contacts with the labor movement as quickly as possible to explain the idea and elicit their support.

(3) The School Board should take initial action publicly in support of the notion; action by the city could then follow that which was taken by the school district.

(4) The final endorsement by the two city groups and governmental agencies should be made and then presentation made to P.T.A.'s and other community organizations who would be vitally interested in the proposal.

(5) Evidence of community support should be gathered in the form of resolutions by the various groups contacted. These could be used as evidence to present the Educational Facilities Laboratory of Community support in the request for planning funds.

It was clear that the school people felt, and this feeling was supported by the Commission, that it was necessary to receive a grant from the Educational Facilities Laboratory as quickly as possible.[1] Many of these recommendations for action became part of the planning program for the Resources Center.

During this meeting in August, 1966, many questions were raised about costs, about what would be required of the city in terms of commitments, how the city and schools would work together on this project, etc. At this early stage in the planning there was difficulty in providing exact answers for these questions. It was indicated that an extensive planning period with professional help and

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[1]Minutes "Joint Meeting of City Commission and Board of Education," August 2, 1966. Signed by Dana P. Whitmer.

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consultation would be required to derive answers. On September 20, 1966, the City Commission endorsed the concept of a Human Resources Center for development in the McConnell School area as part of the total development for the southeast quadrant of the city. They agreed to jointly sponsor the development of the concept with the School Board and to participate in the request for a pre-planning (feasibility) grant from the Mott Institute to defray the cost of the initial study for the project.

Throughout the remainder of 1966 and in 1967 the feasibility study was completed, its reports made public, and further study was undertaken. The City Commission discussed the plans and the results of the study, during the early part of 1968, (while the School Board was making presentations on the concept throughout the city), and on July 17, 1968, presented questions which they felt deserved further consideration. The City Commission suggested a joint meeting with the Board of Education on August 1, 1968, to answer, in particular, the following questions:

(1) How much will this Human Resources Center cost the city?

(2) What is to be done about objections received from property owners whose homes were not to be taken as part of the purchase proceedings to acquire land?

(3) What will the H.R.C. do in bringing about racial stability and an integrated community?

By mid-1968 the progress of the H.R.C. was such that the questions being raised were reflecting not the future

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planning, but rather the "here-and-now" of what is happening and "why is it happening?". This resulted partly from the extensive public relations program undertaken by school personnel in attempting to gain support of people in the community.

On August 1, 1968, a joint meeting was held with the City Commission, Board of Education, and members of city and school staffs. The Board of Education had called the meeting in response to requests of the City Commission for answers to questions. They also used the opportunity to report on the progress over the past 2 1/2 years from the 1966 meeting until the 1968 meeting.

Communication between the Commission and Board of Education had continued since Mr. Vanderveen, Co-Director of the Study, had been very active--as had the Human Relations Council of the City of Pontiac--in reporting concerns and progress to the governmental body. The bi-monthly meetings of the Superintendent of Schools and City Manager and Director of Urban Renewal also served the purpose of keeping governmental officials up-to-date.

At this August 1, 1968 meeting Dr. David Lewis presented a report on the Urban Design Associates' study that led to the site recommendation and selection. His report emphasized racial integration as an important factor in the project. The minutes of the meeting, as prepared by Dr. Whitmer, indicate that some commissioners

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saw integration as the most important factor in the project and did not "fully appreciate the significant educational programs, community school programs, community service programs and residential improvement as basic goals." The concerns that were raised at this meeting by the various commissioners were as follows:

(1) Problems had been raised by residents whose houses are adjacent to the site. It was felt that such properties might be unattractive for sale and decline in value as a result of the construction of the Center in that neighborhood.

(2) The H.R.C. will not cause racial stability, rather the trend toward segregation will continue to move north and the Center will become an all-black area.

(3) The H.R.C. alone cannot bring about an integrated community. There should be a total educational plan.

(4) The H.R.C., therefore, should be supported by other community efforts and activities to achieve racial integration.

(5) It was suggested that the site for the Center should be east so that Paddock Street would become the eastern boundary.

(6) There was some concern about expense to the city.

Viewing these concerns, Dr. Whitmer's indication that the City Commissioners were concerned with integration as an overriding problem which might be solved by the construction of the Center seems valid. The implication, too, seems to be that the feasibility study and the presentation to the City Commission and City Planning Departments concentrated on the idea of the H.R.C. concept as a

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single entity and not as part of a complete social and educational program for the neighborhood. This program had been prepared and was in existence.

The discussion at the August 1, 1968 meeting succeeded in bringing out the fears of the Commissioners. School Board members, who had been more active in the planning, were convinced that the program was correct and must be carried out and endorsed. They were concerned, however, that doubts in the minds of the City Commission would cause reservations about their continued support of the program. The school administrators were directed to intensify their efforts to keep members of the city government knowledgeable about the progress being made.

The planning schedule established for the H.R.C. did involve the City of Pontiac in preparing for wider community involvement in the service area. These responsibilities were divided among various members of the city administrative staff. The reports asked for and the surveys and planning undertaken were indicative of their interests and areas of involvement. Mr. Bates, Director of Urban Renewal, (which had now changed its title to Neighborhood Development Program since this provided a faster procedure for carrying out urban renewal) took on the following activities:

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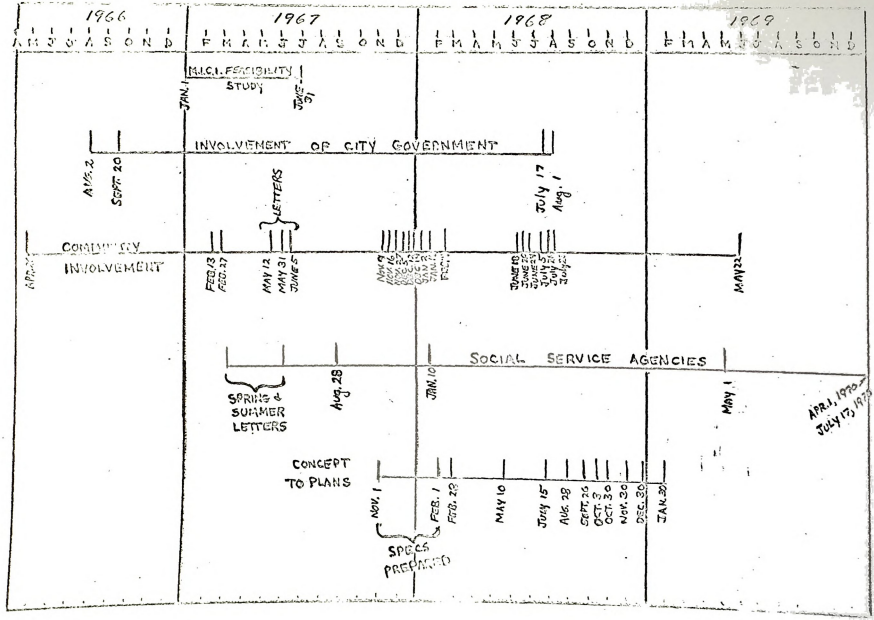

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(1) Delineation of the service area to meet the city's objective of community improvement. Date for Completion 3-15-69.

(2) Determination of the area requiring community improvement in the H.R.C. area and preparation of the neighborhood development program.

2.1 delineating of sub-area boundaries by type of treatment completion 5-1-69.

2.2 Preparation of plans, programs and annual budget for the first treatment area-completion 4-1-69.

(3) Implementation of treatment areas.

3.1 Existing Urban Renewal Projects to be completed 10-1-72.

3.2 New Renewal area within the program area-completed 7-1-71.

3.3 City sponsored projects to be completed 7-1-71.

3.4 Development of neighborhood support. Completed 12-31-70.

Field surveys to determine problem conditions in the service area were undertaken by various members of the Pontiac City government administrative staff including such men as Mr. Ralph Florio, Director of Housing & Code Enforcement; Mr. Charles Honcho, Assistant City Engineer; Mr. Kermith Billette, Assistant Director of Planning; and Mr. Gary Webster, Administrative Assistant to the City Manager. Their surveys included such things as building conditions, adequacy of public facilities, social attitudes, overcrowding and excessive density of dwellings, incompatible uses of structures, available vacant land, and employment and income patterns. These reports were due

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at the end of 1968 or early in 1969. It might be noted that many of these programs, while directly related to the construction of a H.R.C., were nevertheless those which would be a part of a well-planned program reflecting the concern of a city government with a center-city area which was in the process of deterioration and transition. It should be noted, too, that--while not mentioned here--one of the on-going activities throughout the program was the involvement of Dr. David Vanderveen as a city government coordinator in the planning of the H.R.C. His involvement as a Co-Director of the feasibility study permitted a channel of communication between the Pontiac City schools and the Pontiac City government.

Involvement of Neighborhood Residents

The involvement of neighborhood residents actually began prior to the feasibility study. It began when citizens of the McConnell School community demonstrated their interest in the construction of a new building which would be designed to accommodate the community school program as well as the regular day school program. This interest was expressed in a petition signed by 256 area residents and received by the Board of Education on April 26, 1966, and also by the present representatives who discussed their concerns with the board on May 11,1966.[1]

[1]Wording of petition from minutes of School Board meeting.

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> We, the undersigned parents and citizens of the McConnell School district are signing this statement of concern because we are aware of the need for a new and larger school building and facilities in which to educate our children. We also are aware that your new program is very good for children and adults alike.[1] The program further points out the need to carry out a better 'community-school' program. We, the undersigned will attend any and all meetings to discuss plans to this effect.

Following the action, the Fall of 1967-68 school year was devoted to developing an organizational plan for continued neighborhood participation and preparing an application for the funds to conduct the feasibility study. Many informal meetings were held with parent representatives from the McConnell area.

The formal planning structure began with the formation of a Citizens' Steering Committee at a meeting on February 13, 1967. At this meeting, which was held at the Board Room of the Pontiac Administration Building, were Mr. Bert VanKoughnett and Mr. David Vanderveen, the Study Directors; Principal of Central Elementary School, Miss Marion Hinckley; Mr. Henry Katip, President of Central Elementary P.T.A. and Mrs. Mary Hepner, Representative from that P.T.A.; Mr. James Davis, Eastern Junior High Community School Director; Mr. Howard Caldwell, Principal of McConnell Elementary School; Mr. Fred Carter, McConnell Community School Director; Mrs.

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[1]McConnell had one of the first Community school programs with a director in the City of Pontiac.

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Jean Benion, McConnell Elementary P.T.A. President; Mrs. Mary Sampson, Representative of McConnell P.T.A.; Mr. Dave Crawford, Principal of Wilson Elementary School; and Mr. Huevon Peery, Wilson Community School Director along with Mrs. Willie May Hamilton, Wilson P.T.A. President and Mrs. Barbara Hoover, Wilson P.T.A. representative.

At this meeting, discussion included a background of information on the Human Resources Center, and the role of the Committee. Procedural topics included the meeting dates and times, plans for a joint P.T.A. Executive Committee meeting, meetings of P.T.A.s in the three elementary schools and the idea of circulating an opinionnaire to P.T.A. members on the concept. The following meeting was a joint P.T.A. Executive Committee. This was held on February 27, 1967. This combined meeting had in attendance the people previously mentioned as well as other officers and P.T.A. City Council Delegates from the concerned elementary school P.T.A.s. It might also be noted that, as well as being the initiator of programs for the center-city area, McConnell School was also the elementary school at which Mr. VanKoughnett had been Principal prior to accepting his position as Director of Community Action Programs and Federal Programs.

The concept of the H.R.C. was presented and this was followed by a question and answer period. In seeking support for the study, approval was gained from all

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present except one. An area-resident involvement plan was approved. This included the use of "opinionnaires" and Block Meetings, which will be discussed more completely later. The topic of the H.R.C. was scheduled as part of the program at each school's March P.T.A. meeting.

As part of the programs of these two meetings P.T.A.s were asked to send to Mr. VanKoughnett letters endorsing the concept of the Human Resources Center. Letters were received from Central Elementary dated May 12, 1967; McConnell Elementary--May 29, 1967; Wilson Elementary--June 5, 1967; and a letter from Mrs. Lucille Goines, President of the Pontiac Council of P.T.A. Associations, was sent on June 1, 1967 endorsing the study of the H.R.C. Action, it is noted, was taken by the Council on this on January 10, 1967 but the letter was not received until later. It might be noted, too, that letters were received from: Sister Jane Therese, Grade School Principal at Saint Fredericks Parochial School on May 30, 1967; and from Rev. Herman Schmidt, Principal of St. Trinity Evangelical Luthern School on June 5, 1967.

Also interesting is the letter received from the Central Elementary School P.T.A. on May 12, 1967 expressing a number of concerns. Among these was the fact that their members were concerned with the site proposed for

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the Center and the distance to be travelled and the safety of the children in going to and from school. They also felt that racial balance must be adjusted. Another concern was that City and County service agencies were presently understaffed and the addition of sub-branches of these agencies might limit their ability to provide services to special areas. The final concern was that small schools might be more desirable for children than one large facility.[1]

Letters were received from the principals of all three elementary schools on May 31, 1967. Some of the comments perhaps should be quoted:

Miss Marion Hinckley-Principal, Central Elementary School--"If the study is to continue, we wish to participate."

Mr. David Crawford-Principal, Wilson Elementary School--"The staff does have some unanswered questions and therefore wants to be very closely involved in the proposed in-depth study."

Mr. Howard Caldwell-Principal, McConnell Community School suggested an in-depth study. "Since the concept has already been accepted and the feasibility of the program ascertained . . . ." The arrival of all three letters at the same time might lead one to believe that

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[1]Letter included in Appendix B.

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these endorsements were requested--which, in fact, they were. It is interesting to note here that the principals were not at all hesitant to express doubts and concerns about the project, but also showed a willingness to cooperate.

Mrs. Jean Benion, (then) President of the McConnell Elementary School P.T.A., in an interview recalled the many informal coffee hours that were held throughout her district. As nearly as she could recall, McConnell had about 20 of these in which Mr. VanKoughnett was the main speaker. These usually met at the home of whoever was Chairman of the Block Club in that area. The message was how the Resource Center will serve each person in the community. Mrs. Benion recalls that these were well attended and a great deal of interest was shown. Mr. VanKoughnett stated that there were also neighborhood informal coffee hours in a few instances in the Wilson Elementary School neighborhood and that none was held in the Central Elementary School neighborhood since they had not established a neighborhood organization.

The community involvement program was based on some beliefs that might be well included here:

> Many parents of disadvantaged youth want education for their children which will lead to a better life than they, themselves, have obtained. If there is an apparent lack in the education of their children it springs not from a lack of interest, but from a lack of sophistication on how to most adequately help their children. One obligation of the school should be to help provide this type of sophistication.

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> Another important aspect is to instill in parents the confidence in schools and in themselves that is needed to raise the expectation level of their students. It is necessary that all people surrounding each student express a positive attitude toward school and toward that student's ability to succeed in school. This expectation level, as observed and interpreted by the student, of all people surrounding him, must be high.[1]

The second function of community involvement was an in-service training program that would benefit present classroom teachers. In our middle-class society, the students, teachers, and parents all operate within the same value system and address themselves to the same types of problems. There is a similarity of needs, both identified and unidentified, within the class structure. This provides a classroom teacher with a basis for communication with the student. All forms of direct and indirect communication are centered on a complete understanding of these needs and problems and of the method developed over the years of working toward the solution of these problems.

This type of intuitive communication does not exist between middle-class teachers and disadvantaged youth. Therefore, it becomes imperative that classroom teachers become personally acquainted with the families of disadvantaged youth. The calssroom teacher should have a continuous planned and prolonged contact with the

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[1]Gathered from Mr. VanKoughnett, interview March, 1969, also included in H.U.D. application previously mentioned.

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individual parents of each child. As they visit with the parents and discuss the problems they face in helping to implement the educational program for the child, they will also become aware of the problems facing the parent and the community. Through this personal contact and understanding, it may then be possible for the teacher to truly communicate with the disadvantaged student.

In order for this type of communication to take place with the school and the family each contributing its part, initial contact must in some way be made, if a new educational concept is to be developed that is based upon communication, community involvement, and the in-service training of teachers to develop sensitivity to the children from disadvantaged homes. Mr. VanKoughnett, who directed the community involvement portion of the H.R.C. program, and the other administrators involved felt that approaching parents in both P.T.A. and small-group meetings might serve to initiate and motivate this first contact and achieve interest and cooperation in working with teachers. This might insure that their program will reflect both the social and educational needs of the center-city community.

On November 9, 1967, Mr. VanKoughnett released a schedule of meetings to form the Parent-Teacher Planning Committee. At this time, he was not sure which schools would be included in the Human Resources Center. Plans

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were made to involve McConnell and Central Elementary schools and to include representatives from Wilson, Frost, Longfellow and Baldwin schools on the Committee for the following reasons:

(1) Community activities begun at the H.R.C. would be available to children and adults from the total area.

(2) In the future, Wilson and possibly some sections from Frost, Longfellow and Baldwin would be included in the H.R.C. due to high enrollment or for other reasons.[1]

It was suggested that, whenever possible, the representatives from these four additional schools be the P.T.A. President and the principal. The planning group itself first involved representatives of McConnell and Central Elementary schools since the decisions made and actions begun would be implemented regardless of the future of the H.R.C. concept. In other words, if the H.R.C. did not materialize, McConnell and Central schools would still be replaced.

Both McConnell and Central were represented by their Elementary P.T.A. Executive Board, the elementary principal, and elementary teacher representatives. Each member attending the meetings was asked to become involved beyond the planning group in the following ways:

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[1]Taken from Community Involvement section of H.U.D. proposal.

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(1) Each member was urged to discuss the current topic with eight to ten neighbors during the week.

(2) Recommendations were discussed at the weekly meeting.

(3) Names and addresses of those contacted should be submitted each week so they could be mailed the minutes of the meeting.[1]

Since the recommendations and methods of operation are rather involved for each of these meetings, the dates of the meetings are included, the topics discussed at the meeting, and some general comments. At the end of this list, the summary of the recommendations are also included. The actual printed minutes of the meetings are found in Appendix C.[2]

The first meeting of the Parent-Teacher Planning Committee was held on November 16, 1967. The resource person for the meeting was Mr. VanKoughnett (other administrators served this role at different times). The meeting was mostly organizational. A proposed time schedule and topics for the next meeting were presented. Three resources to aid in the H.R.C. decision making process were explained to those in attendance. The

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[1]Taken from "Proposed Plan to Develop Recommendations Concerning the Human Resources Center." Bert VanKoughnett, November 9, 1967.

[2]Also included in Appendix C is an organizational schedule and a summary sheet of recommendations. Minutes of the meetings were prepared at the end of each meeting by Mr. VanKoughnett and submitted for correction to those in attendance. The copies included in Appendix C he certifies as correct.

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first resource would be this Parent-Teacher Planning Committee. A second resource would be the central administrative staff and the instructional specialists available to them who would make recommendations and compile information. Finally, an architectural consultant firm would conduct detailed studies of the area including education, traffic and street patterns, racial and economic composite, condition of homes and business, relocation of people if necessary, present land use, parks and recreation, available utilities, soil conditions, and others.

The second meeting was held on November 27 at the McConnell School. Under discussion were the community school program, student-adult-family life and problems, and facilities needed. Important in this meeting was the general agreement that community school programs should be planned to offer classes and recreation to all citizens in the area including school-age children beyond the regular school day, and classes and activities to adults during the regular school day, afternoon, and evening. Plans were made for community facilities for school and community use indoors and outdoors. The exact recommendations are available in the Appendix.[1]

The third meeting of the Planning Committee was held at Central Elementary School on December 5, 1967.

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[1]Appendix C., p. 167.

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Topics considered were special services such as school district speech correctionists, county medical and dental programs, state mental health programs, etc. Here the minutes show that it was generally felt special services should include services from the school district, city, county and United Fund. The thought was expressed that while the present range of services to students and adults was adequate, the amount of service from each separate agency could be expanded. This later would have to be explored in much greater detail with each independent agency.

On December 12, 1967, the Committee met again at McConnell Elementary School to discuss the educational program. Generally the recommendations included the fact that the program of education should be outstanding, allowing not only for the traditional programs but the implementation of future trends. The H.R.C. should establish a model that will become the standard in Pontiac in years to come. It must allow for individual instruction and attention. It must be adequately staffed from all aspects. The Committee felt that they could not cover in detail all of the recommendations for the educational program and made the suggestion that additional meetings be devoted to this topic in the second round of committee meetings. In matter of fact, the recommendations were comprehensive and for the time being could

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serve as guidelines. The administrative staff went on to neighborhood meetings and individual meetings which, while concerned with these topics, did not relate directly to them.

The next meeting of the Planning Committee was held on December 19, 1967 at Central Elementary School. The topic to be considered was site organization and organization of pupils. It was generally felt that this topic could be best left to local educators and the architectural firm employed to design the building and site. A presentation was made by Mr. Gerald White, Director of Elementary Education, who emphasized the following points on pupil organization:

(a) A pre-school home communication program could be established by using one kindergarten teacher for the half day as a regular kindergarten teacher and utilizing this person the other half day in working with pre-school youngsters and parents in the community.

(b) The idea of continuous educational progress could be incorporated in the program. Continuous progress would include a readiness room between kindergarten and grade one for those students who would need special attention. Special precautions would have to be taken against the labeling of students.

(c) The building organization should consider establishing a primary block for younger children and an upper-elementary block for older children.

(d) Year-around operation of the Center should be considered including the regular nine month academic program and remedial and enrichment activities during the summer.[1]

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[1]See minutes of December 19 meeting in Appendix C.

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The meeting of January 2, 1968 was also concerned with site location since much of the time of the former meeting had been spent considering the organization of pupils. The committee at this meeting decided to postpone most of their discussion and recommendations until the consultant firm, Urban Design Associates, Pittsburg, Pennsylvania, had completed preliminary studies of the area including available space, housing pattern, condition of buildings, commercial development, pedestrian traffic routes, vehicular traffic patterns, and population. Dr. Whitmer, Superintendent, discussed the merits and liabilities of two possible sites. He pointed out, however, that Urban Design Associates might come up with a third or fourth site recommendation. The two sites he discussed were the Kiawanis Park area on Sanford Street south of Auburn and the location in the northern part of the attendance area, between Pike Street and Auburn Avenue (which was ultimately selected).[1]

On February 14, 1968 all members of the Parent-Teacher Planning Committee were urged to attend a meeting at the Administration Building of the Pontiac Board of Education at which Urban Design Associates and the administrative staff of the Pontiac Schools presented to the Pontiac Board of Education their recommendations for the

[1]See map on page 27.

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establishment of the H.R.C. at its site east of the Civic Center of the City of Pontiac.[1]

Between the meetings of January 2, and February 14, 1968, a short meeting was held on January 16th. At this meeting Mr. VanKoughnett presented recommendations that he had summarized as a result of the planning sessions that the Parent-Teacher Planning Committee had held. The Committee reviewed these and presented thirty-two recommendations to the Board of Education. Twenty-nine of these were accepted immediately, one was not accepted, and two were to receive further study. The list below summarizes these recommendations:

Recommended and accepted:

Auditorium
Large gym
Cafeteria
Outdoor play area
Park area
Community room
Community school director's office
Two adult classrooms
Adult library
Pre-school unit
Nursery (baby care)
Art center
Vocational center
Health clinic
Parking
Community Involvement plan
Air Conditioning
Special education unit
Office space for other agencies
Space for specialists

[1]No minutes of this meeting seem to be available-probably since it was more of a presentation.

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Home economics and woodshop
Cultural wing
Science center
Instructional leadership
Instructional materials center
Library substations
Small work areas
Flexible interior space
Separate upper elementary and lower elementary facilities

Recommended and rejected:[1]

Pool

Recommended for further study:[2]

Transportation
Lower class size

Each of these recommendations is stipulated in the minutes of the Parent-Teacher Planning Committee meetings which are found in Appendix C. The recommendations were given to the Central Office Committee responsible for writing the educational specifications of the H.R.C. and were almost entirely implemented in that planning.

A time schedule was drawn up for meetings during the months of June through August 1968 to be held to organize neighborhood H.R.C. Committees which would lead to full implementation by September of a system of committees. The first plans called for a series of

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[1] It was the feeling that funds provided would not allow for a pool construction and that public opinion might oppose this at the elementary school level.

[2] The consideration here seemed to be that the school district already had plans, policies and procedures for progress in these areas as part of their established program.

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neighborhood meetings, the first round to include one meeting held in each school. These meetings were important in that they showed the strength of the opposition to the H.R.C. which remained at this time. Although the minutes of this first series of meetings are found in Appendix D, it would seem wise to make some note here of the problems encountered.[1]

The agenda for each meeting were similar: a brief progress report was to be given on the H.R.C., a map was to be displayed showing the general layout of the complex,[2] and it was to be explained to parents that tentative plans called for moving into the complex in the Fall of 1969 although this would depend on both public and private site acquisition and construction schedules.[3] It was explained that the six schools that were to be involved in these meetings: Central, Baldwin, McConnell, Wilson, Frost, and Longfellow, would probably be those schools involved in the initial move to the Human Resources Center.[4] The purpose of the area and neighborhood Advisory Committees was explained. In most cases, one of the city officials explained the role of

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[1] Appendix D.

[2] Appendix G.

[3] As of the Summer of 1969; actually, ground is yet to be broken.

[4] See map on page 27.

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the city in the development of the Center. It was of interest to the residents of the area that the city would attack problems in each neighborhood and correct them as soon as possible. This included such things as street lights which were not working, broken sidewalks, streets which were in need of repair, etc. The city would also make long range provision for the use of city parks in the general area in order to provide recreational facilities as an extension of the Human Resources Center.

The first meeting was held on June 18 at the Central Elementary School. Seven parents were in attendance, along with the Principals (in-coming and out-going) of the school, Mr. James Bates of the N.D.P. and Mr. Kerm Billette of the City Planning Commission. The parents expressed concern for the property owners who lived adjacent to the H.R.C. They wanted to know the exact boundary of the Center and when the land might be appraised.[1]

There was also concern for the high concentration of students in the one Center area, and the effect it would have on those families whose homes would remain in close proximity to the Center. Parents wanted to know more definite time schedules for all phases of the project so they could make individual plans.

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[1]Central Elementary school boundaries include the area in which the H.R.C. was to be built. Some of the parents attending this meeting had homes involved in the possible purchase area.

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On June 20, 1968 two parents attended the meeting at Baldwin Elementary School with Mr. Billette and Mr. Perry Ninotti, Principal of the Baldwin School. The two parents gave some interesting insight into their feelings about the concept. One parent, Mrs. James Parry, was in favor of the concept. She believed it would provide many educational opportunities for her children. Mr. Walter Shelton, on the other hand, expressed opposition to any move on the part of the Baldwin School area to the Human Resources Center. His reasons are important and interesting:

(1) Baldwin School is an adequate building and there was no need to have students leave it to attend school in another area.

(2) He believes in the neighborhood school concept. He moved into an area so that his children could attend a certain school.

(3) He was opposed to moving children from one area to another for the purpose of integration. With open housing, parents who want their children to go to a particular school can move into that area.

(4) If the students at Baldwin were to go to the Resource Center, he wanted his children to go to McCarroll School which is below capacity and much closer to his home.

(5) Providing bus transportation for children from an area which had a school building for them to another area, was an unnecessary burden on the taxpayer.

The recommendations of this meeting were (1) to continue with the development of the Center but to keep the community involved, and (2) leave the schools as they are

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and replace those schools which need replacement. It seems to be obvious here that the two recommendations are contradictory.

Seven parents attended the June 24, 1968 meeting at Longfellow Elementary along with Mrs. Margaret Luther, Principal, and two members of the City government. These agenda were the same as for the other meetings; the parents' reactions were somewhat different. They felt, first of all, that they would be opposed to large concentrations of students such as there would be in the H.R.C. They were concerned about safety problems with so many students. They felt the cost of bussing was unjustified when children could remain in existing buildings. They recognized the need for replacement of McConnell, but felt that the other buildings were serviceable. Parents at Longfellow pointed out that they were not opposed to integration but believe in a neighborhood concept of the school.[1] Parents also noted that city codes and ordinances are not being enforced now, and they did not expect any change because of the Center. They expected problems in the control and discipline of students going to and from the Center. They did not want young children bussed. Some general reactions

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[1] It is interesting to note that as generally planned, it would be the majority of Negro pupils from Longfellow who would be attending the H.R.C. It was the white parents who were in favor of the plan.

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included these: parents felt that white parents would move out of the H.R.C. area and thus the schools would become predominately Negro, this would destroy the plans for racial balance; they suggested that the Board of Education and the administration look into other plans for achieving their goals.

Thirteen parents, the Community School Director, Mr. VanKoughnett, Mr. Billette and Mr. Perry Ninotti of Baldwin School attended the meeting on July 15, 1968 at Wilson Elementary School. The reaction of the parents at Wilson, in contrast to that at many of the other schools, was very favorable. The parents wanted to take part in the new facility and were willing to be a part of the planning. They were interested in the role of the city and mentioned some improvements they wanted the city to undertake. In a recent interview with Mr. Ninotti, he stated that he felt that the burning concern of the Wilson parents was to get the boys and girls into a new school building--their present one was inadequate and overcrowded and if being in favor of the H.R.C. would enable them to achieve this goal, they would be entirely in favor of it.[1]

Although each family in the Robert Frost School area was contacted about their meeting, only five parents attended the July 21 meeting, with Mr. Fred Carter,

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[1]Held on May 24, 1969.

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Community School Director at Frost and Mr. Ninotti. The parents who attended were in favor of the Resource Center. They were also more in favor of developing a strong school-community relationship program in their area. They wanted to set up block clubs and a neighborhood advisory committee to achieve this goal. The recommendations, as will be noted in the Appendix were mainly as to the types of improvement which the citizens of this neighborhood wanted the city government to undertake. There is a strong possibility that the lack of opposition to the H.R.C. might stem from the fact that the plans as generally presented to these people would indicate that the Negro children from the Frost School area would be attending the H.R.C. while very few of the white children would be taken. This is significant in the fact that the school is presently about fifty per cent white with the percentage of Negro children on the increase.

Seven parents along with Mr. Howard Caldwell, Principal at McConnell and Mr. Perry Ninotti attended the July 23, 1968 meeting at McConnell Elementary School. The parents at this meeting were quite upset sometimes to the point of open hostility. They were not interested at this time with the long-range plans for a Human Resource Center. What they wanted, and they made this very clear, was an immediate replacement for the McConnell

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School facility. They indicated that they were not interested in the other schools that will make up the complex. Although they saw integration as desirable, they felt that the complex would end up being totally black. Their recommendations were that McConnell School be replaced immediately. If the school cannot be replaced immediately, children should be bussed elsewhere. They stated that they would not send their children to McConnell in the Fall of 1969. The objections here were not to the H.R.C. concept itself, but to the length of time it would take to get the facility open and operating and the parents of this school felt that they could not wait; the problem of housing their students was too immediate.

In summary, then, the neighborhoods of the Baldwin, Central, Longfellow and Frost Elementary Schools seemed to be opposed to the concept of a Human Resources Center.[1] Wilson School area residents were pretty obviously in favor of the idea and McConnell School, while not opposed, wanted more immediate reaction to their problems.

During the months of July and August, Mr. Ninotti had the responsibility of contacting parents in each of these seven particular schools to organize block committees

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[1]Summary statement can only be based on the small percentages of parents attending these meetings.

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for civic and school action. The idea was to form permanent area advisory committees which could not only advise but dispense information of general community interest, particularly about the H.R.C.[1] The procedure Mr. Ninotti followed was to call people using the office census cards of each school from A-Z. He did not include the McConnell School area since they already had block clubs operating doing the task that he was to organize. Almost unanimously during his telephone campaign he found no one interested in participating. They were glad to be informed about the formation of the committees, but they did not want to serve. They felt that the action which needed to be taken immediately was action in civic areas and that they had been handling these types of problems themselves for a long time and could continue to do so. Many of the parents, according to Mr. Ninotti, stated that they did not want the H.R.C. to happen and that they "will oppose it when it happens."

As a result of the lack of success of this attempt to organize parents, the remainder of the summer's program was postponed with the idea of reassessing the interest of parents once more definite steps had been taken to implement the concept of the H.R.C. It was

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[1]See chart of proposed structure of community organization in Appendix F.

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assumed by the school administration and the school board that parents were tired of talk and wanted to see more visible evidence of action and would then, perhaps, be more willing to cooperate.

The next attempt to organize parents and inform them about the H.R.C. took place on May 22, 1969 at the Central Elementary School. Dr. David Lewis of Urban Design Associates presented the plans for the building and various administrators gave progress reports on acquiring land and beginning construction. Among the administrators participating in the program were Dr. Whitmer, Mr. VanKoughnett, and Mr. Gerald White, Director of Elementary Education. The parents at this meeting were opposed to the H.R.C. concept.[1] In the Spring of 1969 racial problems were rife in the community and many parents were using public meetings of any type to express their dissatisfaction with the policies of the Pontiac Board of Education and its administrative staff. This might explain part of the hostility. Another part might be explained by the understandable impatience of parents to see actual "brick and mortar" construction begin.

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[1]Newspaper report in Appendix E, p. 202, differs somewhat from the reports of persons in attendance.

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Organization for Continued Community Involvement

The H.R.C. was planned to play a new role in affecting the total learning environment of each child. The major partner of the school in this approach to education is the community, including both parents and other adults. Community involvement can be divided into three major categories:

(1) Adult participation in adult classes, adult recreation, and family activities.

(2) Adult workers in the basic instructional program and the community program as paraprofessionals and/or volunteers.

(3) Community planning through advisory groups, P.T.A., and block clubs.

Parents and other adults within the community will be requested to participate as working partners within the program. Volunteers will be used as individual tutors, special activity superivsors, homeroom mothers, lecturers, P.T.A. fund raisers, field trip chaperones, library helpers, pre-school helpers, and other duties defined by the H.R.C. staff. As local or federal funds become available, residents could be employed as clerical aids, technical aides, adult registrars, noon supervisors, playground supervisors, home contactors, after-school study supervisors, and other jobs again identified by the H.R.C. staff.

Community participation in planning will be accomplished through a network of advisory groups and P.T.A.

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participation. The charts in Appendix F, illustrate one way this could be accomplished. These groups would address their attention to any community activity or concern. Interest sub-committees should be formed from the block clubs or neighborhood advisory committees dealing with recreational problems, street repair, social services, student behavior in the neighborhood, educational problems, or programming of afternoon and evening activities. These groups will be organized by the Community School Director and his staff. As the groups develop and chairmen are selected, the professional representatives will become resource people.

Much planning was done for this continued involvement of parents and citizens. Mr. VanKoughnett took the lead in this, supported by Mr. Richard Goodwin and Mr. Perry Ninotti.[1] The community organization chart will provide the structure for the involvement of parents on a representative basis from the neighborhoods tentatively identified for the H.R.C. The original contacts with community people were to be taken from the 1968-68 list of P.T.A. officers, and from the list developed during the summer of 1968 by Perry Ninotti. As we have seen, the approach that Mr. Ninotti made to the parents of

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[1]Mr. Richard Goodwin was working as an Administrative Assistant in the school central office while awaiting completion of Lincoln Elementary where he was to be principal.

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these seven school communities was unsuccessful in providing members to form the structure of the neighborhood groups. At the present time, Dr. Whitmer characterizes the fact that parents' opposition to the H.R.C. seems to be based on three main contentions:[1]

(1) "We want our new school building right where the old one is."

(2) "This H.R.C. is just another newfangled idea."

(3) "It will take too much time, and we need a new school now."

Dr. Whitmer also stated that there were no parent meetings at the present time even for those parents who are interested, because they do not seem to want them. He said that their feeling is that "we have talked enough, now let's get it built."

In spite of the seeming lack of interest in the neighborhood organizations at the present time, it is the feeling of the school administration that plans must still be continued for the functioning of the various neighborhood, P.T.A., and block club meetings. Accordingly, plans have been worked out which would specify the groundwork and the limits along which these groups could function. A list of some of these activities might be of interest to other school districts planning this type, or a similar type, of educational innovation. Among the things that

[1]Interview with Dr. Whitmer, March, 1969.

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it was felt these groups could discuss and make recommendations on were these:

(a) Building and site
(b) Instructional program
(c) Community education
(d) Social services
(e) Neighborhood renewal
(f) Student population
(g) Transportation
(h) Parent organization

A second list which is titled simply "other special features" listed these activities:

(a) City-wide in-service education
(b) Pre-school
(c) Volunteers
(d) Use of T.V.
(e) Staff pre-service and in-service
(f) Oakland University teacher training
(g) G.I.L. concept.[1]
(h) Staff selection

It was understood that at any time questions could be initiated by the parent groups for discussion. The parent groups working through the neighborhood committees could identify priority concerns and establish working sub-committees to investigate in depth with reports and recommendations to be made to the total group. Local P.T.A.s, as a part of the human relations program, could plan joint activities centered around the concepts presented for the H.R.C. These would take place before the building was opened during the 1969-70 school year

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[1]General Instructional Leader--a teacher-consultant (master teacher) proposal still to be adopted by the Pontiac Schools.

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A third phase of the parent involvement program would be conducted during the 1970-71 school year.[1] During this third phase, parents and citizens groups would meet on a scheduled basis to continue the ideas developed in Phase II.

Although during the summer of 1968 and the 1968-69 school year, the activities concerned with parent involvement in the H.R.C. concept seemed to be drawing little interest it remained the hope of the government of the City of Pontiac and Pontiac School Board and administrative staff that as the plans for the building were completed and construction began, new interest would become aroused and parents would be willing to take a renewed interest in the planning for implementation of the concept. The attitude seems to be that as building progress is made, new efforts will be made to involve parents in the neighborhoods to serve on area Committees, to receive and distribute information, and to give advice to the planning of the H.R.C.

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[1]Phase I, Completion date--6/30/68
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Public and Non-Public Social Service Programs

Although the schools provide many services designed to assist pupils and their parents, community agencies offer other services not provided by the schools. The school team, namely the classroom teacher, principal, school psychologist, nurse, counselor, curriculum consultant, school liaison worker, and the community school director keep agencies informed as to the needs of the communities. Some of the agencies which offer services to the school children and their parents will need to be housed in the Human Resources Center. Other agencies' services will be coordinated through the regular staff of the school and the staff that serves the community school.

The following agencies offer services which may contribute to the welfare and needs of the community and many of these agencies will be coordinated in the school program of the H.R.C.:

City Planning Commission
Youth Department, City of Pontiac
Parks and Recreation Department
Human Relations Commission
Department of Public Works
City Library
Health Department (city)
Oakland County Health Department
A.D.C. and Welfare Departments
Community Mental Health Services
Parent-Teacher Associations
Pontiac Area Community Arts Council
United Fund Agencies
Oakland University
Oakland Community College

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Women's Division
E. H. Fitzgerald
Pontiac Press.

Oakland County Board of Education
4H Club-coop Extension
Social Services of Oakland County
Family Service of Oakland County
Child Care Facilities
Probate Court, Juvenile Division
Oakland County Commission on Economic Opportunity
Michigan Employment Security Commission

Letters of endorsement and encouragement were received during the Spring and Summer of 1967 from Directors of many of these departments. A list of the writers and the time of their letters might be of interest. During the month of March, 1967, letters were received from Mr. D. H. Hoard, Director of Department of Social Services of Oakland County and Dr. Bernard D. Berman, Director of Oakland County Department of Health. During April letters were received from Mr. Robert J. Janes, Director of Family Service of Oakland County; Mr. George P. Caronis, Coordinator of Pontiac Youth Assistance Department; Mr. Charles S. Cullen, City Sanitarian, Department of Public Health; Mr. James L. Bates, Director of Planning and Urban Renewal and Dr. Walter J. Flightmaster, Director of Community Services of Oakland Community College. During May, letters were received from Mr. David J. Doherty, Director of the Mott Center for Community Affairs and Mr. Robert D. Trautman, Director of M.S.U. Oakland Teacher Education Center. Finally, in June, letters came from Mrs. Cordelia Petrie, Chairman, Women's Division of Pontiac Area United Fund and Mr. R. H. Fitzgerald III, President and Publisher of the Pontiac Press.

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The planning of involvement of social agencies in the H.R.C. was constructed in three phases. The first phase was a series of meetings which would provide information, answer questions, and form a basis for discussion. The first of these was held on January 10, 1968. In attendance were representatives from Oakland County Department of Health, Oakland Community College, Family Services, M.S.U. Continuing Education Center, Pontiac Area Planning Commission and the Citizens Committee on Youth. Conducting the meeting were Mr. Perry Ninotti and Mr. Bert VanKoughnett. The general agenda for this meeting was a progress report on the H.R.C. which covered such things as attendance area, preliminary drawings, model of the facilities, discussion of the planned curriculum (as far as it had gone at this time), utilization of space-especially as it pertained to the social agencies, and community involvement through the neighborhood advisory committees.

Some of the questions raised by the people in attendance at this meeting were these:

What would happen to the elementary school buildings when children move to the H.R.C.?
The possible uses of the facilities were discussed.

Is there adequate space for the various agencies?
Space was considered adequate, and more space could be made available by scheduling a facility for two agencies at different times.

How extensive are demands for the use of social agencies in the area?
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Who will assume the costs of the services provided at the H.R.C.?
The present agreement between the school district and the various agencies will continue.[1]

As a result of this meeting, several recommendations were made. The first of these was that there should be adequate planning in order to provide sufficient space in the H.R.C. for the various agencies. Second, the agencies represented wanted to be kept up-to-date on the progress of the H.R.C. Third, provision should be made for a formal, external, public relations program concerning the H.R.C.

On August 28, 1967, Mr. Thomas Sessel of Community Progress Inc. of New Haven, Connecticut, met in Pontiac with a number of representatives of social service programs.[2] Mr. Sessel was associated in New Haven with the planning between the school district and the city for educational parks. During the time that Mr. Sessel was in Pontiac, he met with representatives of the administrative staff of the schools, the executive boards of Central, Wilson, and McConnell School P.T.A.'s, City department heads, executive directors of Big Brothers,

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[1]The important thing here is that there would be no increased housing costs or fees to the agencies to be housed in the Center.

[2]Costs for this visit were assumed by Educational Facilities Laboratories.

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Boy Scouts, Family Services, Legal Aid Societies, and Urban League. Also present were Mr. Joseph Warren, City Manager; Mr. James Bates, Urban Renewal Director, and Mr. David Vanderveen, City Study Director. The purpose of Mr. Sessel's visits was to acquaint these people with the possibilities of programs that would benefit the community that could come about as a result of association with a concept such as the H.R.C.

These meetings and a few other activities, characterized Phase I of the "Plan for Coordinating the Work of the Social Agencies." Some other activities during Phase I, which was scheduled to be completed by May 1, 1969, included the preparation of a catalog of agencies and services by Teacher Corps Teams. A short invitation was sent to each agency inviting them to attend the meetings. The suggestion was made that agencies could be grouped according to the type of service. Sub-committees would be formed to proceed with ultimate involvement in the H.R.C. and the coordination of their services. There is no evidence at the present time that it was found necessary to form sub-committees at either of the two meetings mentioned earlier. Each agency, however, was asked to develop possible areas of concern which might include such items as the following:

(a) Each agency could identify the scope of their services needed by the residents of the H.R.C. area.

(b) Determine
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(c) Develop a
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July 17, 1970.[1]

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(b) Determine the amount of time that each agency's personnel could spend in the H.R.C. in terms of each agency's budget.

(c) Develop a system of cross-referral and case-study conferences.

(d) Develop a public information service.

(e) Consider space use of other buildings in the area and in the vacated schools.

(f) Discuss the inclusion of other services.

(g) Develop a planning schedule for the 1969-70 school year.

Following these activities, the agencies would then proceed into Phase II of the Planning Schedule. Phase II, which is to be completed by April 1, 1970, calls for, among others, the following activities:

Preparing a planning schedule which would be designed by the various representatives of the service agencies.

Meetings of the entire group and meetings of sub-committees could be held representing both general interest items and specific interest areas.

The participating role of each agency could be developed in writing including its relationship with other service agencies.

Phase III includes two parts. The first part should be completed by July 17, 1970. Here the material developed would be included in the H.R.C. Staff Post-Selection Training Program and the summer workshop which is planned for the H.R.C. staff during the dates June 23, 1970 to July 17, 1970.[1] Part two of Phase III includes

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[1] At this writing, the dates appear to be at least a year premature.

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implementation of the activities of the social service agencies and continued discussion and evaluation under the H.R.C. Staff Post-Opening Training which is scheduled during or at the end of the first year that the Center is open.

To fully coordinate the effort once the implementation of the total project is begun, it is anticipated that a Director of the Human Resources Center will be appointed. This person will be responsible for the entire operation. In a latter part of this paper, we will note that the Director will be given additional administrative assistance in three areas: pre-school to grade 3, grade 4 to grade 6, and Community Services. The administrator in charge of Community Services, one of these three, would work primarily in the areas of continued community involvement, coordination of agencies, and adult and extra curricular activities. The main responsibility of this person would include implementing the plans as outlined under the three phases of the Planning Schedule.

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CHAPTER IV

FROM CONCEPT TO PLANS

Urban Design Associates was hired to design the site layout for an approximate forty acre site and to design adequate facilities to house the Human Resources Center which will include approximately 2,000 elementary pupils, adult rooms, facilities for the extended school idea, special recreational facilities-indoor and outdoor for all ages, and office and clinic space for other related services. U.D.A. made in-depth studies of the Kiwanis Park on South Sanford Street and the area directly east of City Hall and the School District Administration Building as possible sites. The latter area was recommended as the best site.[1] The Board of Education approved this site on February 28, 1968. A group of school district administrators, with the assistance of an educational consultant from U.D.A., worked intensively during the period November 1, 1967 to February 1, 1968 to produce specifications for the H.R.C.

Staff members who participated in the planning of the building included two or three teachers from each of

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[1] Shown in Appendix G and Map on page 27.

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the involved elementary schools, the three elementary consultant teachers, Audio-Visual Specialist, Head Librarian, Reading Specialist, Art Specialist, Science Specialist, Director of Elementary Vocal Music, Director of Elementary Physical Education and Director of Special Education.

At a meeting on May 10, 1968, City Manager Warren, Director of Urban Planning Bates, and Superintendent Whitmer established a schedule for site acquisition. The schedule called for approval of the H.R.C. site by June 1, 1968 which would include agreement by city and school staff members, action by City Planning Commission, action by the City Commission and finally action by the Board of Education. By June 15, 1968, they hoped to begin negotiation for the public land in the Center area. The proposal would be developed by the city and school staff members and discussed with the City Commission and the School Board. The Board of Education began to work on the acquisition of the site hoping to complete it by September 15, 1968.[1] Acquisition of site included activities such as obtaining appraisals, conducting engineering studies, selecting a realtor, and getting options to purchase the privately-owned lands. Through all of this, one of the things that these men worked to achieve was to avoid flight of families from the area. They intended to

[1] It was Spring 1969 before purchase was completed.

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do this in two ways: (1) through stressing the fact that this was a psychological ownership of the center, and (2) through providing a great deal of information on the plans for the Center.

Members of the city government worked with the school administration and school board in planning for the utilization of the site. Concern was shown by the city staff with certain elements of the total planning process. Some of these items of concern included:

(1) Determination on the size of the site.

(2) Provision of adequate parking.

(3) Vehicular access to the site.
    (a) Access within the site.
    (b) Effect on other streets around the site.

(4) Pedestrian overpass.

(5) Development of a street as a pedestrian mall leading to the Center.

(6) Access of the site to nearby Richardson Park.

(7) Delineation of the total area to be influenced by the H.R.C.
    (a) Examine all the problems relevant to these areas.
    (b) Formulate a city plan for the treatment of the problems.

(8) What public improvements are inadequate.
    (a) Create a capital improvement plan to correct inadequacies.
    (b) Proceed now with some local plans in advance of federal support.

(9) Prepare a G.N.R.P. application.[1]
    (a) To take advantage of the schools'

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[1] G.N.R.P.: General Neighborhood Rehabilitation Program.

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The school administrative staff, too, was busy making plans for the Center. A group, working with the Director of Elementary Education, formulated plans for the administrative staff of the school. The suggestion was made that the staff include the following personnel:

General Principal or Coordinating Principal in charge of all programs.

A Principal of the upper elementary school.

A Principal of the lower elementary school.

Coordinator of pre-school and kindergarten.

General Instructional Leader--may later be expanded to two people if the federal project would support it.

Community School Director.

Assistant Community School Director.

It was noted by the Director of Elementary Education that the position of Principal(s) of the upper and lower elementary schools must be filled by experienced, capable administrators. The title "Assistant Principal" would not attract the type of person needed for these positions. An organizational plan for the administration of the H.R.C. may be found in Appendix H.

Planning was also done for pupil personnel services which would support the regular school program. A general outline included a discussion of such things as the school guidance program; the duties and areas of concern of an

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elementary counselor; the school social work program, to assist teachers and other staff members in an understanding of pupils and to give help to pupils who are not profiting from the school program; a school psychological program, in which the school psychologist would have major responsibility for the study of pupils referred as candidates for mentally handicapped programs and also serve in a consultant capacity to the school staff.[1] It was anticipated that this psychologist would spend approximately one half of his time at the H.R.C. Plans also call for a full-time school nurse to divide her time equally between the lower and upper elementary schools. This person would serve as a health consultant and as a resource person to students, parents, and teachers in coordinating health projects and developing programs through health education. In summary, then, the pupil personnel staff would consist of two counselors, a school social worker, a school psychologist on a half-time basis, and a full-time nurse.

Other activities were taking place at the administrative offices leading to Board decisions which would accept preliminary plans for the H.R.C., and the use of Urban Design Associates as project architects.[2] A school

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[1] Plans call for one Counselor for the upper elementary school and one for the lower elementary.

[2] Factors in selection process are in Appendix I.

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administrators' Executive Council meeting was held on July 15, 1968 to review appraisal of the preliminary plans. Items on the agenda included:

Preliminary Plans

(1) Educational organization and functions

(2) Appraisal of the professional staff

(3) Appraisal of parents

(4) Appraisal by cooperating agencies

(5) Conformity to state code

(6) Appraisal by operation and maintenance departments

(7) Assessment by contractors

(8) Appraisal of cost estimates, area per pupil and other items of significance.

(9) Appraisal of the adequacy of available financial resources with possible courses of action.

Appraisal of U.D.A. as Project Architects

(1) Check on credit rating

(2) Check with owners of projects completed

(3) Check with contractors with whom U.D.A. has worked.

(4) Other items of interest

Each of these agenda items was presented by one of the Central administrative staff and, after discussion, approval was given to both the preliminary plans and to U.D.A. as project architects.

On August 28, 1968 representative of U.D.A., Dr. David Lewis and Mr. James Porter met with Dr. Whitmer and Mr. Richard Fell, Assistant Superintendent, to set

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up a schedule of completion dates for activities. Among the activities that were listed were such things as the completion of the site engineering study and the presentation of final preliminary plans to the school district staff on September 26, 1968, with a final presentation and discussion with the Board of Education on October 3, 1968. The schedule of reviews of progress and the development of plans was set up for October 30, November 30, and December 30. These reviews would involve U.D.A. representatives and a large group of school staff administrators. It was hoped that the preliminary cost estimate of the developing H.R.C. structure could be made by October 30, 1968.[1] A firm to do this would be selected mutually by the school district and U.D.A. and the cost of this firm's services would be shared by the two selecting groups. A final preliminary cost estimate would also be made by this firm on January 30, 1969.

Things were progressing. A site had been selected. Members of the school district staff were planning for the various functions which would take place within the school.[2] The community was expressing concerns regarding the neighborhood area of the site. Elementary administrators were concerned with the type of program which would be provided

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[1] Dates are listed often to show the sequence of events and also to show the importance of scheduling specifically in a program of this type.

[2] See Appendix J.

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CHAPTER V

PRESENT STATUS OF THE HUMAN RESOURCES CENTER

It was recognized that the needs to be met were such that the H.R.C. should be constructed in one step. The question of finding sufficient funds, however, made it necessary that planning be scheduled in three phases as noted earlier. Phase I would accommodate approximately 700 elementary pupils. Phase II would accommodate 1400 elementary pupils and Phase III would complete the H.R.C. and accommodate approximately 2,100 elementary pupils. The school district already had enough money for Phase I as a result of the bonded indebtedness program that had been established over the years. A bond issue which was passed in 1968 provided money for Phase II. Some money was available for Phase III because of a gradual decrement of elementary school enrollment. The fiscal resources available would be for building approximately two and one half of the proposed three phases. In order to complete all three phases, the remaining funds would have to be from external sources.

Dr. Whitmer and Dr. David Lewis of Urban Design Associates met on December 26, 1968 with Mr. Harold

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Gores of the Educational Facilities Laboratory to discuss the progress and development of the H.R.C. and to get suggestions from Mr. Gores on promising approaches to securing additional funds for completion of this project. A report of the meeting indicates that Mr. Gores was enthusiastic and encouraging. These men discussed sources of grants for parts of the project with organizations that have specific interests related to these same parts of the projects. For example, adult facilities might interest the C.S. Mott and W.K. Kellogg Foundations. It was noted that the Ford Foundation had no money for building programs. Gores discouraged any contact with the Rockefeller Foundation. It was suggested that the community service (mental health aspect) might interest the National Institute of Health in Bethesda, Maryland. The Office of Economic Opportunity might be a source for monies for early childhood education. Mr. Gores suggested talking to Mr. Walter Mylecraine, Commissioner for Construction Services of the Department of Health, Education and Welfare or Mr. John Cameron, his assistant, for help with government bureaus or offices. A Ford grant and/or Title I and III might be used for training teachers and administrators.

Subsequent conferences were held with representatives of the Department of Health, Education and Welfare, Representative of the Department of Housing and Urban

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Development, with legislators who represent the Pontiac School District and with the State Superintendent to explore ways of obtaining additional funds to make it possible to build the entire H.R.C. in the initial construction stage. The contracts indicated an enthusiastic interest in, and support of the project. It was found that there were federal programs administered by H.U.D. which appeared to be applicable to the construction costs for certain facilities in the H.R.C. These were explored as potential additional revenues for the building.

On January 9, 1969, a meeting was held with representatives of H.U.D., the city, and the school district in order to explore ways of applying for H.U.D. programs to finance the H.R.C. Present at the meeting were Mr. James Bates, Dr. David Lewis, Mr. Ray Rothermill, Mr. Vern Schiller, Mr. William Lacy, Mr. Bert VanKoughnett, Mr. Thor Petersen and Dr. Whitmer. The H.U.D. representative was Mr. Richard LaVernway. The meeting resulted in agreement that the school district should submit a proposal seeking funds as soon as possible. Application was made to the Neighborhood Facilities Program of H.U.D. The Neighborhood Facilities Program (N.F.L.) provides funds for construction of facilities, in schools, which serve non-school age persons. Under this program, portions of the H.R.C. which would qualify for federal funds

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include the pre-school wing, community action area, auditorium, arts and crafts area, homemaking, industrial arts, and the gymnasium area. The district's application included two requests, one for $676,284, for facilities in the Center defined under the N.F.P., and the other, for dual-use facilities, for $433,896.00 in federal funds.

At a School Board meeting in early April 1969, Mr. James Dyer, a resident of the Pontiac Community and a supporter of VOCAL (Voice of Oakland County Action League) raised a number of questions about the adequacy of the community participation in planning, cost estimates, and certain other materials in the application which was made to H.U.D. for a N.F.P grant of three-quarter of a million dollars. Mr. Dyer indicated VOCAL might urge H.U.D. to delay funding until these matters were cleared up. At the meeting, Dr. Whitmer expressed the hope that no blocks in implementing the H.R.C. be created because of the need for the Center and its program and the intense desire of many parents that the new facility be built as quickly as possible. School administrators called a press conference on April 23, 1969 to deny the allegations made by VOCAL, and to clear up misunderstandings about the district's application for a grant to help in the construction of the Center. They discussed particularly the concerns in a letter signed by Mr. Dyer and

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sent to the Department of Housing and Urban Development. In this letter Mr. Dyer, who is Chairman of the VOCAL Education Committee, said that the school district's application did not meet minimum requirements for approval and contained some untrue statements. It also said that VOCAL was concerned with the "lack of community involvement in the Human Resources Center concept." It summed up the charges by saying that the application was "fraudulent in its intent and in fact."

During the press conference McConnell School Principal, Howard Caldwell, and the President and Vice President of the McConnell P.T.A. stated that the P.T.A. was satisfied with the community involvement in the Center. Bert VanKoughnett stated that he had worked with community groups since the inception of the educational park idea. He stated, too, that H.U.D. was primarily concerned with community involvement within the service area of the Center and that since this was so, there was no effort to include parents from all sections of the city in the planning of the complex. Since Dyer's letter on behalf of VOCAL was also concerned with the school district's alleged lack of integration efforts, Assistant Superintendent Richard Fell made the statement that the H.R.C. has as one of its major purposes integration on the elementary level, at least in its service area. Mr. Fell said that this was

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the first major effort to integrate the elementary schools. The VOCAL letter to H.U.D. also charged that the school district did not ask the Executive Director of the Office of Economic Opportunity to participate in the development and make recommendations. Mr. VanKoughnett said that during the feasibility study starting in 1966, O.E.O. representatives were invited to the planning meetings and one O.E.O. representative did attend a few meetings. To the charge by VOCAL that the local N.A.A.C.P. was not included in the planning of the Center, Mr. VanKoughnett said that this was correct. He said that the only mention in the application of the N.A.A.C.P. was in a discussion of Pontiac's history and its problems.[1] Mr. VanKoughnett also said that the Pontiac Area Planning Council (P.A.P.C.) was not asked to endorse, and did not formally endorse, the Center. They were briefed, however, by Dr. Whitmer and Dr. Lewis, planners of the complex. Informal endorsement was received according to Mr. VanKoughnett.

References to the City Human Relations Committee in the application was used in a historical sense, Mr. VanKoughnett said, however the city group is now defunct according to VOCAL and was not involved in the planning. He stated further, that the Center plan was presented to the city human relations group on two occassions. John

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[1] Pontiac Press, Thrusday, April 24, 1969 "School Officials Deny Charges."

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Perdue, Director of School, Community and Human Relations for Pontiac Schools and a staff member of the schools' Human Relations Committee said that he felt the committee was well informed and informally endorsed the plan after the site was moved from Kiwanis Park, South of Auburn, to north of Auburn just east of City Hall.[1] Again the hope was expressed that there be no delay in the construction of the H.R.C. since the facilities were so badly needed and the program was becoming so important a part of the educational planning of the city and school district of Pontiac.

While all this was going on, architectural work was proceeding pretty much on schedule. The architects were working on detailed plans. They met with staff representatives from the school district as early as December 27, 1968 and reviewed in detail the facilities for special education, practical arts, office areas, learning center, science area, community facilities, auditorium, cafeteria, and gymnasium. The purchase of privately-owned property continued, and by mid-April 1969, the final parcel of privately-owned property was purchased by the Board of Education. Demolition of some properties started and will be accelerated now that all private parcels have been purchased. A plan was developed and completed by the city and school staff

[1] See Map on page 27.

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for the transfer of ownership of public lands of the city to the school district. With sufficient progress on the application to H.U.D. for N.F.P. program grant, it was hoped the entire Center could be built at one time. The project was put out for bids during June, 1969 and construction was planned as soon as bids were accepted.

The dissertation has reviewed the development of the H.R.C. from the birth of the idea to the final preparations prior to breaking ground. The various appeals for support and endorsement which were made to individuals, to both formal and informal groups, to faculties and parents in the concerned schools, and to the social agencies who would become a part of the program, have been studied. An examination has been made of the problems which arose as part of the development of a concept, a planning schedule, and a program. Attention will now be given to the directions taken with regard to some of the more recognized principles of initiation and organization of community action and change, and then an attempt will be made to summarize some of the findings as a result of this study.

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CHAPTER VI

A LOOK AT THE LITERATURE

A study of the literature of community involvement and the process of change should have agreement concerning the most used terms. For the purposes of this part of the paper, four terms have been selected to be defined. The definitions are those which appear most often in the literature. The terms are "innovation," "power," "policy" and "disadvantaged" or "minority children." The sources quoted are Matthew Miles, Floyd Hunter, and Frances Purcell.

Miles defines innovation as a species of change. He says that it is useful to define innovation as a deliberate, novel, and/or specific change which is thought to be more effective in accomplishing the goals of a system. They are usually considered as being planned for or willed rather than as occurring haphazardly. It is the element of novelty that seems to be essential.[1]

Floyd Hunter's Community Power Structure provides a definition of power. "Power is a word that will be used to describe the acts of men going about the business

[1]Matthew B. Miles, Innovation in Education (New York: Bureau of Publications, Teachers College, Columbia University, 1964), p. 14.

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[2]Ibid., p.

[3]Maurie H

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of moving other men to act in relation to organic or inorganic things."[1] Hunter uses a definition of policy which he calls a "dictionary definition." It is concise. Policy, by definition, is "a settled or definite course . . . adopted and followed by a government, institution, body, or individual."[2]

Hillson says that the terms disadvantaged children, minority children, lower-class children, deprived children, or culture of poverty children are frequently, if not always, interchangeable because of a combination of circumstances that they have in common. They are from the lower classes. They usually live in slums or poverty pockets. They suffer much deprivation, and they are disadvantaged economically, socially, and educationally.[3]

There are some general assumptions which appear to be accepted by most of the authorities. It is generally agreed that the problems of housing in the slums or center-city areas cannot be separated from family and community organization, poverty and disease. Lives as

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[1]Floyd Hunter, Community Power Structure (Chapel Hill: The University of North Carolina Press, 1953), p. 2.

[2]Ibid., p. 207.

[3]Maurie Hillson, "The Reorganization of the School: Bringing About a Remission in the Problems Faced by Minority Children," in Maurie Hillson, Francesco Cordasco and Francis P. Purcell, Education and the Urban Community (New York: American Book Company, 1969), p. 450.

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[3] Bertram
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well as houses are blighted in these areas. Moving the occupants into better homes will not solve, automatically, these other problems. Empirical evidence is beginning to show that improved housing does not really have many of the social benefits originally ascribed to it.[1]

There is also much question about the success of urban renewal alone in solving these slum problems. Redevelopment has remained popular with business interests, but has met with increasing resistance from the general public and particularly from residents in the affected areas.[2] Bertram Gross says that "If we want true 'urban renewal' instead of merely 'Negro removal,' we need a little 'myth removal' and a lot of 'mental renewal'."[3]

The pursuit of a single standard has come to be recognized, in fact, by city planners to spell destruction of a plan or a capital program. Standards must be viewed as part of a system. Dyckman points out that this common-sense feasibility constraint has been recognized by physicians, public health officials, city managers, and all practitioners who attempt to accommodate

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[1]John G. Bollens and Henry J. Schmandt, The Metropolis (New York: Harper and Row, 1965), p. 256.

[2]Ibid.

[3]Bertram M. Gross, "The City of Man" A Social Systems Reckoning," in William R. Eward, Jr., Environment for Man (Bloomington: Indiana University Press, 1967), p. 156.

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[3]Ibid., p.

the facts of scientific findings to complex, balanced systems. The planner must keep in mind the complexity of the system to which these findings are applied.[1]

On the other hand, there does not seem to be much faith in the ability of the community agencies or city councils, as presently constituted, to do the job. Alinsky says that community agencies "view each problem of the community as if it were independent of all other problems" and that they have a "complete lack of recognition of the obvious fact that the life of each neighborhood is to a major extent shaped by forces which far transcend the local scene."[2] He also states that any intelligent attack on the problems of youth or the causes of crime must take into account the basic issues of unemployment, disease and housing as well. The city council is not "equipped to attack basic social issues, and its very character is such that it never was meant to do that kind of job . . . . They will vigorously abstain from entering any controversial field."[3]

The latter statement is included so as not to destroy the meaning of Alinsky's words, but it is not

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[1]John W. Dyckman, "City Planning and the Treasury of Science," in Ewald, op. cit., p. 35.

[2]Saul B. Alinsky, Reveille for Radicals (Chicago: Chicago University Press, 1946), p. 81.

[3]Ibid., p. 82.

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meant to be presented as being generally accepted. There is general agreement, however, that most city councils are finding difficulties in attacking basic social issues. Bollens states:

> One might argue that the major social and economic problems of modern urban society lie outside the sphere of local government and cannot be solved by action at the local or metropolitan level. Some would even maintain that their resolution lies in private hands, by business, labor unions, social agencies, property owners, and people acting individually and together. Arguments of this kind are valid up to a point.
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> But whether these problems are "national" or not they exist principally in the metropolis. Local government cannot escape involvement with them, for they are part and parcel of the Local environment. Urban renewal is a case in point. Even though the national government furnishes the lion's share of the money, it is local authorities who must design and initiate the project, resolve the difference among competing interests, and administer the program. The same is true of race relations. The national constitution may bar racial segregation in public schools and state laws may forbid discrimination in employment on account of color, but the full enforcement of these rights will depend upon the active cooperation of local governments and private groups.[1]

Nevertheless, the pace of redevelopment or land clearance is not proceeding as fast as originally. The days of unilateral action by the city fathers under pressure of the business leaders appear to be over. Almost everywhere urban redevelopment which ignores the needs and desires of the affected residents and which fails to

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[1]Bollens, op. cit., p. 249.

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[1] Ibid., p
[2] Dyckman,

enlist the counsel and support of representative citizen groups is running into serious difficulties.[1]

The problem is that there is very little directly usable scientific research in or for city planning and the kinds of research studies that are most useful are still in their infancy but growing rapidly. These include in particular, the studies of complex systems, and related multivariate analysis techniques, as well as behavioral studies of decision-making in individual and social environments. It takes a major exercise of creative imagination and the use of scientific judgment to bring the findings of the scientific community to bear upon contemporary American city planning problems.[2]

While the tendency of any organization is to maintain a steady state, innovation and change have high and almost automatic creditability today. In education a critical problem is to find reasonable means whereby education can guard against spreading practices which are supported more by testimony than by evidence, and at the same time remain open to programs that promise true improvement. Moore and Heald point out that a possible solution may lie with schools and school

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[1] Ibid., p. 259.

[2] Dyckman, op. cit., pp. 29-30.

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[3]Eli Ginz
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[4]Ibid.

administrators becoming more skeptical and less apt to accept the equation that change equals good.[1]

Other generally accepted statements include the fact that the major impetus for change in an organization usually comes from the outside rather than from inside the organization.[2] Second, change is never an event, but always a process.[3] Third, time is an essential consideration, since time must elapse before the need for change is seen and even then the desired changes do not ensue as a matter of course.[4]

Change As A Characteristic

There are two conflicting ideas of the role of change as a characteristic of our society. On one hand, our society is characterized by stability and resistance to change. Opposed to this idea are those who say that change is the characteristic of our society and is, indeed, valued.

The United States is itself a transitional society in the throes of a great transformation from the last

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[1]Samuel A. Moore II and James E. Heald, "Resistance to Change: a Positive View," Phi Delta Kappan, L, No. 2 (October, 1968), pp. 117-18.

[2]Daniel E. Griffiths, "Administrative Theory and Change in Organizations" in Miles, op. cit., p. 431.

[3]Eli Ginzberg and Ewing W. Riley, Effecting Change in Large Organizations (New York: Columbia University Press, 1957), p. 131.

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The role of change in American society must receive more study. Traditional scientific studies of the environment must be supplemented by behavioral studies of more subjective factors such as the attitudes of people toward risk and uncertainty, by studies of an engineering nature, of real costs of developments, and of other projective studies for future possibilities. Planning must conduct a major inquiry into values.[2]

Ginzberg and Riley state that in America the new is good; the old is unsatisfactory. People in our society gain prestige by being the first to change; to come up with something new. This is not true of some older societies. As a people, Americans tend to believe in progress. In turn, they are willing to put forth major and continuing effort in its pursuit. Of course, not all Americans live their lives in accordance with this model but business leaders uphold these standards and thereby influence the direction of American life.[3]

These authors point out, further, that the process of change is continuing. There is no end to the process, only a shifting from time to time in its intensity. A

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[1]Gross, op. cit., p. 137.

[2]Dyckman, op. cit., pp. 49-50.

[3]Ginzberg, op. cit., pp. 18-20.

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[1] Ibid., p

[2] Ibid., p

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quiet period will be followed by a more active one in which special effort will be made to solve the problems that developed during the quiet period.[1] They admit, however, that the forces of tradition are strong and impede change. These forces are even more powerful because they are often deeply imbedded in the leadership and are transferred through succeeding generations of management as a result of shared experience and exposure.[2]

Griffiths says that organizations are not characterized by change. Over a long period of time, their outstanding characteristic seems to be stability. Organizations are employed by society to achieve certain commonly accepted goals. Since these goals do not change noticeably over a period of time, the activities of the organization do not need to change. An organization comes into being with a great deal of built-in stability which creates a powerful resistance to change.[3]

Inertia is inherent in both individuals and organizations. Anyone considering major changes in the system or organization must be prepared to deal with the human problems that will be created once the change is launched. Many people, though by no means all, do not like to be disturbed.

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[1] Ibid., pp. 138-39.

[2] Ibid., pp. 131-2.

[3] Griffiths, op. cit., p. 425.

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[1]Bollens,

[2]Ibid., p

In looking at the problems of dealing with individuals and the process of change, Bollens points out that the degree of commitment will be reflected by the amount of emotional attachment and attitude toward the community that is possessed. In other words, those interested in community change would do well to look at the image that citizens hold of their community.[1] Here, the problem of identifying the unit that is being referred to arises. There is a tendency among city dwellers to speak of their local government as if it were something quite apart from their own lives. They speak of it as "it," "they," or "the city hall." If an individual comes in contact with his local government, he finds the whole process complicated and impersonal. He sees the local bureaucracy as the enemy. He feels that the less he had to do with the whole thing, politics and politicians, the better off he is.[2]

Local governments mean different things to different people. Those in the low income ethnic and racial groups tend to symbolize local city government with the policeman and his nightstick. They feel alienated from the central city; they feel alienated from government and planning which they feel is not responsive to their individual desires; and they feel frustrated by a lack

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[1] Bollens, op. cit., p. 216.

[2] Ibid., p. 218.

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[1] Ibid., p

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of communication between planners and citizens as to their needs, ideas and values. To the slum landlord, the building and health inspectors are the bureaucracy. The local school district might well be the government to the suburban mother and active P.T.A. member.[1]

The low level of involvement of urban residents is often linked to apathy and indifference, which can lead to political alienation--a feeling on the part of the individual that his vote or activity can make little effect on community policy. So, he withdraws from participation into his world of immediate and personal problems.

Christopher Alexander describes what happens:

> We may summarize this syndrome briefly. Stress forces people to withdraw into themselves; autonomy allows them to. Pushed by stress, pulled by autonomy, people have withdrawn into a private world where they believe that they are self-sufficient. They create a way of life, and an environment, which reflects this belief; and this way of life, and this environment, then propagates the same illusion. It creates more people who believe in self-sufficiency as an ideal, it makes intimate contact seem less necessary, and it makes it more and more difficult to achieve in practice.[2]

Riesman warns that this political alienation may involve not only apathy and/or indifference as a response to feelings of ineffectiveness, but also to displeasure

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[1] Ibid., p. 218-19.

[2] Christopher Alexander, "The City as a Mechanism for Sustaining Human Contact" in Miles, op. cit., p. 84.

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at being powerless, and to a distrust of the persons in power.[1]

This alienation pattern is most frequently found in the lower socioeconomic stratum. It is reflected in the higher incidence of non-voting and expressions of civic unconcern that are found here.[2] It can deter the modernization of local governments in metropolitan areas by giving undue emphasis to the status quo. It means that people living under these conditions must be given a sense of participation in the decisions that will affect their daily lives.

Hunter points out that community organizers must deal with the three elements of fear, pessimism and silence. The expression of fear is prevalent among the top leaders. Pessimism is manifested in the ranks of the professionals, and silence is found in the mass of the citizenry.[3]

The fear that he speaks of is not a cringing, shrinking from the facts of life on the part of the community leaders. It is, instead, an element of behavior that is obvious in their actions. It is shown in the cautious approach to any new issue which might

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[1]David Riesman, The Lonely Crowd (New Haven: Yale University Press, 1950), pp. 168-171.

[2]Bollens, op. cit., pp. 229-31.

[3]Hunter, op. cit., pp. 228-9.

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[1] Ibid.,

[2] Purcell

arise and seems to be rooted in the feeling that any change in the existing relations of power might be disastrous for the leaders who now hold power.[1] There is also the fear that opening the channels of communication will bring "undesirable" elements into the policy-making situation. This fear is strongly expressed in reference to the growing political power of the Negro groups.

Purcell pursues this fact as it relates to education:

> It should be remembered that very often low-income people have become accustomed to academic failure. A group of people who have developed a sense of powerlessness and who feel that fate, or forces outside themselves, determine their destinies or life chances, are unlikely to support avidly or pursue programs of educational remediation. The fact that these programs are designed and implemented by educational experts without involving the low-income person lends weight to their belief of outside omnipotence and their own impotence. Community development workers are firmly of the opinion that securing cooperative and active participation of the people to be served is an essential ingredient of any program. Parents who are involved in the support of a program provide powerful reinforcement to the efforts of professionals carrying out the program. Under these circumstances, the home becomes an extension of the actual remedial program even if it is only to indicate to the child their interest and to offer encouragement. In actuality, however, parents can carry out aspects of a program.[2]

In order, therefore, to successfully bring about change of any kind in a community, it becomes necessary to see

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[1] Ibid., pp. 229-31.

[2] Purcell, op. cit., pp. 411-12.

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what can be done about changing human attitudes. We need planning that enables us to state intentions, clarify a range of options, and open up public spheres of interpretation and interaction. Forms of planning can help to push the decision-making processes of society to deal with genuine choices, to take account of the intractable stuff of things, and the open responsiveness of persons.[1]

Those involved in the process of planning must take maximum use of the various personnel and control measures which might assist in bringing about these ends. Even with the backing that can be developed from an awakened community spirit seeking positive action, the problem is one of almost insurmountable proportions if not of frustrating prospects.[2]

Characteristics of Communities

In order to look at the possibilities of effecting change in communities, one must first have some general idea of what common characteristics of communities are important and how they can be measured or evaluated. Wheaton points out, too, that there are different types of communities. We have traditionally dealt with the

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[1]Stanley J. Hallett, "Planning, Politics, and Ethnics" in Ewald, op. cit., p. 236.

[2]Purcell, op. cit., p. 451.

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economic, political, cultural, or military functions of the city. Perhaps, he says, a major function of the city of the future will be sustaining the population--enabling it to consume. We already have retirement communities and resort communities, whose chief functions are consumptive. We have poverty communities, which are distinguished largely by the fact that they are not able to consume enough. We are currently engaged in token efforts to retrain or redirect the residents of these communities towards employment, at the same time recognizing that if we were to succeed, we might merely increase the number of employable unemployed.[1]

Bollens and Schmandt point out that empirical studies furnish evidence that people who differ in social rank and life style also differ in community participation and political behavior.[2]

Sociologists have devised various yardsticks to use in measuring the social geography of communities. Social area analysis, for instance, uses three indices of social differentiation: social rank, urbanization, and segregation. Using data organized by census tracts, the first index measures the socioeconomic status of the neighborhood as a whole, the second measures its life style, and the third its proportion of segregated populations.

[1]William L. C. Wheaton, "Form and Structure of the Metropolitan Area" in Ewald, op. cit., p. 161.

[2]Bollens, op. cit., pp. 84-5.

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A study of the age structure of a population will reflect trends in fertility, morality and migration. This has considerable social and political significance. For instance, a community of predominately young married couples in the childbearing stage will place different demands on its local governments than will a community of retired workers. These two groups have different sets of education, health and welfare needs. As society becomes more complex, the role of government in meeting all these needs becomes more crucial.[1]

Wheaton talks of "surplus" population having "surplus" time. With this situation, he sees the very definition of work changing. He feels that we will be paying people to go to school, to keep them out of the labor market as well as to instruct them. This can be expanded indefinitely, providing the individual with an exhilarating sense of accomplishment while keeping him busy.[2]

The social system of a community is not only made up of individuals and families. A large portion of modern man's energies is channeled through groups of one kind or another that serve his many needs or act for him in civic matters. Human relations are

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[1] Ibid., pp. 99-100.

[2] Wheaton, op. cit., p. 163.

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increasingly being found in these impersonal, structured and insitutionalized patterns' and human contacts are becoming more organized into areas surrounding some activity or cause. Contemporary societies are characterized by large numbers of voluntary associations.[1]

There are many different ways of classifying these voluntary associations in a community. Classification can be based upon size, purpose, function, nature of membership, or territorial scope. From the point of view of government, the most important are those groups that seek to influence the conduct of local affairs. These types of voluntary organizations can be classified under three categories: service oriented, economic and professional, and civic. The first classification deals specifically with community service and welfare problems. The economic and professional groups seek to advance the interests of their members along these stated levels. The civic organizations have as their major objectives the promotion of policies and programs that require governmental action.[2]

In a large-scale society, individuals find it difficult to act alone in affecting collective behavior. They, therefore, use organizational membership to enlarge their opportunities and resources. This means that the

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[1]Bollens, op. cit., p. 104.

[2]Ibid., p. 105.

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question of who gets involved in metropolitan reform efforts pertains less to the individuals than to the groups or associations of which they are a part.

While the civic groups are the most important to governments because they have objectives that require governmental action, the community service organizations and economic interest groups are also important to those considering the implementation of community action and change.

The majority of community service organizations are affiliated with the United Fund or Community Chest and depend for their financial support on a unified, area-wide fund raising campaign that is conducted on an annual basis. As stated before, they deal with community service and welfare problems. Since they depend upon the community for funding support, they must have a good record of service in their annual report.

Economic interest groups include chambers of commerce, labor unions, medical and engineering societies and lawyers' associations. While the social agencies serve a non-member clientele, the business and occupational groups exist to further the interests of their own membership.

Both of the above groups frequently transcend individual governmental boundaries and draw their membership from an area-wide complex. Even so, their

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[1] Ibid.,

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organization in this fashion contributes to the cohesiveness of the metropolis. They can view local public issues and problems in a broader perspective and can consider them in relationship to the metropolitan area as a whole.[1]

All three categories of organizations do not form any cohesive structural pattern. Loose alliances may exist between some of them, but they do not constitute any closely linked network that would be capable of ordering the metropolitan area into an integrated unit. Each group jealously guards its interest areas, identity and autonomy.[2]

Many reasons prompt individuals to join such organizations as those mentioned and to become active in community affiars. Hallet shows the impersonality of civic design, facilities and institutionalization:

> Consider for a moment the problem of identity and identification and its impact on the relationship of persons to physical objects. In a neighborhood, to whom does the school belong? And the streets, the shops, the parks, and even the homes? "To the people who live there, of course," you say. But how does their sense of identity expand to include the physical surroundings?
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> But let us consider an apartment building, or more particularly public housing. The buildings are designed to be indestructable and unmalleable. They are managed by professional bureaucrats.

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[1] Ibid., pp. 106-7.

[2] Ibid.

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[1]Hallett
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> That is, they are a part of a compound built in the center of the city for persons who are regarded as unacceptable neighbors and fellow citizens.
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> The point is that there is no separating the design, location and style of construction of facilities from the social institutions which are operative in them.[1]

It is to establish, then, a sense of potency and ability to function effectively in changing and adapting to social institutions and to serve the needs of the family in such primary requirements as childbearing, education, recreation, health, and old age, that people join organizations and become increasingly active in community affiars.[2]

Power and Policy

Bertrum Gross says that any social system "from a ladies' club or a homeowners' association, to a highway department, a supermarket, or a mayor's office" is a system of power. "If planners want to serve the interests of children, women, and men in our complex urban systems, they must be frankly, seriously and persistently concerned with the mobilization, maintenance and use of power."[3]

Alinsky warns people that if the basic problems which confront individuals and groups in the community are to be met, they must first identify who their real

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[1] Hallett, op. cit., p. 242.

[2] Bollens, op. cit., pp. 215-16.

[3] Gross, op. cit., p. 153.

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leaders are and how they are chosen. If this is not done, responsibility cannot be properly lodged when the decisions of leaders do not meet the expectations of the underlying groups.[1] This same need for identification would rest with individuals and organizations promoting or seeking support for the process of change.

Most leaders are persons of power status. They may have the machinery of government at their bidding. They may control large industries whereby they have the power of decision over large numbers of citizens. They are persons of dominance, prestige and influence and are, in part, decision-makers for the total community.

They are able to enforce their decisions by persuasion, intimidation, coercion, and, if necessary, force. Because of these elements of compulsion, the wielding of power is often a hidden process. The men involved do not wish to become identified with these negative aspects.[2]

The exercise of power is limited and is directed by social policy and socially sanctioned authority. In any given power unit or area, a smaller number of individuals will be found formulating and extending policy than those exercising power. The fact is that all policy-makers are men of power, but all men of power

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[1] Alinsky, op. cit., p. 85.

[2] Hunter, op. cit., p. 24.

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[1] Ibid.,

[2] Ibid.,

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are not, per-se, policy makers. Policy makers are the top group in the power hierarchy. In most cities they are drawn from the businessmen class. They form cliques in the community which formulate policy.[1]

One of the major functions of the policy-makers is getting agreement for specific actions. Once this is done, it becomes policy on any given issue or subject. The more firmly fixed a policy is in the habits and customs of a community, the easier is the task of the policy-makers.[2]

The game of power that is played by the policy-makers is called politics. Hallett talks about planning and politics:

> Politics deals with who gets to make what choice under what circumstances and with what ends in view. Put another way, politics deals with the distribution among groups of persons of the power to act. To the degree that this action is more than impulse and involves the anticipation of consequences, it involves planning. But since planning involves the presentation of options and persons may and do frequently select different options, politics involves the resolution of conflicting plans. A choice is made as to which plans will or will not be acted upon.[3]

Power and the Negro Community

The minorities in the central city are no longer content to live with a do-nothing, caretaker government.

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[1] *Ibid.*, p. 113.

[2] *Ibid.*, p. 207.

[3] Hallett, *op. cit.*, p. 236.

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These are the people that education has not yet drawn into our common culture. Instead, actually, we have the creation of subcultures. Wheaton cites these as a potential danger for a society which is so interdependent and so vulnerable to sabotage. He says that the civil rights movement has pioneered in the use of such weapons of sabotage as clogging transportation systems and making public space unusable. If these methods can be used for one purpose, they can be used for any number of purposes. Consensus is in danger.[1]

Problems of social relationships in the Negro community are characterized by hierachical patterns, powerlessness, and brainwashing or coercion. These are patterns that characterize racial relations in our cities, and have immense importance for forms, methods, and goals of planning. They involve political forms in which ethical issues are most crucial.[2]

The Negro community represents a sub-structure of power just as it represents a sub-community. As a community grouping it calls up many issues which tend to mobilize the entire power structure.[3] In its structural patterning of power relationships with reference to the community as a whole, the Negro community occupies

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[1]Wheaton, op. cit., p. 193.

[2]Hallett, op. cit., p. 245.

[3]Hunter, op. cit., p. 112.

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a place roughly comparable to that occupied by any one of the larger associations in the community. The exception is that in the past, few members of the Negro group were called upon to contribute to top policy-making. Hunter points this out in his book, which was written in 1953.[1]

Things have changed, and are continuing to change for the Negro in the exercise of civic power and policy-making. This influence is continuing to widen particularly through the action of civic association groups formed with a racial basis.

Some of the most acute social problems in urban areas center around the racial question. It is difficult to discuss any of the major issues of local concern such as housing, unemployment, or crime without invólving the matter of race.[2]

Because of the color of his skin, the Negro is denied the social, residential, and employment mobility that was enjoyed by earlier migrant groups. Since this is a time of technological change and unskilled jobs are in ever shorter supply, the majority of the Negro population remain marginal members of the dominant society and its culture.[3] These factors have limited

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[1] Ibid., pp. 147-9.

[2] Bollens, op. cit., p. 261.

[3] Leading in some part to the movement among Negroes for the establishment of their own cultural identity.

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[1] Ibid.,
[2] Ibid.,
[3] Hunter,

growth in the number of Negro intellectuals and the professional and business men who provided much of the leadership for various other ethnic groups.[1]

Equality has ceased to be an abstraction for the Negro and has now become directly related to the house he lives in, to the job opportunities available to him, to the schools where he sends his children, and to the public and private accommodations and facilities open to him. These are matters in which local governments cannot escape involvement.[2]

The Negro himself is suspicious of any governmental rearrangement that might possibly dilute his growing political power.

Hunter points out that a listing of the issues and projects deemed important among Negro leaders does not correspond to that of the larger community policy leaders. Instead it compares more closely with the list provided by the professional under-structure. Almost all of these sub-community leaders agreed that the improvement of school facilities was a primary community concern. Another was housing conditions. Both of these issues Hunter found to be at the bottom of the listing of top power leaders.[3]

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[1] Ibid., p. 263.

[2] Ibid., p. 273.

[3] Hunter, op. cit., pp. 222-3.

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[1]Purcell
[2]Hillson
[3]Ibid.,

A community can struggle along deprived of many services and conveniences, and yet a slum neighborhood which has an effective school continues to offer the family some hope and a chance to break the poverty bond.[1]

The problem, according to Hillson, is that even though the schools are publicly supported and are maintained supposedly for all peoples, classes, and groups, the lower-class and especially minority group populations benefit less.[2]

Strong movements are taking shape in these communities aimed at educational reorganization. It is obvious that where some of this innovation is being attempted, where elements of teacher collaboration, nongrading, and pupil-team learning exist, and where teachers possess a deeper knowledge of the anthropological, philosophical, and sociological correlates of minority or lower-class life, an impact is being made in meeting the functional needs of the population. It is important to notice that this impact is being made in spite of the overwhelming political and economic pressures that mitigate against any such change that is liable to bring subsequent measures of success.[3]

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[1] Purcell, op. cit., p. 414.

[2] Hillson, op. cit., p. 446.

[3] Ibid., p. 449.

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The point is that programs produce more effective educational opportunity and success when focused on the strengths and relevant needs of the lower-class and minority populations.[1]

The Process of Change

Christopher Sower says that the flow of action in a community is continuous from the time that the idea for a particular action is introduced until it has been rejected, successfully executed, or has failed somewhere short of the stated goal.[2] This does not mean that people act continuously on a problem, but that there is a natural history to any problem introduced into a community which may be placed on a time line and understood in terms of a specific sequence of events. This flow of action may be thought of as including a series of phases, which are convenient makers along a time dimension, that arbitrarily label stages in a process.

Since in a search for a successful pattern of change the outcome cannot be predicted with certainty, the developer is an initiator of a process that he cannot expect to completely control. He hopes that the outcome

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[1] Kenneth B. Clark, quoted in Hillson, op. cit., p. 447.

[2] Christopher Sower, Johan Holland, Kenneth Tiedke and Walter Freeman, Community Involvement (Glencoe, Illinois: The Free Press, 1957), p. 306.

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will yield social improvement and simultaneously produce beneficial changes in the lives of the people.[1] For this reason attention to change processes is crucial, yet far too much attention focuses on the content of the desired change rather than on the features and consequences of the process. Research needs to be done on why a particular innovation spreads rapidly or slowly, what are the causes of resistance to change in any given system, and why particular strategies of change chosen by innovators succeed or fail.[2]

Miles gives us four ways in which a strategy may be initiated. These are a series of stages which occur prior to the actual adoption of an innovation by a target system:

(1) Design--the innovation is invented, discovered, made up out of whole cloth, produced by research and development operation, etc.

(2) Awareness-Interest--the potential consumers of the innovation, members of the target system, come to be aware of the existence of the designed innovation, become interested in it, and seek information about its characteristics.

(3) Evaluation--the consumers perform a kind of mental trial of the innovation, and form pro/con opinions about its efficacy in accomplishing system goals, its feasibility, and its cost.

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[1]William W. Biddle and Loureide J. Biddle, The Community Development Process (New York: Holt, Rinehart and Winston, 1966), p. 249.

[2]Miles, op. cit., p. 2.

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(4) Trial--the target system engages in a (usually) small-scale trial of the innovation in order to assess its consequences.[1]

Ginzberg maintains that the most important estimate that management must make is the adequacy of the existing structure for the future. A proof of dynamic management, to him, is its ability to perceive correctly and to respond effectively to conditions that necessitate change. The general decision in principle that change is required for the long run welfare of the system may be a necessary basis for action, but will not be a sufficient reason in itself for introducing the program.[2]

Sometimes prospective innovators become so concerned with the difficulties of proceeding with a program of change that they fail to act. On the other hand, they may become so enthusiastic about the advantages of change that they fail to consider adequately the many obstacles that must be overcome in successfully implementing the plan. Both the favorable and unfavorable must be weighed and the final decision must result from this "trial balance" of all the major factors that can reasonably be taken into account. Again note should be taken of cautions such as that of Moore and Heald about the

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[1] Ibid., p. 19.

[2] Ginzberg, op. cit., p. 31.

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[3]Ibid.,

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difficulties inherent in the idea that all change is necessarily good.[1]

When a decision for change is finally reached, the plan for change must be prepared. This is followed by announcement of the plan, and its subsequent implementation. Long before the formal announcement of the plan is made, many of the basic steps required to implement the plan have already been made a part of the planning.[2] The method of the announcement and the planning for the announcement may have a material effect on the way it is received. People who have been associated with the system for a long time are soon able to distinguish the important from the incidental by the presence or absence of signs and portents.[3]

The announcement of a proposed change will be made effective if attention is called to the fact that the proposals were not developed lightly, but that much deliberation was devoted to each facet of the plan and that community leaders were directly involved in the decisions which were reached.[4]

People need reassurance. They cannot meet a challenge unless they understand it. If they do not

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[1] Moore and Heald, op. cit., p. 117. Discussed more completely later in this chapter.

[2] Ginzberg, op. cit., p. 61.

[3] Ibid., pp. 82-3.

[4] Ibid., p. 87.

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understand the changes, the reasons why they are necessary, and the likely benefits that will accrue from them, they will not be able to do their part in bringing them about. For this reason, communications are essential in the process of change. The prospect of the new or unknown is likely to arouse uneasiness or anxiety in some people. Since change means abandoning some established ways of acting or reacting in favor of some new ways that can only be dimly outlined, people will be concerned. The more confidence that they have in the leaders or innovators, the more these feelings will be under control. The least that can be done is to provide support for those who might be disturbed.[1]

So to a large extent, confidence in leaders greatly affects the reception of a plan for change. This is true in both businesses and in public enterprise. If the leader proposing change has a reputation for being successful and fair, his plan stands some chance of being adopted on faith.[2]

Hallet says that there are ethical issues in planning that involve finding a minimum set of universals that permit pluralism and diversity. "When parts of our society are denied the opportunity to engage in the action, denied the resources to understand, plan for,

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[1] Ibid., p. 135.

[2] Ibid., p. 38.

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and shape the action, then we can expect the kinds of protest that veto not only what might be but even what is." Planning must include a statement of intentions, clarify a range of options, and open up spheres of interpretation and interaction. These forms of planning can help to push the decision-making processes of society to deal with genuine choices, to take account of the "stuff and things," and the open responsiveness of persons.[1]

In speaking of community involvement, it should be noted that there is some convergency in the terms "community developer" and "educator." Biddle and Biddle recognize the community developer as "an educator who becomes a friendly consultant to . . . a committed, thoughtful, yet active group." His role here does not consist in instructing, but in quietly urging and encouraging the process by which involved adults become more competent to serve an expanding neighborly good.[2]

In the community as well as in education, the role of planning is essential in determining not only involvement, but in determining the future use of the project:

> Thus if we plan to build a branch library in a neighborhood without one, what matters is that there are people in that neighborhood who would feel a need to use a library, who would perceive this particular library as one usable by them,

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[1]Hallett, op. cit., pp. 247-8.

[2]Biddle and Biddle, op. cit., pp. 248-9.

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> and who would in fact have the time and ability to do so. Jane Jacobs has pointed out that planned environments such as playgrounds in slum areas, sometimes fail to become effective ones. The local residents may feel that it is an imposition, not needed in comparison with other more pressing needs, may not perceive it as a safe place to go, and may have insufficient time or be unable to supervise children who might use it. In any case, a different unplanned use may be perceived and the playground may become a battlefield for gang warfare.[1]

The environment is certainly a potential field of human action, but it does not become effective until we perceive what actions are possible and carry them out.

Sower, et al. list five components in the action process of community involvement. The five steps are (1) the convergence of interest, (2) establishment of an initiating act, (3) legitimation and sponsorship, (4) establishment of an execution set, and (5) fulfillment of the charter.[2] Using the pattern that these authors have established, each of these steps will be described in turn.

In order for action to take place at all, there must be some convergence of interests of actors in the social system who have appropriate sentiments, beliefs, and/or rationally calculated purposes with reference to a problem. It is necessary that there be individuals who have a personal, perhaps "selfish," motive for taking part. The important thing is that convergence of interest

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[1] Stephen Carr, "The City of the Mind" in Ewald, op. cit., p. 212.

[2] Sower, op. cit., pp. 306-14.

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It is through convergence of interest that a group is established which is concerned with initiation of an action process. This calls for the development of a common frame of reference from which action will flow. The relationships that are developed must provide a basis for internal organization--there must be personnel with the right to initiate and those with the obligation to respond. Common group ends and goals must be established. These become the charter which formalizes the relationships established.

The approach of community developers and educators illustrates a pattern of research more than a pattern of instruction. They cannot depend upon telling and other formal instruction, but upon helping people discover the experiences that may cause them to bring about favorable changes in themselves and others. They seek for answers, but also for development. The hope for development invites the discipline of action research.[1]

The establishment of these group goals has been termed the "charter" of the initiating set. It is here that certain conditions are set which lead to the fifth step in the action process--the fulfillment of the charter--whether or not it is successful. There are

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[1]Biddle and Biddle, op. cit., p. 249.

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two conditions that are necessary: (1) a belief that fulfillment of the charter is objectively possible, and (2) the development of acceptable justification of the need and right to initiate action by the group as a whole of the kind specified by the charter. When justification is established by the initiating set, external security is obtained as well as a basis for approaching the larger community. Justification is treated as an element in the action process and may occur before or after agreement on goals.

The right to initiate must be legitimized. The initiation set must obtain access to groups, formal social structures, and influential persons whose sponsorship or approval can legitimize action. This selection of appropriate means for obtaining access to the "legitimate order" represents a process of decision-making. The important point is that the legitimate order contains: groups whose approval gives sanction to the actions of the initiating set; groups whose active sponsorship is essential to the mobilizing of community resources; groups who remain neutral toward the action; and groups which may oppose the action. Not only approval and sponsorship must be obtained, but opposition insofar as it may become active and organized, should not be permitted equivalent access to the recognized instruments of community authority.

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[1]Sower, op.

The personnel of the execution set are involved through the channels and by means of the reciprocal rights and obligations that exist in the community prior to the development of the "self-survey" social system. This requires, on the part of the initiating set, access to and selection of appropriate means for the execution of action. The obtaining of personnel is one important aspect. The channels which may be used are classified as follows:

(a) Organizations--may be involved in participation through their members in the execution of action.

(b) Influentials--by virtue of the position that one actor may occupy with respect to others in the social system, he may be able to "influence" others so that they participate in the action process.

(c) Cliques--friendship cliques may become a channel for involvement.

(d) Propinquity--the fact of residence may become a channel for involvement. Actors by reason of their location as "neighbors" may respond in terms of an already existing pattern of rights and obligations which is oriented around neighborhood relationships.

(e) Kinship--ties of blood and marriage may become the basis for the involvement of personnel in the action process.

(f) Other channels--some actors may become involved and voluntarily request to take part in an action process because of special interests or unique motives. They become involved through their own efforts and not because of prior relationships of a particular kind. Mass media may reach people who otherwise would not be reached through person-to-person channels.[1]

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[1]Sower, op. cit., p. 311.

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Just as the initiating set must define the charter, the execution set must accept it. From the point of view of the initiating set, this may require skills and strategies, appeals to sentiments, and the manipulation of appropriate symbols in order to justify the charter to the execution set. Justification, however, may also be derived from the character of the relationships between and among members of the initiating and executing sets. The charter may be accepted primarily because of reciprocal relationships among the actors rather than for the sake of the charter itself.

The action of the execution set, too, has an effect on the fulfillment of the charter. Access must be obtained to the resources of the community, to other personnel if needed, to such economic goals as are required, to skills and technology as need to be employed, and ability and freedom to use such appeals and justifications as are appropriate. Of great importance is the "fund of good will" in a community which, in this case, must be transferred to the goals of the action process.

If the life styles of minority groups and the lower class are granted functional validity, and if the school as a social institution creates programs which are based on the environmental and motivational correlates of this culture, then the school would by this action truly

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[1]Purcell, op.

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The fulfillment of the charter is the last step and the ultimate objective toward which the forces of the temporary social system have been directed. It is the most readily discernible of the action elements, since it represents the discharge of the resources which have been mobilized in terms of the objectives that were originally defined by the initiating set. How completely or adequately the charter is fulfilled is beyond the scope of this action model; quality of action is not a part of this theoretical scheme.

There are two concepts to avoid that are listed by Biddle and Biddle that are worth including in any discussion of implementing the process of change. The first is "the expectation that 'I' can tell other people how to develop." The second concerns the idea that a teacher must "sell" other people. It is not the role of the teacher to persuade other people to become active or "motivate" them into good works. The motivation for people's growth comes from within them. A community development encourager can help them to discover the worries that will galvanize them into action, help them to articulate these worries, and help them to strengthen

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[1]Purcell, op. cit., p. 447.

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The leadership persons in an organization or system may or may not be among the first to become aware of the need for change, but until they (or he) do nothing much is likely to happen. Later, much of what does happen depends on what is done by the leadership. These persons alone are able to decide the nature and scope of the changes that they are willing to accept and back, and the rate at which the changes can safely be introduced. The leadership does not undertake and carry through the plan individually, but seeks assistance from people outside of or inside the organization to do the staff work.[2]

There is usually one chief executive who must recognize the need for change and be willing to devote considerable time and energy to the development of a satisfactory plan that will carry out the wishes of the board or management team. He must be willing to work with an organizational planning team whom he selects to help him. The success of this team's work will depend first on the establishment and maintenance of effective rapport with their leader, and secondly, on their skill in eliciting the cooperation of other members of the

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[1]Biddle and Biddle, op. cit., p. 256.

[2]Ginzberg, op. cit., p. 69.

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[1] Ibid., pp. 8

[2] Moore and He

system or organization through interviews and informal discussion.[1]

Reflexive acceptance or resistance is unbecoming to the leader who wants to be regarded as a professional educator. Those who resist change need strong self-concepts, for without the courage of their convictions they are easily run off in districts which cannot tolerate non-membership in an atmosphere of change.[2]

The completion of a plan of action depends upon insuring that personnel are available for key positions, designing instruments of control and evaluation, planning proper staging for introducing the changes, and the allocation of adequate resources to the task of implementation.

Bogard, in looking at the role of large scale enterprise in the creation of a better community, says that concern of both citizens and members of a major business operation extends to such things as:

(a) a rapidly growing crime rate (500 per cent faster than population gains);

(b) the inability of our educational system to keep pace with explosive demands;

(c) inefficient and unsatisfactory municipal services;

(d) the breakdown in public transportation and circulation within cities;

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[1] Ibid., pp. 80-3.

[2] Moore and Heald, op. cit.

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(e) wasteful and effective land use;

(f) the failure of the building process to progress into the twentieth century along with other major industries (it is still largely a handicraft industry, with little cost control, little innovation, and a signal lack of progress);

(g) the failure of cultural recreational opportunities to keep pace with increased leisure time and growing affluence;

(h) inadequate health, sanitation, and medical facilities to serve a rapidly expanding and longer-lived population;

(i) rapidly skyrocketing costs of all amenities, service, and construction;

(j) steadily accelerating per capita tax costs for community services.[1]

It is interesting to note that the need for changes in the educational system occupies the number two place in Bogard's list even though he does not state these in order of importance.

Innovations in Education

Educators are beginning to be aware of the need for the younger generation to be trained by the school in performing duties and responsibilities in our modern complex society. Leonard Covello states that the usual curriculum of our schools still does not seem to contribute in any significant manner to such training. The present demand for curriculum revision, he says, is

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[1]George T. Bogard, "The Role of Large-Scale Enterprise in the Creation of Better Environment" in Ewald, op. cit., p. 269.

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partly the result of the failure of the school to provide what he calls social education.[1] We are beginning to grasp the fact that the parental home and the community are supreme educators themselves, and there is the need to consider the education of the total population of the community.

Much of the research in public relations in education has not been highly significant and has consisted of hindsight after bond elections failed, opinion research (limited) on the effectiveness of public relations programs, and some speculative studies. There was little analysis of programs for school-community relations. Most studies were directed toward specific aspects of a program or a single technique.[2]

The current flurry of educational change in America, sparked by both reformers and federal spending, offers an excellent opportunity to study planned change in social systems. This is an area where our understanding is considerably less than perfect. If we have an increase in understanding, it seems likely that we may be able to manage educational innovation more skillfully than we have in the past. Educational change does not have to

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[1] Leonard Covello, "A Community Centered School and the Problem of Housing" in Hillson, op. cit., p. 210-11.

[2] Theodore Jensen and W. Frederick Staub, "School and Community Relations," Ibid., p. 178.

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be planless, automatic, or arbitrary.[1] The more we know about educational innovation, the more likely is the management of change as a planned process.

Before even embarking on the planning of change, there are several concepts that educators should take into consideration. While integration, for example, is an issue requiring planning and innovation, Goldberg points out that we may need to improve the ability of the schools to equalize opportunity or to make an educational impact independent of the social origins of pupils before they can be expected to handle integration with sensitivity and success.[2]

The role of the bureaucracy must be understood. A board should avail itself of the factual material and viewpoints emenating from the general superintendent and his subordinates. Yet, if this is the exclusive source of systematic inquiry and analysis concerning the school system, the board's decision-making must inevitably be determined in large measure by the attitudes and concepts of the bureaucracy.[3]

Another thing that educators must do is decide when resistance to change or to a rate of change is

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[1]Miles, op. cit., p. 2.

[2]Gertrude S. Goldberg, "Intermediate School 201: An Educational Landmark" in Hillson, op. cit., p. 198.

[3]Daniel U. Levine, "Organizing for Reform in Big-City Schools" in Hillson, op. cit., p. 311.

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justified. Moore and Heald list seven situations when they see resistance as being legitimate:

(1) When the proposed change, however attractive, is unalterably out of phase with existing sequences.

(2) When the proposed change takes the school system past the "point of no return" (PNR) without assurance that the new conditions beyond PNR will be better than the old.

(3) When the attractiveness of a proposed change is a function of an attractive but dissimilar environment.

The adoption of an innovation within a particular environment is followed by perceptions about the effectiveness of the innovation. Resultant perceptions are almost always colored by the environment surrounding the innovation, and the study of an innovation must give heed to environmental characteristics.

When the attractiveness of the innovation is more related to an environmental facade than to the intrinsic worth of the innovation, it is plausible to resist.

(4) When the economic consequence to existing programs is out of proportion to the potential good to be derived from the proposed change.

(5) When the success of a proposed change is dependent upon specialized personnel resources unavailable to the potential adopter.

(6) When potential physical, psychological, or academic dangers of great magnitude cannot be tested under controlled conditions.

(7) When the proposed change will preclude or prolong a better conceived and more permanent solution to the problem under consideration[1]

Under any of the above circumstances, educators need the courage of their convictions to resist change.

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[1]Moore and Heald, op. cit., pp. 117-18.

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Miles gives some examples of educational innovation organized according to the aspects of the social system with which they appear to be most closely associated.[1] These are boundary maintenance operations, size and territoriality, physical facilities, time use, goals, procedures, role definition, normative beliefs and sentiments, structure (relationship among parts), socialization methods, linkage with other systems. This indicates the wide range of innovations now being advocated. Innovations are always operant in relation to a given social system. They affect one or more parts of the system crucially and are rejected, modified, accepted and maintained by existing forces in the immediate system.

Bongo recommends that change within large city school districts be brought about by building a school system within a school system. This concept of a subsystem should provide complete autonomy so as to be able to induce and facilitate change for educational improvement. This, he says, will soften the usual central office bureaucracy and red tape. The experimentation that takes place will not be limited due to the traditional kinds of supervisory visits. A subsystem that is being controlled within a limited area and is able to make immediate decisions as to how it will move toward

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[1]Miles, op. cit., p. 15.

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[1]Joseph Bongo
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[2]Ibid.

change, facilitates a strong program of change. At the same time it underpins a strong feeling of security on the part of all staff members involved in it, because of the known autonomous structure. Autonomy allows for certain changes to be made more easily within the system.[1]

Bongo also lists "items necessary for the changing of the process of education." The first thing that he calls attention to in this list is the need to change the school climate. This means within the school plant itself. "A plant or building usually calls attention to itself. When change is asked for and a climate change is called for, then the building or the climate must call attention to the child."[2]

In planning any type of educational innovation, the planners must be wary of straying into the area of "propaganda" or educating the public." To some people, any community effort is quickly translated into a campaign of public persuasion, one that hopes to gain support for some meritorious proposal. Teachers will often deny that such a campaign belongs within the proper definition of education, but advertisers and public relations men will justify public persuasion as education.

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[1]Joseph Bongo, "Process for Change in Urban Schools" in Hillson, op. cit., p. 482.

[2]Ibid.

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[2]Paul H. Mor
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[3]Ibid., p. 3

Schoolmen will use propaganda when they believe deeply enough in the cause they are advocating.[1]

Mort points out that change in the American school system comes about through a very slow process and follows a predictable pattern.[2] Early studies that he reports show that school systems with high adaptability were those where teachers were more highly trained and more accepting of modern educational practices. Here community size and wealth also came into play. In these systems, administrators gave active support to adaptations rather than remaining neutral and the public's attitudes favored modern practices.

He also found that under certain circumstances the tempo can be speeded up:

(1) A public demand must be built up.

(2) The professional leadership of the schools must be made receptive to the demand.

(3) Instructional materials must be inexpensive.

(4) Instructional materials must be all but self-teaching.[3]

Two conclusions seemed to him to be justified:

(1) There is no single factor, in and of itself, which is highly related to adaptability.

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[1]Biddle and Biddle, op. cit., p. 248.

[2]Paul H. Mort, "Studies in Educational Innovation From the Institute of Administrative Research: An Overview" in Miles, op. cit., p. 318.

[3]Ibid., p. 319.

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[1] Ibid., p. 3

[2] Ibid., pp.

(2) Differences in the complexes of factors making for adaptability among communities are so great as to obscure the relative influence of a particular condition or policy; these differences cannot be ironed out sufficiently by traditional methods of matching by community size, wealth, and expenditure level.[1]

Other findings which he felt were of considerable consequence and which seemed to receive firm support from the studies are:

> Communities vary in the degree to which they take on new practices. Indications are that this is a community characteristic. A community that is slow to adopt one innovation tends to be slow to adopt others. A pioneer in one area tends to be a pioneer in other areas.
>
> Explanation of the difference in educational adaptability of communities can be found in no small degree in the character of the population, particularly in the level of the public's understanding of what schools can do, and citizens' feeling of the need for education for their children. This appears to set the posture of the community toward financial support, and toward what teachers are permitted to do--and tends to shape the staff by influencing personnel selected and kept in the community.[2]

One of the problems that is pointed out in connection with ideas such as Goldberg's for community control of schools is the loss of professionalism. She answers that the nature of the plan itself and external pressures toward conformity guarantee that professionalism will be well represented regardless of the educational philosophies of the parents. Representatives

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[1] Ibid., p. 321.

[2] Ibid., pp. 325-6.

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of the Board of Education have joint authority over school operations. Both professional educators and the community have veto power over important decisions. There is also a continuing need of the school to meet the accreditation standards of the state and the pressures of federal, state and local funding agencies. These could include both the setting of professional standards and the denial of support to groups engaged in discriminatory practices or espousing racist philosophies. Finally, there is a limit imposed, particularly in poor communities, by the factor of time or the extent to which community persons are available to infringe on day-to-day implementation of school policy by professionals.[1]

A number of individuals and groups have expressed concern over an apparent inability to correct the serious dysfunctions which permeate big-city schools. They have, as a result, expressed serious doubts that the public schools are capable of undertaking the profound reforms which would enable them to provide an adequate education for the disadvantaged youth of the big cities. Several of these observers, as a consequence, have recommended the establishment and support of a competing network of non-public schools which might be less

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[1]Goldberg, op. cit., p. 191.

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resistant to change. Most educators have either not been aware of this recommendation, or have not taken it very seriously.[1]

The strength of population factors of support appears to be in understanding and expectations. While these are somewhat associated with factors like occupation and education of parents, and political power in the community, they can still be altered. In this way, it would seem that one of the most promising areas for administrative action would be to capitalize on the good understandings and expectations present--and to build them where they are not present.

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[1] Levine, op. cit., p. 307.

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CHAPTER VII

SUMMARY AND CONCLUSIONS

The problems of the inner-city do not exist in isolation. Problems of education, housing, health, poverty, crime and unemployment are all interrelated and any plan of urban renewal or redevelopment cannot be developed to cure any one of these to the exclusion of the others. The citizens of these areas do not have much faith in the abilities of community agencies or councils to accomplish this task.

Redevelopment might be popular with business interests, but it is losing favor with the general public. It appears, in Pontiac as elsewhere, to be regarded with the most suspicion by the very people it is intended to serve. Redevelopment will probably have great difficulty in succeeding at all if the counsel and support of citizens' groups are not enlisted. One of the major problems is in recognizing and identifying these groups. The difficulty can be seen in the problems encountered in promoting the Human Resource Center in Pontiac. Some of the groups which should have been approached were unorganized or not formally organized.

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Others such as VOCAL, spring up while a program is underway and may not become involved in the process.[1]

The Negro community must be thought of as a power structure as well as a sub-structure (Hunter). In 1953, the Negro was suspicious of any government rearrangement that might dilute his power. Today the Negro wants to increase his power through being a part of government action and any considered rearrangement. The improvement of educational facilities is still a primary community concern.

There is still misunderstanding and suspicion connected with local governments.[2] It seems natural that to the inner-city mother, the school system might represent officialdom. There is impatience with bureaucracy. The appointing of committees by a school board or administration is often regarded as "just another way of dodging the issues." The proposed beneficiaries want to have involvement in the initiation set (Sower) of a change process as well as being the recipients. The power status is not always those holding positions. There may be more success inherent as a leader who does not become identified with the "establishment." The need is for training for worthwhile,

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[1]Voice of Oakland County Action League, See page 89.

[2]See Alinsky's quote in Chapter VI, page 97.

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Prestige may be a popular reason for change in some neighborhoods, but this is not true in the inner-city. The process will not take place solely for this reason. There, of course, is always change going on, but the process will be slow without consideration of some of these other factors. The predominate characteristic seems to be a desire for change, but a sort of deliberate change. The parents in the H.R.C. affected areas want new and better schools for their children. They want these schools to be generally the same kind as they had before or the same kind as exist in the all-white neighborhoods.[1] This would be change, but not a disturbing change. There still is prestige--a sense of ownership and of having something new in one's own neighborhood that is a tangible aspect of their efforts. There is much more emotional attachment to the neighborhood than to the community as a whole. The H.R.C. might well seem to be an attempt to take something away from the neighborhood without an effort toward replacement.

It is obvious that the day of apathy and indifference spoken of by Bollens and Riesman is past, yet

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[1]Reported by Mr. Ninotti, see pp. 63-4 in Chapter III.

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reasons must be found why participation at the H.R.C. meetings was so low. Studies of educational innovation must take this pattern into account. Action must be speeded up so that results can be seen earlier to inspire confidence. There must be studies of communities, of course, but there should also be studies of community characteristics that influence change (Mort). We must also look at new avenues of change that come from studying experiences such as that of Pontiac.

At present, the Human Resources Center is in the immediate pre-construction stage. There have been some difficulties in securing funds to build the entire project. It took an act of the state legislature to permit the grant of funds from the Neighborhood Facilities Act. Construction bids came in higher than expected, leading to changes in the architectural plans. This means that the proposed capacity of the Center will be decreased and plans made to complete some portions of the structure at a later date.

The concept of the H.R.C. has generally been accepted by the professional staff. Educators throughout the country have indicated an interest. Two nation-wide magazines plan to do feature stories on the Center. Groups of parents, however, have indicated their opposition. It is difficult to identify the size of these groups. In a recent drive to recall some members of the

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Pontiac Board of Education, they appeared to have overestimated their own power. They fell considerably short of success. The groups, however, are vociferous and able to secure time and space with the local media. Identification of the leaders is possible, but their motives are not clear. They have publicly stated their opposition to the Human Resources Center.

Large groups of parents, too, seem to either be without opinion on the building of the Center or are simply remaining uninvolved. Some of these parents live in neighborhoods other than those that will be affected immediately by the Center. A few have expressed concern that "such ideas as this will raise taxes." As indicated in the section of this dissertation devoted to community involvement, the parents in the involved neighborhoods seem to be waiting the beginning of construction. They attended many of the early meetings, but meeting attendance declined as the months passed and the planning process continued.

There is an attitude now that the parents will accept the idea of a Human Resource Center, but would prefer neighborhood schools. This means that the advantages of the new concept will have to be proved and earn acceptance. Since the idea of the innovation did not originate with the parents or citizens, there will be an added dimension of difficulty in securing

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acceptance. Some of this has been alleviated by working with parent groups in seeking ideas for inclusion and procedures to be followed.

There appear to be a variety of difficulties that are inherent in educational innovation. This has held true with the Human Resources Center. Changes in curriculum that are part of the planning will mean that classes and programs in the Center will operate differently from other schools. The establishment of new school boundaries is seldom done without protest. Staffing of the Center will lead to a selection and transfer process that may not be acceptable to all involved. There will be concern within the schools and among parents as to the fate of the replaced elementary school structures. Overriding and involved in all of this will be the problem of renewing parent interest in the project.

Clearly, at this point, the H.R.C. has not been as enthusiastically received as had been hoped. On the other hand, there is still progress toward benefiting children and the community. The studies of the community that were made; the planning and action that lead to change; and the process of involvement, organization, and seeking of sponsorship; all can be seen to fit the textbook theories more often than they differ.

A review of the major activities in seeking support and endorsement for the H.R.C. lends strength to the idea

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that new approaches and continued effort will be needed if the Center is to become accepted by the community.

Contacts with over a dozen influential Pontiac citizens listed by name, are mentioned in Chapter II, yet there is no official record of their further involvement.

Part of the planning process had to do with the involvement of social service agencies, but only one meeting has been held in each of the three years covered.

Five Parent Teacher Planning Committee meetings (to secure help in the planning for the Center) were held from November 16, 1967 to January 2, 1968. As shown in Appendix C, a total of 87 parents attended these meetings.

Appendix D lists six neighborhood meetings from June 18 to July 21, 1968. A total of only 45 parents attended these.

These attendance figures would lead one to question whether or not the involvement procedures really were successful.

A number of possibilities present themselves for actions that can be undertaken to strengthen the chances for success. Identification of problem areas having effect on the acceptance of the Human Resources Center can continue during the process of construction. New approaches to community involvement may be found during this period and during the initial stages of occupancy.

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The beginning of construction of the building is tangible evidence of progress and might help achieve more community interest. Finally, early successes in the first stages of the program of the Center might stimulate some sort of "bandwagon" reaction.

Obviously, there is in this report evidence of the need for studies of innovation and for experimental programs to be used as pilot studies from which to learn. If the experiences of Pontiac with the Human Resources Center can provide guidelines for future innovation and incentive for continued study of the process of innovation, then already something has been accomplished. In closing, let the suggestion again be repeated for someone in a few years to take another look at the H.R.C. in Pontiac--to what extent it fulfilled its goals and realized its potential.

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EPILOGUE

During the period of time between the last date in the body of this dissertation (June, 1969) and the completion of the writing process (May, 1970), there is evidence that considerable progress has been made toward the completion of the Human Resources Center. Groundbreaking took place on February 1, 1970. Rather than reviewing this period of time and thus extending the parameters of this study, the author has reviewed the objectives established for the H.R.C. by the Pontiac Board of Education and presented his views of how these objectives are being met.[1]

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 E.S.E.A. Title III Self-Concept experiment conducted at Bethune Elementary School.

Whether the planned curricular and organizational changes in Appendix J will enrich and strengthen the educational program for children remains to be seen. There is, however, little research which shows that the instructional methods and techniques utilized at Bethune

[1] Chapter 2, pp. 15-16.

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Objective (2)

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[1]Merle Smith
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School were really effective. Appendix J, which is a general outline of the proposed program for the Center, does not reflect the self-concept idea from Bethune any more than it reflects any good community school program.

An evaluation report shows that the Bethune program was successful in some areas while falling short in others. While there were some changes in attitudes toward school noted in the lower elementary grades, this was not reflected among upper grade children. Upper grade children did show a significant change in their expressed views of themselves as students. Objective assessment of academic achievement did not show significant differences.[1]

Objective (2)

> Developing life-long opportunities for education and self-development for out-of-school youth and adults through providing more adequate facilities within the four or five elementary school attendance areas for the extended school day. The opportunity to attend classes in basic education, vocational education, retaining, high school credit classes, adult seminars conducted by university personnel, and college credit classes would be provided.

Provision for extended programs is still a part of the Center plans. It is already evident that the impact of these classes will be lessened since only pupils from two complete attendance areas will be a part of the regular school enrollment. Parents of these two areas

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[1]Merle Smith, Evaluation Report of a Pilot Program to Raise Self-Concepts of Economically Deprived Students, Report on Title III, Elementary and Secondary Education Act, 1967-68.

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Objective (3)

> Providing for the recreational, cultural and social service needs of children and adults the year round, after school, evenings, weekends and summer, through an extension of the community school concept including specialized programs, extra teaching personnel, additional administrators, community workers, community school directors and facilities to handle these types of activities.

These programs are still very much a part of the plans for the Center. They will be affected, however, if the judgement of the courts sustain an integration plan for the Pontiac Schools based upon bussing of children and supportive services necessary to support quality education in all schools. The cost of such a plan, slated to begin in September of 1970, has been estimated at $6,000,000. If this happens, programs such as those described in the objective above may be seriously curtailed. The facilities will not be effective without personnel.

Objective (4)

> Coordinating with the schools and the city government, the public and private agencies that offer services to the area residents through a combined advisory council of the service agencies represented in the area such as mental health, aid to dependent children, Oakland County Dental Department, Oakland County Medical Department, legal aid, family services,

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and so forth; and to offering a focal point with the community where these agencies could establish substations to move their services closer to the area residents with whom they work.

As noted in the body of the dissertation, the office spaces will be provided for these agencies. Their ability to participate will be conditioned by their budget and available personnel. Only two meetings have been held with the agencies and their participation will be determined in sessions scheduled for the summer of 1970. The letter from the Central Elementary School PTA in Appendix B expresses doubts about the ability of the service agencies to staff the facility.

Objective (5)

> Stimulating community pride and interest which will assist in the development and maintenance of an attractive residential area through a concentrated educational effort on the part of the schools and service agencies, and physical rehabilitation of this area through the city government in conjunction with fundable projects under the Department of Housing and Urban Development.

On March 11, 1970, the City of Pontiac sent an application to the Department of Housing and Urban Development for funds for rehabilitation, spot clearance, relocation service, street improvement, and adding and improving recreation areas in the H.R.C. neighborhood. When approval is received, it is expected to specify 80 per cent completion within one year. This timing corresponds to planned completion dates for the Center.

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Objective (6)

> Promoting a stable, racially and economically integrated residential area by encouraging people to live in the area in order to have the benefits of the Human Resources Center.

The prospect of the H.R.C. has not contributed to the objective stated above. Whether or not the actual construction of the building and the beginning of the planned programs will achieve this goal can only be determined in the future.

Objective (7)

> Promoting a stable, racially and economically integrated student body in the Pontiac Schools that would represent the present racial and economic composition that exists city-wide.

The pressures of the public and the courts for a plan of integration for the Pontiac Schools are attempts to deal with this problem long before construction is completed on the Resources Center.

Objective (8)

> Planning a campus center, arrangement of facilities and design of new facilities to adequately house a new educational program and the other services as described above.

While financial difficulties have substantially reduced the anticipated enrollment of the Center, the potential capacity for the proposed program is still a part of the architectural and construction plans. However, one classroom wing of the building will not be completed when the facility opens for enrollment.

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The statements above are judgements in some cases, a matter of fact in others. The objectives were not unrealistic but were tempered by such things as finances, community attitudes, and an unnatural situation created by public and court pressure for immediate integration of the schools. There is still potential for real benefit to the people of the City of Pontiac.

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APPENDICES

APPENDIX A

A CITY AND AN IDEA

Urban Design As
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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. This 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.

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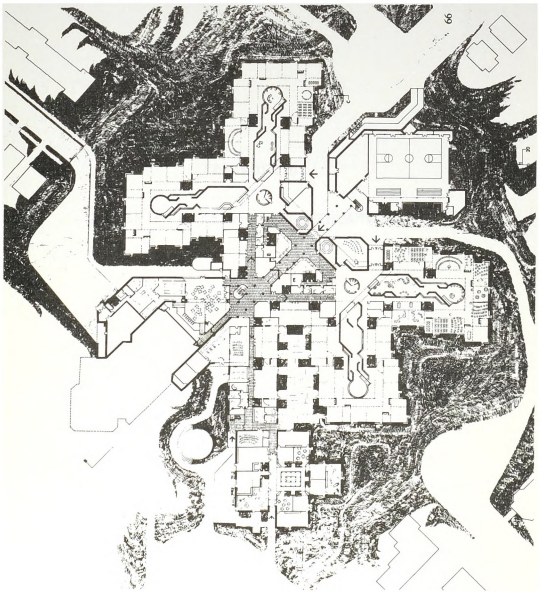

Service Area -- Human Resources Center

LETTER

APPENDIX B

LETTER FROM CENTRAL ELEMENTARY PTA

Dr. Dana Whitmer
Pontiac Board of
350 Wide Track Dr
Pontiac, Michigan

Dear Dr. Whitmer:

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on June 7, 1966.

Central Elementary PTA
Mr. Henry Katip, President
21 South Shirley Street
Pontiac, Michigan 48058

Dr. Dana Whitmer
Pontiac Board of Education
350 Wide Track Drive, E
Pontiac, Michigan 48058

May 12, 1967

Dear Dr. Whitmer:

The members of the Central School PTA have had several meetings and discussions in regard to the proposed Human Resources Center. As a result, we would like to register the following concerns.

1. The site proposed for the Center. At least fifty per cent of our children live North of Pike Street. The distance from Pike to Kiwanis Park is one-half mile. Children live one-fourth to one-half mile beyond this.

2. Parents are concerned at the distance to be traveled and with the safety of children going to and from school.

3. We feel that the racial balance must be adjusted.

4. City and County service agencies are understaffed at present. Is the plan for these extra services a realistic one? We seriously question the ability of these service units to provide services to special areas with their limited staffs and budgets.

5. We realize the size and type of school would be planned in Part II of this Study. We do feel that small school groups are desirable for our children.

We ask that these concerns be registered in our behalf and that they be given consideration.

Yours truly,

Central Elementary PTA

True copy of a letter received Henry Katip, President on June 7, 1966.
W.J.C.

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APPENDIX C

PLANNING AND RECOMMENDATIONS

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School District of the City of Pontiac

Proposed Plan to Develop Recommendations Concerning the Human Resources Center

At this time it seems that definite decisions will be made concerning Phase I (McConnell) and Phase II (Central Elementary) of the Human Resources Center by late January or early February.

These decisions will be made and action begun regardless of the future of the Human Resources Center concept. In other words, if the Human Resources Center concept does not materialize, McConnell and Central Elementary will be replaced.

However, at this point, it is hoped planning will continue incorporating the Human Resources Center concept.

In view of this, it is suggested a planning group be organized with the following representatives:

Central Elementary P.T.A. Executive Board
Central Elementary Principal
Central Elementary Teacher Representatives
McConnell P.T.A. Executive Board
McConnell Principal
McConnell Teacher Representatives

In addition to these, it is further suggested that representatives from Wilson, Frost, Longfellow and Baldwin (P.T.A. President and Principal) be included on the committee for the following reasons:

1. Community activities begun at the Human Resources Center during Phase I and II will be available to teens and adults from the total area.

2. In the future, Wilson and possibly some sections of Frost, Longfellow and Baldwin may be included in the Human Resources Center due to high enrollment, etc.

In order for this planning group to make meaningful recommendations to the Superintendent, the following schedule of meeting dates and topics are suggested:

Thursday, November 16, 3:30 P.M. Organizational VanKoughnett
General discussion
Proposed time schedule
Next meeting topic

Week of

November 20

November 27

December 4

December 11

December 18

January 1

Involvement Beyon

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Week of	Topics	Resource Person
November 20	Service area Racial composition Site consideration Recommendations Next meeting topic	Dr. Dana Whitmer
November 27	Educational program Extended day and year Enrichment Recommendations Next meeting topic	Gerald White
December 4	Organization of pupils Site organization Class size Special groups Recommendations Next meeting topic	B.C. VanKoughnett
December 11	Community School Program Student - adult - family Facilities Recommendations Next meeting topic	Thor Petersen
December 18	Social service programs Recommendations Next meeting topic	Arnold Embree
January 1	Review all recommendations	B.C. VanKoughnett

Involvement Beyond Planning Group

1. Each member would be urged to discuss the current topic with 8-10 neighbors during the week.

2. Recommendations would be discussed at the weekly meeting.

3. Name and address of those contacted be submitted each week to be mailed the minutes.

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NEXT MEETING

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In Attendance:

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Background:

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February, 1968,

School District of the City of Pontiac

Minutes of November 16, 1967
Parent-Teacher Planning Committee
Phase I and Phase II
Human Resources Center

NEXT MEETING MONDAY, NOVEMBER 27, 1967 MCCONNELL
3:30 P.M.

Committee Structure:

Central Elementary:	P.T.A. Executive Board Teacher Representatives Principal
McConnell Elementary:	P.T.A. Executive Board Teacher Representatives Principal
Wilson, Frost, Longfellos, Baldwin:	P.T.A. President Principal

In Attendance:

McConnell	Charlotte Terry
	Joseph Poutt
	Rosa Lee Henderson
	Lois Snoddy
	Brian Castle
	Andrew Carter
	Marjorie Simmons
	Luzenia Benion
	Fletcher Pollard
	Betty Flye
	Howard Caldwell
Central	Henry Katip
	Donahl Bradley
	Marion Hinkley
Baldwin	Donna Parry
	Perry Ninotti
Frost	Effie Mitchell
Victory Ct.	B.C. VanKoughnett

Background:

It has been stated by the superintendent that recommendations concerning the development of the Human Resources Center will be made to the Board of Education during February, 1968, if at all possible.

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Meeting Schedule

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To aid in this decision making process through the gathering of pertinent information and the assembling of recommendations from concerned groups the following three resources will be utilized.

1. A Parent-Teacher Planning Committee will make recommendations as outlined in these minutes.

2. The Central Administrative Staff and the instructional specialists available to them will make recommendations and compile information.

3. An architectural consultant firm will conduct detailed studies of the area including education, traffic and street patterns, racial and economic composite, condition of homes and business, relocation of people (if necessary), present land use, parks and recreation, available utilities, soil conditions, and others.

Committee Operation:

Committee meetings will be held about once each week for six sessions. Opinions on each topic will be presented by

1. P.T.A. representatives in attendance, including the names and addresses of other parents who were contacted during the week for opinions.

2. Teachers and principals in attendance, including a composite opinion of each building staff.

3. Central office administrative representative.

4. Representative of consultant firm.

A summary of each meeting will be sent to each person in attendance, each name submitted by the parent representatives, each teacher and each administrator.

Meeting Schedule and Topics

November 27 McConnell School - 3:30 P.M.	Community School Program Student-adult-family Facilities needed Select next meeting date
Week of December 4	Social Service programs Which included? School district-city-county

Week of Decemb

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dates by contact

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11/20/67

Week of December 11	Educational program Extended day and year Pre-school Enrichment
Week of December 18	Service area Site consideration Racial composition
Week of January 1	Organization of pupils Site organization Class size Special groups
Week of January 8	Review and summarize

Special information meetings can be scheduled by parent groups or building staffs prior to the above meeting dates by contacting B.C. VanKoughnett (338-9151).

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School District of the City of Pontiac

Minutes of November 27, 1967
Parent-Teacher Planning Committee
Phase I and Phase II
Human Resources Center

NEXT MEETING TUESDAY, DECEMBER 5, 1967 CENTRAL ELEMENTARY
3:30 P.M.

Committee Structure:

Central Elementary:	P.T.A. Executive Board Teacher Representatives Principal
McConnell Elementary:	P.T.A. Executive Board Teacher Representatives Principal
Wilson, Frost, Longfellow, Baldwin:	P.T.A. President Principal

In Attendance:

Central Elementary	Marion Hinkley Dorothy Hollister Mrs. James Mallory
Longfellow Elementary	Margaret Luther James Lafnear
McConnell Elementary	Howard Caldwell Jimmie Keel Joanne Kleist Jo Hirsch Joseph Paretti Charlotte Terry Tom Verhoeks Mary Samson Mrs. Benion Lucy Porter Majorie Simmons Betty Flye Hortense Carke Lavonia McKnight Fletcher Pollard
Wilson Elementary	George Martuneac Mrs. Thomas Ware

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NOTE: The Parent-Teacher Planning Committee will hold six weekly meetings to discuss recommendations for the Human Resources Center. These minutes are being sent for your information. If you have further suggestions please contact your P.T.A. President or Building Principal.

Summary of recommendations concerning the Community School as a function of the Human Resources Center.

General:

It was generally felt that community school programming should be planned to offer classes and recreation to all citizens of the area. It should offer academic enrichment and tutoring to school age children beyond the regular school day. It should offer classes and activities to adults during the regular school day, afternoon and evening.

In keeping with this general feeling, the following recommendations include community facilities for school and community use, indoor and outdoor student facilities, and facilities reserved for adult use.

Recommendations:

These recommendations were made considering the fact that the Human Resources Center will ultimately serve approximately 2500 elementary students and adults from 5-6 present elementary schools.

1. Auditorium with permanent stage and seats, large enough to serve student assemblies, P.T.A. activities, and community functions.

2. Gymnasium with sliding partition to be adaptable for student and adult use, including being treated for roller skating.

3. Indoor swimming pool.

4. Cafeteria for hot lunches, evening meals sponsored by P.T.A., adaptable as primary indoor play areas.

5. Adequate school play area and facilities.

6. Park area including picnic area, tennis courts, baseball diamonds, 50 yard football field, handball court.

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7. Community School Room at least of classroom size including stove, sink, refrigerator, cupboards, confortable furniture, color TV, some tables and chairs, and sliding wall.

8. Community School Office and Storage Area including separate telephone, duplicating machine, supplies and equipment.

9. At least two adult classrooms to be available for adult classes at all times.

10. An Adult Library including A-V materials and equipment to be available at all times.

11. At least one pre-school room to also be available as a baby care center to enable mothers with young children to participate in the program during the day and/or evening.

12. An interest center including arts and crafts, vocal music and instrumental music to be available for student and adult use.

13. A vocational center to include woodshop, other building skills, homemaking, sewing for students and adult use (possibly an actual home on or near the site).

14. Health Clinic for school and community use.

15. Adequate parking facility for school and community activities.

16. Building, building approaches and parking well lighted for effect and safety.

17. Well planned automobile traffic flow to and from school.

18. Bus transportation and safe weather-protected student delivery and pick-up station.

19. A planned full recreation program for children and adults in conjunction with the Parks and Recreation Department.

20. Full involvement of students and adults especially to develop a positive attitude toward the facility and good citizenship while traveling to and from the Center.

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December 5, 1967
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21. Provision for adequate administration and supervision of the Center during the school day and community school program.

22. Provision for adequate maintenance and custodial services (including matrons).

23. Some rooms equiped with adjustable furniture for use by children and adults.

24. Air conditioning for year round use and carpeting for visual and acoustical effect.

25. The overall design should consider the control factor, i.e., separating community facilities from regular school facilities.

The next meeting of the Planning Committee will be Tuesday, December 5, 1967, 3:30P.M., at Central Elementary. The topic to be considered is Special Services, such as School District speech correctionists, county medical and dental programs, state mental health programs, etc.

Suggestions by adults not serving on the Planning Committee should be given to the P.T.A. President or Building Principal.

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NEXT MEETING
TOPIC: EDUCATIO

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School District of the City of Pontiac

Minutes of December 5, 1967
Parent-Teacher Planning Committee
Phase I and Phase II
Human Resources Center

NEXT MEETING TUESDAY, DECEMBER 12, 1967 MCCONNELL
TOPIC: EDUCATIONAL PROGRAM 3:30 P.M.

Committee Structure:

Central Elementary:	P.T.A. Executive Board Teacher Representatives Principal
McConnell Elementary:	P.T.A. Executive Board Teacher Representatives Principal
Wilson, Frost, Longfellow, Baldwin:	P.T.A. President Principal

In Attendance:

Baldwin Elementary:	Perry Ninotti	Helen Edwards
	Marion Hinkley	Carol Timney
	Dorothy Hollister	Joseph Forester
	Onnalee Hale	Mercer Smith
	Linda Long	Ruby McMahon
	Christine Thomas	Virginia Kipper
	Lorrie Ichrke	Robert Ichrke
	Anne Pelissier	Mrs. B. Hefner
	George Stebbins	
Frost Elementary:	Effie Mitchell	Josephine Blanton
McConnell Elementary:	Howard Caldwell	Charlotte Terry
	Joseph Paretti	Rosa Henderson
	Joanne Kliest	Lois Snoddy
	Mrs. Eugenia Benion	Lavonia McKnight
	Mary Samson	Betty Flye

Urban Design Associates: Bernard Berkin
Community Action Programs: B.C. VanKoughnett
Pupil Personnel Services: Arnold Embree

NOTE: The Parent-Teacher Planning Committee will hold six weekly meetings to discuss recommendations for the Human Resources Center. These minutes are being sent for your information. If you have further suggestions, please contact your P.T.A. President or Building Principal.

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Summary of Recommendations Concerning Special Services as a Function of the Human Resources Center

General:

It was generally felt that special services should include services from the school district, the city, the county, and the United Fund. The thought was expressed that the present range of services to students and adults is adequate. However, the amount of service from each separate agency could be expanded. This would have to be explored in much greater detail with each independent agency.

In keeping with this general thought, the following recommendations were made.

Recommendations:

These recommendations were made considering the fact that the Human Resources Center could ultimately serve approximately 2,500 elementary students and adults from five-six present elementary schools.

1. School district

   1.1 Three special education classrooms.
   1.2 Pre-school special education classroom.
   1.3 Adjusted study classroom.
   1.4 Perceptual handicapped center.
   1.5 One full-time nurse.
   1.6 One full-time school social worker.
   1.7 Orthopedic unit.
   1.8 Two elementary counselors.
   1.9 Summer speech clinic.
   1.10 Half-time school psychologist.
   1.11 Clerical aides for special services and regular classroom staff.
   1.12 Reading clinic.
   1.13 Adequate facilities to house these special services.

2. Some services available through the city could be coordinated with the Human Resources Center.

   2.1 Police Department - Juvenile Division.
   2.2 Youth Assistance Bureau
   2.3 Other

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3. County services that could be coordinated.

   3.1 The County Health Department could supply part-time doctor service if clinic space were available. This could include both health and dental services.
   3.2 County Welfare Services could locate case workers in the center to be more accessible to the population served.
   3.3 The Juvenile Court or Probate Court could station case workers in the center to be more accessible to the people they serve.
   3.4 The County Mental Health Clinic could establish worker hours at the center.
   3.5 Other

4. United Fund Agencies

   4.1 The Job Placement Center of Urban League, coordinated with the Placement Centers at Pontiac Northern and Pontiac Central High Schools could be utilized.
   4.2 Legal Aid Referral Center could be established.
   4.3 Case workers from Family Service could be used.
   4.4 Other

5. Additional services may become apparent as this committee discusses other aspects of the Human Resources Center. If this happens, those suggestions will be added to this list.

6. Because the services are financed from other sources of revenue and are mostly operating on limited budgets, a sincere effort should be made to pool and coordinate these resources in an attempt to avoid duplication of services.

The next meeting of the Planning Committee will be Tuesday, December 12, 1967 3:30 P.M. at McConnell Elementary School. The topic to be considered is the Educational Program. Suggestions by adults not serving on the Planning Committee should be given to the P.T.A. President or Building Principal.

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NEXT MEETING T
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School District of the City of Pontiac

Minutes of December 12, 1967
Parent-Teacher Planning Committee
Phase I and Phase II
Human Resources Center

NEXT MEETING TUESDAY, DECEMBER 19, 1967 CENTRAL ELEMENTARY
TOPIC: SITE ORGANIZATION - ORGANIZATION OF PUPILS 3:30P.M.

Committee Structure:

Central Elementary:	P.T.A. Executive Board Teacher Representative Principal
McConnell Elementary:	P.T.A. Executive Board Teacher Representatives Principal
Wilson, Frost, Longfellow, Baldwin:	P.T.A. President Principal

In Attendance:

Baldwin:	Helen Edwards	Donna Parry
Central:	Marion Hinkley	Mrs. B. Hefner
	Mrs.George Stebbins	Carol Timney
	Dorothy Hollister	
Frost:	Effie Mitchell	Josephine Blanton
McConnell:	Howard Caldwell	Jimmie Keel
	Majorie Simmons	Luzenia Benion
	Jo Hirsch	Charlotte Terry
	Joanne Kleist	Erma Coit
	Hortense Corke	Mary Samson
	Lavonia McKnight	Betty Johnson
	Betty Flye	Laurestine Hacket
Wilson:	George Martuneac	
Urban Design Associates:	Bernard Berkin	
Administration Building:	Gerald White	
Victory Court:	B.C. VanKoughnett	

NOTE: The Parent-Teacher Planning Committee will hold six weekly meetings to discuss recommendations for the Human Resources Center. These minutes are being sent for your information. If you have further suggestions, please contact your P.T.A. President or Building Principal.

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Summary of Recommendations Concerning the Educational Program of the Human Resources Center

General:

It was generally felt that the educational program should be outstanding encompassing all the traditional programs now in practice and allowing for the implementation of future trends in education. The Human Resources Center should establish a model that will become the standard in Pontiac in years to come. This program must allow for individual instruction and individual attention. It must be adequately staffed from all aspects.

It was also felt that this committee could not cover in detail all the recommendations for the educational program. In view of this it was suggested that additional meetings be devoted to this topic in the second round of committee meetings.

The goal of this committee and the general direction of the Human Resources Center were reviewed.

1. This committee will make general recommendations by the end of January to the Superintendent of Schools in relation to the community school program, social services, educational program, organization of pupils, service area, and site consideration.

2. The Human Resources Center as now envisioned is being discussed in three building phases, with phase one being used to relocate all McConnell students.

3. Phase two is being discussed in conjunction with the replacement of Central Elementary School and a possible expansion of the attendance area.

Recommendations:

These recommendations were made considering the fact that the Human Resources Center will ultimately serve approximately 2500 elementary students and adults from five-six present elementary schools.

1. The class size or the number of professionals per pupil should be twenty-one in the lower elementary and twenty-five--one in the upper elementary.

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2. The program and facility should be planned to allow flexibility in grouping, team teaching, possible departmentalization in upper elementary, and individualized instructional methods.

3. A step between kindergarten and grade one should be provided for those students who need special instruction.

4. Space and adequate time allotments should be planned for the instructional specialists now available through the School District such as librarian, vocal music, instrumental music, physical education, special reading, and speech therapist.

5. Additional space and instructional specialists should be provided in the areas of home economics for upper elementary, woodworking for upper elementary, science specialist, art instructor and audio-visual specialist.

6. One wing or section should be devoted to cultural activities.

7. The traditional academic subjects (reading, writing, arithmetic) should be enriched and expanded for each child.

8. The broad idea of citizen education should be planned for. This could include school, neighborhood and social behavior.

9. Time to accomplish these educational objectives could be provided through (a) an extended school day and/or (b) the combination of some of the special activities with the co-munity school program.

10. A science center should be provided both inside and outside.

11. An adequate level of materials and supplies must be provided to accomplish this type of educational program.

12. Adequate administration and instructional leadership must be provided. This could include a principal and assistant principals with special area assignments such as discipline, everyday operation of building, and instructional leadership.

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13. An instructional material center should be provided that would include provisions for closed circuit television, data processing, professional library, demonstration facilities for teacher in-service training, A-V equipment and materials, individualized instructional carrels, etc.

14. Three school library sub-stations should be planned for and located near lower elementary students, middle elementary students, and upper elementary students.

15. Special provisions should be made for the gifted child.

16. All programming must allow for individualized instruction and individualized attention for each child to insure a positive identification within each child.

The next meeting of the Planning Committee will be Tuesday, December 19, 1967, 3:30 P.M. at Central Elementary School. The topic to be considered is site organization and organization of pupils.

Suggestions by adults not serving on the Planning Committee should be given to the P.T.A. President or Building Principal.

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School District of the City of Pontiac

Minutes of December 19, 1967
Parent-Teacher Planning Committee
Phase I and Phase II
Human Resources Center

Summary of Recommendations Concerning the
Organization of Pupils and the
Organization of Site

General:

It was generally felt that this topic could best be left to local educators and the architectural firm employed to design the building and site.

A presentation was made by Gerald White, Director of Elementary Education, emphasizing the following points.

a) A pre-school home communication program could be established by using one kindergarten teacher for the half day as a regular kindergarten teacher and utilizing this person the other half day in working with pre-school youngsters and parents in the community.

b) The idea of continuous educational progress could be incorporated in the program. Continuous progress would include a readiness room between kindergarten and grade one for those students who would need special attention. Special precautions would have to be taken to guard against the labeling of students.

c) The building organization should consider establishing a primary block for younger children and an upper elementary block for older children.

d) Year around operation of the center should be considered including the regular nine month academic program and remedial and enrichment activities during the summer.

Recommendations:

These recommendations were made considering the fact that the Human Resources Center will ultimately serve approximately 2500 elementary students and adults from 5-6 present elementary schools.

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1. Each classroom, but especially kindergarten, should be provided with small spaces that could be used for quiet activities or noisy construction type activities by the students.

2. The building organization should consider some opportunity for the exposure of younger students to older students through extra curricular activities, service squad, safety patrol, etc.

3. The organization of pupils should be such that each child has a place that he can identify as all his own, be it a desk or a corner of a room.

4. The movement of younger students during the school day should be kept to a minimum.

5. The building should not be constructed in such a way that it is one large traditional elementary school.

6. The internal building plan should allow for flexible space so that staff members may plan the type of instruction and organization they deem most appropriate whether it be team teaching, self-contained classroom or departmentalization.

7. Parent and community contact should be maintained regardless of the organizational pattern.

8. The services of the cafeteria, gymnasium, and library should be provided for within each age level area so that proper sized furniture and equipment can be obtained and the control factor will be easier to manage.

9. The building organization should allow for separate buildings or individual wings for the following activities:

   9.1 Physical education, recreation, and community activities
   9.2 Pre-school--kindergarten
   9.3 Grade one--grade three
   9.4 Grade four--grade six
   9.5 Cultural activities
   9.6 Instructional materials center

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School District of the City of Pontiac

Minutes of January 2, 1968
Parent-Teacher Planning Committee
Phase I and Phase II
Human Resources Center

NEXT MEETING TUESDAY, JANUARY 16, 1968 CENTRAL ELEMENTARY
MEETING TOPIC: REVIEW AND SUMMARIZE ALL RECOMMENDATIONS
3:30P.M.

In Attendance:

Baldwin:	Perry Ninotti	Mrs.Helen Edwards
Central:	Marion Hinkley	Carol Timney
	Florence Mallory	Mrs.George Stebbins
	Mrs. Loretta Ihrke	Mrs.Bruce Hefner
	Henry Katip	
Frost:	Effie Mitchell	
Longfellow:	Margaret Luther	James Lfnear
McConnell:	Howard Caldwell	Jimmie Keel
	Betty Flye	Majorie Simmons
	Evelyn Wright	Rosa Henderson
	Joanne Kleist	Mary Samson
	Charlotte Terry	Erma Coit
	Mary Rhodes	Lois Snoddy
	Jo Hirsch	Brooks Robertson
	Douglas Robinson	Lugenia Benion
	Fletcher Pollard	
Wilson:	George Martuneac	Mrs. Hoover

NOTE: The Parent-Teacher Planning Committee will hold six weekly meetings to discuss recommendations for the Human Resources Center. These minutes are being sent for your information. If you have further suggestions, please contact your P.T.A. President or Building Principal.

Summary of Recommendations Concerning the Site Location of the Human Resources Center

General:

The general feeling of the committee concerning the location of the site for the Human Resources Center was to postpone the discussion and recommendations until mid-February. At this time the consultant firm of Urban Design Associates, Pittsburg, Pennsylvania, will have completed preliminary studies of the area including available space, housing patterns, condition of buildings,

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commercial development, pedestrian traffic routes, vehicular traffic patterns, and population. Urban Design Associates will present this information and its recommendations to the Board of Education.

Dr. Dana P. Whitmer, Superintendent, presented some good points and some concerns about two possible sites. Although Dr. Whitmer discussed only two possible sites, he pointed out Urban Design Associates might come up with a third or fourth site recommendation.

A. Location of the Human Resources Center in the Kiwanis Park area (Sanford south of Auburn)

Good Points

1. In the geographical center of the (A) McConnell area, (b) the McConnell, Central, Wilson School areas, and (c) the three areas extended east to East Blvd.

   1.1 Maximum accessibility to pupils and adults--especially important in terms of after school and evening activities, and pre-school programs.
   1.2 Distance and safety problems minimized.
   1.3 A good long term location in terms of natural neighborhood boundaries.

2. The location would be in the center of the area which appears to need and qualify for a GNRP--the school service area and GNRP area would be essentially the same and would reinforce each other.

3. The structure in this location would be well located to be visable, to create the image of "our" center, to stimulate pride and influence community improvement.

4. The 5+ acres in Kiwanis Park is available for construction. Test borings indicate it can serve as a building site.

5. An expansion west from Kiwanis Park to encompass 20-30 acres would include the maximum amounts of vacant land in the area, large numbers of dilapidated houses built over a geological fault--thus relieving a difficult housing problem, will minimize the costs of site acquisition.

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Concerns

1. Provides a predominately Negro student population. To provide a 50-50 racial mix the service area would involve McConnell, Central, and part of Longfellow and Frost areas.

2. Distance and safety conditions would almost require furnishing transportation to pupils in the northern part of the Wilson area.

3. Expansion west from Kiwanis Park to encompass 20-30 acres would create difficulty in providing a good north-south traffic artery.

B. Location of the Human Resources Center in the northern part of the attendance area, somewhere between Pike and Auburn.

Good Points

1. The natural service area would include McConnell, Central, and part of Baldwin School. A racial mix of approximately 55% white and 45% Negro might be possible.

2. The schools involved are old and need replacing.

3. Pupils in these areas need the enriched educational offerings of a Human Resources Center.

Concerns

1. The service area presents safety problems due to the heavy traffic problems on Auburn Avenue, Pike Street, and Perry Street. Some children would need to cross Perry and Pike Streets unless transportation were provided.

2. This location would create a different service area for the Human Resources Center than that area needing a GNRP. Reinforcement of upgrading activities in these twin efforts would be impaired.

3. The area served would not be good in terms of natural neighborhood boundaries.

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4. The structure would be removed from the center of the area. It would be less visable and engender less psychological ownership among residents.

5. No undeveloped area is now available for construction. Site acquisition would be expensive and difficult.

Terms Discussed by the Committee

1. Pupil transportation should receive serious consideration if the distance is excessive or unsafe.

2. Displacement of families either by site acquisition through the Board of Education or by Neighborhood Improvement through Urban Renewal should be considered and relocation of the families should be included in the planning.

3. The view was expressed by some McConnell representatives that they favored a central location with the hope that the racial composition would be stablized.

4. Approximately two million dollars has been set aside from the school district's building fund to begin the Human Resources Center.

5. The time schedule as it appears at this time would be:

   5.1 Select site, employ architect, receive architectural drawings, hire a contractor by late August, 1968.
   5.2 Estimate beginning construction during September, 1968.
   5.3 Complete Phase I (to house McConnell students) by September, 1969.

6. The Parent-Teacher Planning Committee recommendation on site location should be postponed until after Urban Design Associates presents its study and recommendations to the Board of Education so that this committee may be as well informed as possible in considering this question.

School

TO: All Memb

FROM: B.C. Van

RE: Urban De
Pontiac
14, 1968

Summary of Ever

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BCV:nm
1/31/68

School District of the City of Pontiac

TO: All Members of the
Parent-Teacher Planning Committee
Human Resources Center

FROM: B.C. VanKoughnett

RE: Urban Design Associates Site Recommendation to the Pontiac Board of Education on Wednesday, February 14, 1968.

Summary of Events

January 2 Committee members suggested that a discussion and recommendation concerning the site of the Human Resources Center be postponed until after Urban Design Associates presented its findings and recommendations to the Board of Education.

January 16 Committee members did not feel a need to change the committee recommendations as summarized by B.C. VanKoughnett. These recommendations have been given to the Central Office Committee responsible for writing the Educational Specifications for the Human Resources Center.

BOTH the SITE RECOMMENDATION by Urban Design Associates and the EDUCATIONAL SPECIFICATIONS as written by the Central Office Committee will be presented to the:

Pontiac Board of Education
Wednesday, February 14, 1968
7:30 P.M. - Administration Building

All members of the Parent-Teacher Planning Committee are urged to attend this meeting. A part of each presentation will include a question - answer period.

It is unlikely that the Board of Education will make a definite decision regarding either of the presentations on February 14. This will give the Parent-Teacher Planning Committee time to meet as a committee, discuss the presentations and formulate a recommendation.

It is suggested the committee meet

Tuesday, February 20, 1968
McConnell Elementary School
3:30 P.M.

BCV:nm
1/31/68

As a result of
Topic 1, the Pa
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Recommended

1. Auditorium
2. Large Gym
3. Pool
4. Cafeteria
5. Outdoor Pl
6. Park Area
7. Community
8. Community
   Director's
9. Two Adult
10. Adult Libr
11. Pre-school
12. Nursery (b
13. Arts Cente
14. Vocational
15. Health Cli
16. Parking
17. Bus Transp
18. Community
    Plan
19. Air Condit
20. Special Ed
21. Office Spa
    Agencies
22. Lower Clas
23. Space for
24. Home Econo
    Woodship
25. Cultural W
26. Science Ce
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29. Library Su
30. Small Work
31. Flexible I
    Space
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As a result of the area resident planning outline in Sub-Topic I, the Parent Steering Committee made 32 recommendations to the Board of Education. Twenty-nine of these were accepted, one was not accepted, and two are receiving further study. The following list summarizes these recommendations.

Recommended	Accepted	Rejected	Further Study
1. Auditorium	x		
2. Large Gym	x		
3. Pool		x	
4. Cafeteria	x		
5. Outdoor Play	x		
6. Park Area	x		
7. Community Room	x		
8. Community School Director's Office	x		
9. Two Adult Classrooms	x		
10. Adult Library	x		
11. Pre-school Unit	x		
12. Nursery (baby care)	x		
13. Arts Center	x		
14. Vocational Center	x		
15. Health Clinic	x		
16. Parking	x		
17. Bus Transportation			x
18. Community Involvement Plan	x		
19. Air Conditioning	x		
20. Special Education Unit	x		
21. Office Space for Other Agencies	x		
22. Lower Class Size			x
23. Space for Specialists	x		
24. Home Economics and Woodship	x		
25. Cultural Wing	x		
26. Science Center	x		
27. Instructional Leadership	x		
28. Instructional Materials Center	x		
29. Library Sub-Stations	x		
30. Small Work Areas	x		
31. Flexible Interior Space	x		
32. Separate Lower Elementary and Upper Elementary Facilities	x		

APPENDIX D

NEIGHBORHOOD INVOLVEMENT

Minutes of the J

In Attendance:

Mrs. R. J. Bl
Peter Slabinsk
L. C. Putman
Mrs. R. Ihrke
Mrs. Donald Lo
Mrs. Bruce Hei
Melvin Schutt

General:

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Parent Re

Minutes of the June 18, 1968 Central Elementary Meeting.

In Attendance:

Mrs. R. J. Black,	105 Parkhurst	FE 41705	Marion Hinkley
Peter Slabinski	111 Parkhurst	FE 54406	Harriett Brooks
L. C. Putman	191 Chandler	FE 28757	Perry Ninotti
Mrs. R. Ihrke	224 Chandler	FE 51783	
Mrs. Donald Lockwood	222 1/2 E. Pike		
Mrs. Bruce Hefner	203 Chandler	FE 59349	
Melvin Schutt	211 Auburn	FE 23400	

General:

A brief progress report was given on the H.R.C. A map showing the general layout of the H.R.C. was displayed. Tentative plans call for moving into the complex in the fall of 1959, although this depends on site acquisition (both public and private) and construction schedules.

It was explained that the six schools, Central, Baldwin, McConnell, Wilson, Frost, and Longfellow would probably be envolved in the initial move to the H.R.C.

The purpose of the Neighborhood and Area Advisory Committees was explained.

Mr. James Bates explained the role of the city in the development of the H.R.C.

1. Attack the physical problems in the general area of the six schools and correct them as soon as possible, i.e. street lights, broken side walks, poor streets, etc.
2. Making long-range provisions for the use of the city parks in the general area in order to provide recreational facilities as an extension of the H.R.C.

Parent Reaction:

1. Concern for the property owners adjacent to the H.R.C.
2. Wanted to know the exact boundry of the H.R.C. and when the land might be appraised.
3. Concern for the high concentration of students in the H.R.C. and what affect it would have on those families in close proximity to the center.
4. Wanted to know more definite time schedules for all phases of the H.R.C. so that parents could make individual plans.

Recommendation:

1. Attend Sc
progress
2. Have a sp
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Recommendation:

1. Attend School Board Meeting on June 26, when a progress report on the H.R.C. will be made.
2. Have a special meeting of interested parents to get an up-to-date progress report on the Center.

MINUTES OF THE

In Attendance:

Mrs. James Pa
Mr. Walter Sh
Mr. Kern Bill
Mr. Perry Nix

General:

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Reaction:

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H.R.C. Reason

1. Baldwi
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MINUTES OF THE JUNE 20, 1968 BALDWIN ELEMENTARY NEIGHBORHOOD MEETING:

In Attendance:

Mrs. James Parry	504 N. Saginaw	334-0156
Mr. Walter Shelton	18 Charlotte	332-3434
Mr. Kern Billette	City of Pontiac	
Mr. Perry Ninotti	Baldwin School	

General:

A brief progress report was given on the H.R.C. A map showing the general layout of the H.R.C. was displayed. It was explained that the six schools; Baldwin, Central, McConnell, Wilson, Frost, and Longfellow would probably be envolved in the initial move to the H.R.C.

The purpose of the Neighborhood and Area Advisory Committees was explained.

The role of the city in helping to improve the general appearance of the various school neighborhoods in the H.R.C. was also explained.

Reaction:

Mrs. Parry was in favor of the H.R.C. concept. She believes that it will afford many educational opportunities for her children. Mr. Shelton expressed strong opposition to any move on the part of the Baldwin School area to the H.R.C. Reasons given were:

1. Baldwin school was an adequate building and there was no need to have students leave it to attend a school in another area.
2. He believes in the neighborhood school concept; that he moved into an area so that his children could attend a certain school.
3. That he is opposed to moving children from one area to another for the purpose of integration. That with open housing parents who want their children to go to a particular school can move into that area.
4. That is the students of Baldwin were to go to the resource center he wanted his children to go to McCarroll which he says is not at capacity and much closer to his home.
5. That providing bus transportation for students from an area which had a school building for them to another area was an unnecessary burden on the taxpayer.

Recommendation:

1. Continue
   Center
2. Leave th
   schools

Recommendation:

1. Continue with the development of the Resource Center but keep the community envolved.
2. Leave the schools as they are and replace those schools which need replacement.

Minutes of the J

In Attendance:

Jerry Staley
Mr.&Mrs. Rober
Mrs. John Drit
Mrs. Leland Ga
Mr.&Mrs. Fred
Margaret Luthe
Kerm Billette
Mr. Marchbanks

General:

Same as for Cent

Parent Reaction:

1. Parents opp
(1700-2300
2. Concerned
3. Cost of bu
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4. Recognize
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5. Longfellow
believe in
6. City codes
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8. Don't want
9. We'll lose
Parents wi
child is r
10. Are there
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Minutes of the June 24, 1968 Longfellow Elementary Neighborhood Meeting.

In Attendance:

Jerry Staley	663 E. Pike	FE 83452
Mr.&Mrs. Robert Alderman	685 Northway	FE 45541
Mrs. John Drittler	648 Phillips	FE 20733
Mrs. Leland Castor	643 Phillips	FE 48595
Mr.&Mrs. Fred Beedle	689 E. Pike	
Margaret Luther		
Kerm Billette		
Mr. Marchbanks		

General:

Same as for Central Elementary School

Parent Reaction:

1. Parents opposed to large concentration of students (1700-2300).
2. Concerned about safety problems with so many students.
3. Cost of buses unjustified when children could remain in existing buildings.
4. Recognize need for replacement of McConnell but other buildings are serviceable.
5. Longfellow not opposed to integration (14%) but believe in neighborhood concept of school.
6. City codes and ordinances are not being enforced now--don't expect any change because of the center.
7. Expect a great deal of control (discipline) of students to and from the Center.
8. Don't want young children bussed.
9. We'll lose the proposed racial balance for the H.R.C. Parents will move out. I'm moving out as soon as my child is ready for Eastern.
10. Are there any plans to take care of the over-crowding at Eastern?
11. Are you going to build on Featherstone?
12. Whenever you try for racial balance the quality of education goes down.
13. All the buildings envolved except for McConnell are good for another 50 years.
14. What plans are being made for the empty rooms at Longfellow?
15. How far away from the Center must the children live in order to be bussed?
16. How many children will be on each bus?

Recommendation:

Same as for Central Elementary School.

MINUTES OF THE

In Attendance:

Mrs. Lyla Sim
Mrs. Barbara
Mrs. Marie Ca
Mrs. Georgia
Mrs. Ollie Ma
Mrs. Blanche
Mrs. Grace Br
Mrs. Madeleir
Mr. Huevon Pe
Mrs. Celesta
Mrs. Carrie S
Mr. Wade Jone
Mrs. Wade Jor
Mrs. Lula Wal
Mr. Kerm Bill
Mr. Van Kough
Mr. Perry Nir

General:

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Reaction:

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Recommendation

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MINUTES OF THE JULY 15, 1968 WILSON ELEMENTARY NEIGHBORHOOD MEETING:

In Attendance:

Mrs. Lyla Sims	356 Ferry	332-2212
Mrs. Barbara Hoover	435 Irwin	334-3459
Mrs. Marie Carroll	360 Central	338-4955
Mrs. Georgia Shelton	359 Central	338-8401
Mrs. Ollie Mae Jackson	591 Going	334-0006
Mrs. Blanche Gibson	385 Ferry	338-8496
Mrs. Grace Bright	477 S. Jessie	334-0103
Mrs. Madeleine Tinsley	221 E. Wilson	334-8461
Mr. Huevon Peery	498 Kuhn	332-9527
Mrs. Celesta Williamson	356 Midway	334-1081
Mrs. Carrie Smith	354 Midway	338-8129
Mr. Wade Jones	357 Prospect	335-1026
Mrs. Wade Jones	357 Prospect	335-1026
Mrs. Lula Walker	399 Prospect	
Mr. Kerm Billette	City of Pontiac	
Mr. Van Koughnett	Victory Ct.	
Mr. Perry Ninotti	Baldwin School	

General:

A brief progress report was given on the H.R.C. A map showing the general layout of the H.R.C. was displayed. It was explained that the six schools; Baldwin, Central, McConnell, Wilson, Frost, and Longfellow would probably be envolved in the initial move to the Center.

The purpose of the Neighborhood and Area Advisory Committees was explained. The role of the city in helping to improve the general appearance of the various school neighborhoods through code enforcement was also explained.

Reaction:

The reaction of the parents was very favorable. The parents want to take part in the new facility and are very willing to be a part of the planning. The parents were also interested in the role the City will be playing in upgrading the neighborhood. They mentioned some improvements they wanted, in particular a building located on the corner of Ferry and Sanford. They feel this is an unsafe building and draws to it an undesirable element of the community. The neighborhood advisory committee will work on this as well as with other problems.

Recommendation:

The parents want to be kept informed of any progress as it relates to the H.R.C.

MINUTES OF THE

In Attendance:

Mrs. Lucy Por
Mrs. Betty F
Mrs. Majorie
Mrs. Erma Hi
Mrs. Francis
Mrs. Jean Ho
Mrs. Lugenia
Mr. Howard C
Mr. Perry Ni

General:

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neighborhoods

Reaction:

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MINUTES OF THE JULY 23, 1968 McCONNELL ELEMENTARY NEIGHBORHOOD MEETING:

In Attendance:

Mrs. Lucy Porter	21 O'Riley	334-1879
Mrs. Betty Flye	260 Cottage	338-9541
Mrs. Majorie Simmons	177 S. Paddock	338-2190
Mrs. Erma Hirsch	282 S. Paddock	338-8122
Mrs. Francis Shaw	196 O'Riley	332-0714
Mrs. Jean Hollis	261 Whittemore	338-2393
Mrs. Lugenia Benion	263 S. Paddock	338-0920
Mr. Howard Caldwell	Mc Connell	
Mr. Perry Ninotti	Baldwin	

General:

A brief progress report was given on the H.R.C. A map showing the general layout of the H.R.C. was displayed. It was explained that the six schools; Baldwin, Central, McConnell, Wilson, Frost, and Longfellow would probably be envolved in the initial move to the Center.

The purpose of the Neighborhood and Area Advisory Committees was explained. The role of the city in helping to improve the general appearance of the various school neighborhoods through code enforcement was also explained.

Reaction:

Parents at this meeting were quite upset. They were not interested at this time with the long range goals of the H.R.C. They want the immediate replacement of the McConnell School facility. They are not interested in the other schools which will make up this complex. Although they see integration as desirable they feel that the complex will end up being totally black. They feel that they have an immediate problem and that it should be resolved.

Recommendation:

1. Replace McConnell School immediately.
2. If the building can not be built immediately then McConnell students should be bussed elsewhere. They will not send their students to the McConnell sity in the Fall of 1969.
3. Dr. Whitmer should talk to the McConnell parents personally. He should do this as soon as possible. He should not send a representative in his behalf.

MINUTES OF THE

In attendance:

Mr. Henry En
Mrs. Henry E
Mrs. H. L. W
Mrs. Alberta
Mr. George T
Mr. Fred Car
Mr. Perry Ni

General:

Although each
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MINUTES OF THE JULY 21, 1968 FROST ELEMENTARY NEIGHBORHOOD MEETING:

In attendance:

Mr. Henry Engholm	344 Going	334-7249
Mrs. Henry Engholm	344 Going	334-7249
Mrs. H. L. Wood	7 Lawrence	333-7006
Mrs. Alberta Herron	233 S. Jessie	335-8874
Mr. George Thompson	373 Going	332-8618
Mr. Fred Carter	Frost School	
Mr. Perry Ninotti	Baldwin School	

General:

Although each family in the Frost School area was contacted personally by a member of the American Friend's Society, there was a poor turnout for this meeting. A brief review of the Human Resource Center concept was given. The schools to be included, the instructional program, the purpose of the neighborhood and area advisory committees, and the role of the city was explained.

Reaction:

The few parents who attended this meeting were in favor of the Resource Center. They were more in favor of developing a strong school-community relationship in the Frost area and wanted to help set up block clubs and a neighborhood advisory committee to help achieve this goal.

Recommendations:

1. The Collingwood area has poor drainage. The city should do something about this.
2. Mr. Engholm and Mr. Thompson will help set up block-clubs.
3. Parents do not want their children bussed to the H.R.C.
4. Parents feel that any crosswalks across highways leading to the center should be completly caged to insure safety for children.
5. The city should enforce their codes. Parents should be made to keep up their property.
6. The city should provide a plan like R-20 whereby property owners could improve their property.
7. There should be an approved list of Home Improvement Companies made known to parents.
8. Builders do poor work and then re-let the payment contract to finance companies. This practice should be stopped.

9. The city
supplies
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leave th
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9. The city should have a large supplier make building supplies available to parents at reasonable costs. Suppliers now charge a 'black tax' which means to the Negro that he pays more for an article than would a White.
10. Don't eliminate the school buildings when children leave them for the Center. They can be used for Community, Youth, Adult, Headstart Centers, etc.

APPENDIX E

NEWSPAPER COVERAGE

varied income and social groups adjacent to a renewed community commercial area on Auburn.

- Retain 67-year-old McConnell School

Dr. David Lewis of UDA made this remark about the suggested site, which is identified as the center location:

(Continued on Page A-14, Col. 1)

CONTINUED

Site Recommended for Elementary

By DICK ROBINSON

A 19-acre site, immediately east of the Pontiac City Hall and the Board of Education Administration Building, was recommended to school officials last night for the location of a proposed elementary school complex.

Reaction to the proposal offered by the Pittsburgh, Pa., consulting firm, Urban Design Associates (UDA), was varied from board members and the nearly 100 persons who jammed the school meeting room.

Statements from the audience, such as "The whites will move out" and "Let's go ahead with the project," indicated that the issue will be controversial.

The board didn't act on the recommendations but said it would do so Feb. 28.

UDA recommendations are to:

- Locate the complex, called a Human Resources Center (HRC), between the school administration building and City Hall and Auburn, Paddock and Pike streets.

School Complex

- Build homes and recreation facilities at Kiwanis Park on Osmun for varied income and social groups adjacent to a renewed community commercial area on Auburn.
- Retain 67-year-old McConnell School for community programs, child care and day care centers.

Dr. David Lewis of UDA made this remark about the suggested site, which is identified as the center location:

(Continued on Page A-14, Col. 1)

CONTINUED NEXT PAGE

203

APPENDIX B

grams for school personnel from all parts of the district.

● Complete program for adults in classes, recreation, family and community activities.

UDA proposed that the center site serve all the pupils of Center, Baldwin and McConnell schools and two-thirds of Wilson, one-half of McCarroll and one-tenth of Twain and Longfellow schools.

UDA didn't indicate the total cost of the multimillion project. Already $2.3 million has been raised for the HRC and $1.5 million is in a bond issue in March.

Thirty-one structures — 25 residential and six commercial — will have to be removed from the center site, according to UDA. At Kiwanis, 29 would have to be torn down.

Baldwin, 67; Center, [illegible]; McConnell, 67; Wilson, 57; Bagley, 41; Webster, 47.

● Certain streets easily could become pedestrian malls for access to the HRC.

● Kiwanis Park is in a area that is educationally and residentially segregated. Center is between residential areas of the northern inner ring

its report.

It appears to be irrefutable that the racial and social integration of the public schools system of Pontiac can only be achieved once it has been tackled as a citywide problem and not as a local or neighborhood problem."

(Continued From Page One)

"In this location, citywide as well as local cultural and educational programs can be enacted with dignity and freedom, shorn of the overtones of race, segregation and the proprietorship of neighborhood" (as at Kiwanis Park).

The consultants also studied Kiwanis Park as a possible site for the center.

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Functions of the Human Resources Center, as identified by the school board are:

- Elementary school facilities for about 2,100-2,250 children drawn from the obsolete schools in the city's inner ring requiring the most urgent replacement.
- In-service training programs for school personnel from all parts of the district.
- Complete program for adults in classes, recreation, family and community activities.

UDA proposed that the center site serve all the pupils of Center, Baldwin and McConnell schools and two-thirds of Wilson, one-half of McCarroll and one-tenth of Twain and Longfellow schools.

Some 2,340 students at a 40 per cent Negro-60 per cent white ratio would go to the center. Attendance boundary lines for the schools would have to be changed.

School administrators have not said whether busing will be available. Some students would be more than one mile away from the center.

The board is hoping to open the first phase — the replacement of McConnell School — in September 1969.

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No timetables have been set up for a second or possibly third phase, although it is hoped the whole project could be done in 10 years, depending upon money available.

UDA didn't indicate the total cost of the multimillion project. Already $2.3 million has been raised for the HRC and $1.5 million is in a bond issue in March.

Thirty-one structures — 25 residential and six commercial — will have to be removed from the center site, according to UDA. At Kiwanis, 29 would have to be torn down.

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Center property to be acquired could have a market value of about $800,000, based on the assumption that assessed valuation ($265,733) equals 37.5 per cent of market value, UDA reported.

ASSESSED VALUE

Kiwanis acquisition property is assessed at $329,599.

Center's acreage is composed of 10 acres of publicly owned land and nine acres privately held. Kiwanis has 6.5 public and 15.5 privately owned land.

UDA selected the center location because:

- It is at the center of the Pontiac's older "inner-ring" schools—Wisner, 57 years old; Baldwin, 67; Center, 75; McConnell, 67; Wilson, 57; Bagley, 41, Webster, 47.
- Certain streets easily could become pedestrian malls for access to the HRC.
- Kiwanis Park is in a area that is educationally and residentially segregated.

Center is between residential areas of the northern inner ring de facto white schools—Central, Baldwin, Wisner, McCarroll—and de facto Negro schools in the south—McConnell, Bagley, Wilson.

- "Center is a site adjacent to the central areas of the city. A Human Resources Center in this location will form part of an active and on-going redevelopment and rehabilitation program, on a wide basis of community development."

Raymond Gindroz of UDA said the firm also recommends the expansionof Richardson Park for school reacreation facilities.

"The Center site is implicity citywide and even metropolitan rather than local," UDA said in its report.

It appears to be irrefutable that the racial and social integration of the public schools system of Pontiac can only be achieved once it has been tackled as a citywide problem and not as a local or neighborhood problem."

★ ★ ★

Lewis said the plan "can relieve some of the problems but really doesn't get to the root of the problems."

He indicated that the way to start moving toward solving more problems would be to erect similar human resources centers in other parts of the city.

APPENDIX E

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THE PONTIAC PRESS – I

New Horiz
at Resourc
for Pontiac

By DICK ROBINSON

Pontiac is a city with new educational aspirations — those associated with the Human Resources Center (HRC).

Such a center on a 19-acre site immediately east of City Hall and the School District Administration Building was recommended last week.

The HRC "is not just an elementary school but a school – plus," said Schools Supt. Dr. Dana P. Whitmer. It will serve Central, McConnell and Baldwin schools and parts of four others.

"The Human Resources Center concept as developed in Pontiac offers a unique approach to problems of urban communities," says consultants Urban Design Associates (UDA) of Pittsburgh, Pa.

"What is promised. . . is that education should have a greater impact upon the individual's life chances in the general areas of economic ability, health, housing, education, community participation and family functioning."

As one educational improvement, says UDA, students will not be placed in typical graded classrooms but instead will be given opportunities to advance whenever they are ready.

Other factors considered by UDA in making its recommendations were:

THE PONTIAC PRESS – FEBRUARY 20, 1968

New Horizons Seen at Resources Center for Pontiac Schools

By DICK ROBINSON

Pontiac is a city with new educational aspirations — those associated with the Human Resources Center (HRC).

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"What is promised. . . is that education should have a greater impact upon the individual's life chances in the general areas of economic ability, health, housing, education, community participation and family functioning."

As one educational improvement, says UDA, students will not be placed in typical graded classrooms but instead will be given opportunities to advance whenever they are ready.

Other factors considered by UDA in making its recommendations were:

- Racial and economic integration — "Social class or economic isolation is just as debilitating to educational progress as racial isolation," they said.
- Replacement of outdated facilities — "The need to provide a new educational facility for the students of McConnell School, a make-do operation, has served as a catalyst to a wide series of educational plans."
- Supporting community self-determination — "Community participants in the development of the Human Resources Center have had a remarkable role."
- Subjective feelings — "A site should be able to contribute to a sense of excitement at being present."

SITE VALUE SET

The recommended site has an estimated market value of $265,733 based on the assumption that assessed valuation ($103,400) equals 37.5 per cent of market value, UDA reports.

Market value of the Kiwanis Park site, also studied by UDA, is estimated at $329,599. It has an assessed valuation of $123,600.

UDA studies showed that Pontiac by the year 2000 would be the center of a northern Detroit metropolitan population of 1.2 to 1.5 million.

"The City of Pontiac occupies both a traditional and a structural position as the center of the northern Detroit metropolitan area," the consultants say.

"Regional maps show Pontiac as a hub with a series of spokes; a radial city with excellent freeways and limited-access high speed expressways."

UDA reports that the city can't afford the continuing decentralization of the city's economic base by a dispersal of commercial, office and service industry facilities into the suburban areas of Pontiac.

Neighborhood boundaries are provided by man-made barriers such as sections of the Grand Trunk Railroad or M59.

"The location of Pontiac's older 'inner ring' schools — Wisner, Baldwin, Central, McConnell, Wilson, Bagley and Webster — coincides with traditional neighborhood service areas and continues to reinforce traditional neighborhood structures," UDA said.

Neighborhoods in the southwest, south and east of Pontiac have now become Negro ghettos, UDA concludes.

Schools as well as neighborhoods have become segregated. Last fall, Wilson was 88.7 per cent Negro, McConnell was 83.7 Negro, Bagley was 93.1 Negro and Bethune was 98.9 per cent Negro. Franklin School showed an enrollment of 98.6 per cent Negro.

Other neighborhood schools in the inner ring were also segregated. Among the 2,396 pupils at Central, Baldwin, Wisner and Webster there are only two Negroes.

The ghetto is moving northeastward as the migration of Negro families into the city continues, UDA said.

Designers Give P

Resour

Pontiac's elementary school human Resources Center is being designed to focus on individualized education, with new use of classroom space, its designers said last night.

A progress report on planning for the $3.6-million complex, to be built east of city hall and the school administration building, was given to the board of education by Urban Design Associates (UDA) of Pittsburgh, Pa.

The proposed center will serve all the pupils of McConnell, Central and Baldwin schools and parts of Wilson, McCarroll, Twain and Longfellow schools.

Bernard Berkin of UDA, a former principal in Chicago, said a unique aspect of the project would be the approach toward individualized education.

THURSDAY, APRIL 11, 1968

Designers Give Progress Report

Resource Center Setup Told

Pontiac School Affairs

Pontiac's elementary school Human Resources Center is being designed to focus on individualized education, with new use of classroom space, its designers said last night.

A progress report on planning for the $3.8-million complex, to be built east of city hall and the school administration building, was given to the board of education by Urban Design Associates (UDA) of Pittsburgh, Pa.

The proposed center will serve all the pupils of McConnell, Central and Baldwin schools and parts of Wilson, McCarroll, Twain and Longfellow schools.

Bernard Berkin of UDA, a former principal in Chicago, said a unique aspect of the project would be the approach toward individualized education.

He said UDA's preliminary architectural plans would encompass mass education for about 2,200 children and at the same time meet individual needs.

NEW KIND OF ARCHITECTURE

"We are planning a new kind of architecture and use of teaching space," explained Raymond Gindroz of UDA.

Conventional classrooms will be out. Small, flexible classroom areas with lots of open spaces will be in. There would be practically no walls.

The curriculum will be based on free movement of students from one instructional area to another, according to Gindroz.

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Gindroz proposed that up-and-down sliding blackboards and book cases that move could be used to convert larger rooms into small class areas. This would eliminate wasted space, he said.

Separate class areas could include spaces for discussion, remedial reading, project work, individual units or study, for example.

MULTILEVEL COMPLEX

It would be a multilevel complex of buildings, rolling with the terrain. Ceiling heights would vary from seven to 14 feet.

Both UDA representatives said discipline problems have been found to be minimal in such an open-space arrangement.

"If a kid sees he's involved in so many activities (in the instructional areas), he'll know he counts," Berkin commented.

★ ★ ★

Other proposed features are continuous progress of students — no grade levels, with pupils progressing at their own rates — cooperative teaching and a carpeted building.

UDA's proposals have not been adopted by the fire marshal or board of education. The firm is meeting with teachers today to discuss the design.

PURCHASE PLAN SCRAPPED

In other business concerning school facilities, the board tabled a recommendation to purchase a two-classroom transportable unit for Whittier Elementary School because of opposition from the audience.

The board also praised the work of parents and children at Herrington Elementary School for working Sunday to clean up the school, damaged by a $70,000 fire, in order to have it open Monday.

City Boa
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By ED ELINDEN

Plans for a giant new school comp
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The proposed structure would in
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Related Story, Page B-7

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Revealing the concept was the cons
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1,500 PUPILS

Cost estimates range over $4 mill
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David Lewis, head of the plan
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The new structure will be called
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Lewis said he "a symbol of
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THE PONTIAC PRESS, THURSDAY, JUNE 27, 1968

City Board Views Plans for Giant School Complex

By ED BLUNDEN

Plans for a giant new school complex in downtown Pontiac which would change the character of education in the city were detailed last night.

The proposed structure would introduce all the modern concepts in teaching, continuous progress (nongraded), cooperative (team) teaching, unstructured classes and community involvement—at the elementary school level.

Related Story, Page B-7

★ ★ ★

Revealing the concept was the consultant firm hired by the Pontiac Board of Education, Urban Design Associates of Pittsburgh, Pa. Their presentation was made to the board and others attending the regular board meeting.

The structure, if approved, would be located on about 18 acres directly behind the Pontiac School District offices and City Hall on the east side of Wide Track. The building would be two stories at some points, contoured to fit the landscape and would have about 160,000 feet of floor space.

2,000 PUPILS

Cost estimates range over $4 million, depending on the final specifications approved by the board. It would handle more than 2,000 pupils and replace several downtown-area elementary schools.

David Lewis, head of the planning firm, said a few such school buildings existed, but that this one would have special innovations involving use of space and architecture. "A departure in the use of universal space," he called it.

★ ★ ★

The new structure will be called the Human Resources Center, and Lewis said it would be "a symbol of the aspirations of the city."

He explained to the board that his plans were "a recommended course of action" that would involve a decision of policy by the board. Lewis assured the board that if approved, the preliminary sketches and plans could quickly be turned into detailed design and construction.

★ ★ ★

He said the Human Resources Center would be "a mark of high courage for a city of this size."

Lewis described a building that would not only attempt to blend into the landscape but would present a different aspect as viewed from each direction. On the side facing the civic buildings, the scale of construction would be corresponding. The portion housing the smaller children would be tiny, broken, intimate and unimposing. Facing the residential area, the school would take on an informal streetlike appearance.

★ ★ ★

The proposed structure has four "wings" with surrounding play areas and walkways. It would lie, for the most part, close to the ground — not a blocklike building that dominates the surrounding area, in Lewis' description.

Only about 10 buildings would have to be moved in the modified plan, some details of which were revealed in February. It would be meant to take the place of several old elementary schools in-

(Continued on Page A-3, Col. 1)

ous aspects of the proposal. Speaking on architectural problems was Raymond L. Gindroz, former assistant professor of architecture at Carnegie-Mellon University.

He said the new center and the concept of education it represents, "goes beyond the usual understanding of what a school can do."

What Berking termed the "egg-crate concept — with the children in little boxes and a single teacher in each box."

CONTINUOUS PROGRESS

Berkin said the new building would be best utilized with edu-

Plans for Human Resources Center Detailed

(Continued From Page One)

cluding Wisner, Baldwin, Center, McConnell, Wilson, Bagley and Webster.

ACHIEVE INTEGRATION

The large school would not only accomplish racial integration but integration of social groups within the city, according to the structural and educational goals advocated by the planning firm. Along with the children's classrooms would be some facilities for adult education and community activities.

Lewis is formerly an Andrew Mellon professor of architecture and urban design of the Carnegie-Mellon University in Pennsylvania.

His associates presented various aspects of the proposal. Speaking on architectural problems was Raymond L. Gindroz, former assistant professor of architecture at Carnegie-Mellon University.

He described the proposed flexible classroom concept of the center. Ceilings would vary in height, instead of walls, rooms would be separated by movable bookcases or blackboards. The building would be actually without walls, varying in level with the teacher able to change the environment to suit each teaching situation.

MORE FOR LESS

Gindroz said the concept could give more space at less cost, using less teachers per pupil, if applied properly.

Presenting what the center would mean in matters of teaching was Bernard Berkin, a teacher and administrator formerly associated with Chicago schools and the University of Chicago as well as having worked with education and civil rights projects for the U.S. government.

★ ★ ★

He said the new center and the concept of education it represents, "goes beyond the usual understanding of what a school can do."

Done away with would be what Berking termed the "eggcrate concept — with the children in little boxes and a single teacher in each box."

CONTINUOUS PROGRESS

Berkin said the new building would be best utilized with educational principles incorporating such things as the continuous progress plan whereby each pupil progresses at his own rate.

He advocates an unstructured type of teaching. "Perhaps each morning the teachers and students will have to get together to plot their time," he said.

At the conclusion of the presentation, which included a great deal of testimony and slide viewing, the school board appeared uncertain. Only board member Russell L. Brown said "It has my backing."

The others said they need time to think about such a large and complicated proposal.

Plan on View

The presentation by the Pontiac School District's planning firm, Urban Design of Pittsburgh, of the proposed Human Resources Center in downtown Pontiac, will be presented again tonight at the district offices, Wide Track and Auburn, at 7:30.

APPENDIX E

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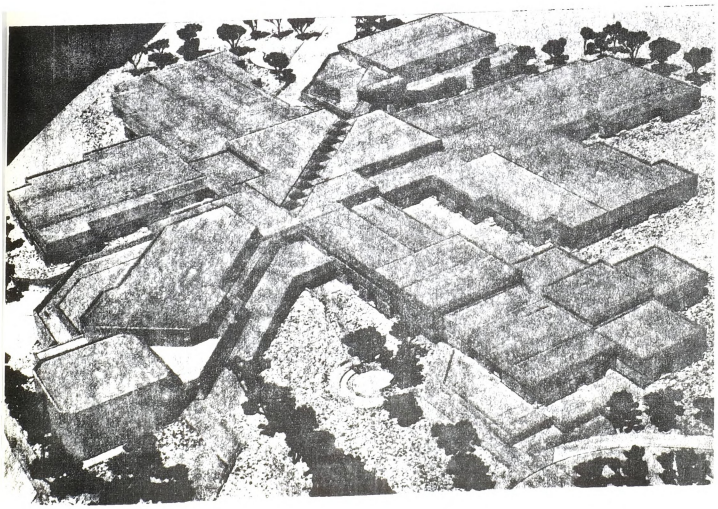
HUMAN RESOURCES CENTER

Pontiac , Michigan



Providing for people . . .

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A spokesman for a group of th
Ridge residents whose homes
on the site of a unique
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mediately to the board of
election last night that they
and getting a "fair offer" for
in property.

Board members, planning the
Town Resources Center east
of City Hall, said they still are
trying to negotiate with the
property owners but threatened
to go to condemnation pro-
ceedings if there is much more
delay.

* * *

Trave Argett and Leslie R.
Hall, trustees for the board of
members are trying to acquire
the area of privately owned
for the Town
center, which would replace
rural elementary schools and
serve as a community center.

The board has options on
several pieces of property in the
area and has authorized the
superintendent to exercise the
options at his discretion in
order to speed up the ac-
quisition process.

BIG NEXT YEAR

School officials hope to put

Purchase Offers Too Low, Center Site Landowners Say

A spokesman for a group of Pontiac residents whose homes are on the site of a unique elementary school complex complained to the board of education last night that they aren't getting a "fair offer" for the property.

Board members, planning the Human Resources Center east of City Hall, said they still are willing to negotiate with the property owners but threatened to go to condemnation proceedings if there is much more delay.

* * *

Bruce Annett and Leslie R. Tripp, realtors for the board of education, are trying to acquire nine acres of privately owned land on the 19-acre site for the center, which would replace several elementary schools and serve as a community center.

The board has options on several pieces of property in the area and has authorized the superintendent to exercise the options at his discretion in order to speed up the acquisition process.

BIDS NEXT YEAR

School officials hope to put the multimillion dollar project out for bids early in 1969.

"Offers we are getting for our property are not fair," an unidentified spokesman told the board. "They don't take into account property improvements.

"I can't find a house that is comparable to what I have for what is being offered. The figures are $6,000 apart."

A resolution authorizing condemnation proceedings was passed by the board, but members said they hope they won't have to use it.

OTHER DEVELOPMENTS

In other news concerning the Human Resources Center, the board hired Michael F. Kenney, Inc., of Southfield to make cost estimates of the center at three stages of development. The firm will be paid $7,500.

"Cost estimating has been proposed in this case because the design of the center introduces many innovative elements with which the architects and school staff have had little experience," explained School Supt. Dr. Dana P. Whitmer.

"The utilization of an independent estimating firm would give better cost control, especially with rapidly escalating building trade rates, than otherwise would be possible," he added.

* * *

Final preliminary plans for the center will be presented publicly Oct. 3 and a master plan for the area will be shown Oct. 24.

School Offic

Eye Integrati

By DICK ROBINSON

Pontiac schools have been
practiced for being seriously seg
Critics have branded Oakland
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School officials are well awa
problems in a system wher
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one race — white or black.

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Figures show that 28 of the
schools are segregated,
predominantly black or white.
of the 28 are elementary sc

SEGATION HARMFUL

Administrators and the scho
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development of their attitudes
and achievement.

But what the school officia
don't is how to better integrate
they are knowledgeable, how
are to tackle the problem — by
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Starting next week, teams
school leaders and board of
members will fly from coast to
visit other school districts a
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Model Citizens Study Comm
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Continued on Page A-11, C

School Officials Eye Integration

By DICK ROBINSON

Pontiac schools have been sharply criticized for being seriously segregated.

Critics have branded Oakland County's largest school system as one which "pays lip service to integration." Racial isolation is getting worse, they say.

★ ★ ★

School officials are well aware of the problems in a system where three-fourths of all elementary pupils attend schools made up predominantly of their own race — white or black.

★ ★ ★

Figures show that 26 of the city's 36 schools are segregated, either predominantly black or white. Twenty-one of the 26 are elementary schools.

ISOLATION HARMFUL

Administrators and the school board realize that isolation of elementary pupils from other races is harmful to development of their attitudes, values and achievement.

But what the school officials don't know is how to better integrate schools. They are knowledgeable, however, on how to tackle the problem — by taking a long look at it.

★ ★ ★

Starting next week, teams of administrators and board of education members will fly from coast to coast to see how other school districts are trying to solve school segregation problems.

Schools Supt. Dr. Dana P. Whitmer explains that the move follows the wishes of the critical Pontiac School District Citizens Study Committee on Equality of Educational Opportunity.

(Continued on Page A-11, Col. 1)

(Continued From Page One)

This committee, made up mostly of outside citizens, recommended that "all methods of effecting integration should be explored" to immediately try to produce pupil integration.

"The board feels it has an obligation to see first hand what other successful districts mentioned in the citizens report are doing," Whitmer said.

★ ★ ★

"We might find some ideas that could be applied to Pontiac."

First stop next Wednesday for a team of five administrators and trustees will be Evanston (Ill.) Township District 65. That district has closed a Negro school and turned it into a special school for gifted students.

CALIFORNIA VISIT SET

Later in October, four board members and two administrators are scheduled to visit Berkeley, Calif., for two days.

Berkeley has integrated schools by a large, controversial busing plan.

★ ★ ★

Other school systems that might be visited in November are White Plains, New Rochelle and Greenburgh, N.Y. and Englewood, N.J., according to Whitmer.

★ ★ ★

All these districts were cited in the citizens report as "communities where the boards of education and their superintendents have determined that integration is vital to the welfare of the community."

★ ★ ★

Whitmer says the issue is such an important one it is worth the less than $1,000 that will be spent. The money will come out of the school budget.

An immediate plan to relieve de facto school segregation — created by where people choose to live — has not been very well received by the community.

★ ★ ★

The open-enrollment plan, which went into effect last month, permits students from predominantly Negro Jefferson Junior High School to transfer to predominantly white Washington, Madison, Lincoln or Kennedy junior highs. But students have to get there by their own transportation.

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Seventy Jefferson students actually did transfer, reports Assistant Supt. William J. Lacy. Washington took 59, Madison seven and Kennedy and Lincoln two each.

CALLED TOKENISM

Opponents of the plan call it "tokenism."

"I don't see it as tokenism," Whitmer commented. "We are not bragging about this limited freedom of choice plan. But it does break down the doors of those who feel hemmed in."

★ ★

Citizens groups have called for a citywide plan, including elementary schools, to promote racial balance.

"School integration is a money problem" Whitmer says. "It is expensive."

EXPENSIVE PROPOSITION

It would cost the school

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APPENDIX E

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PONTIAC PRESS 10/4/68

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district about three times the money it now spends to bus 3,600 pupils with 18 buses, according to Whitmer.

Educational parks, such as the forthcoming Human Resources Center to consolidate elementary schools, for all elementary pupils is "extremely expensive," the superintendent adds.

* * *

Whitmer is fearful of creating integrated neighborhoods to integrate schools and then seeing the white people moving out.

"The majority of parents want their children to go to school near home," Whitmer maintains. "This is our elementary neighborhood school concept.

CITES ADVANTAGE

"It has been attacked by people in the community as an excuse for not integrating schools, but I feel people are over simplifying this.

"The concept has the advantage of parents and teachers working together for improved educationa for children. Its disadvantage is that pupils don't have the opportunity to achieve as well."

* * *

Whitmer backs the Human Resources Center and a long-range plan for the improvement of education and racial balance as ways to solve the problems.

The long-range plan, which probably won't go into effect until the early 1970s, provides for only east side and west side senior high schools, a new unique junior high school in the Central High building and the phasing out of Jefferson.

'MORE EFFECTIVE SCHOOL'

"This action I believe represents a way to provide good education, and it can be carried out," Whitmer remarks.

"Instead of merely trying to mix kids up racially you should try to create a more effective school for Negro and white students.

* * *

"This hopefully will encourage people to stay in the neighborhood."

Pressure is being put on school officials by citizens and the Michigan Civil Rights Commission and federal government.

RECOMMENDATIONS EXPECTED

The commission, which held a hearing on school race relations here in June, is expected to have some recommendations shortly.

A federal investigation currently being conducted in Pontiac is part of a move to extend "forced integration" to Northern schools from the South.

It is likely something more will be done to relieve de'facto segregation in Pontiac, but no one knows what at the moment.

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Nov. 7, the board of educat
was told last night.

Schools Supt. Dr. Dana

Plans OK Delayed on School Complex

Approval of preliminary plans of Pontiac's Human Resource Center elementary school complex has been delayed until Nov. 7, the board of education was told last night.

Schools Supt. Dr. Dana P. Whitmer informed the trustees the cost estimates of the estimated $4-million structure, to be built east of City Hall, won't be ready until next Friday.

"Action to approve the preliminary plans should be withheld until these cost estimates have been received and studied," Whitmer said. "Action on the plans could then be taken at the board meeting Nov. 7.

"If costs are higher than expected, some of the complex might have to be redesigned," he said.

ESTIMATOR HIRED

Michael F. Kenney Inc. of Southfield has been contracted at $7,500 to make cost estimates of the center at three stages of development.

Representatives of Urban Design Associates (UDA) of Pittsburgh, Pa., presented the preliminary plans for the center to the board Oct. 3.

★ ★ ★

School officials are acquiring properties for the 2,000-pupil complex which would be on a 19-acre site. Construction is scheduled to start in March and be completed in August 1970.

A master site plan for roads, parking, overpasses and walkways prepared by UDA is being studied by the city.

★ ★ ★

In another building matter, a report from a consulting engineer showed that 67-year-old McConnell Elementary School has not deteriorated much since its last engineering study six years ago.

THE PONTIAC PRESS, FRIDAY, OCTOBER 24, 1969

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The estimated $4-million complex to be built east of City Hall will replace several old elementary schools — which ones will be decided in the next few months. An estimated 2,000 pupils are to be served on the 10-acre site. It is scheduled for completion by September 1969.

The center's designer, David Lewis of Pittsburgh, Pa., says from Auburn and Pike streets together runs across the building, linking the "new" unorganized big programs, he said.

The site acts as a link between local and citywide land uses. Adult and community-oriented facilities are to be located nearest City Hall, on a higher level than the school facilities on the community side of the complex.

OPEN PLAY AREAS

Pupils will enter the school public spaces which will "tie programs and cooperative teach-

local neighborhood with the center city.

"It serves to break down the barriers between school and community," Lewis says.

★ ★ ★

Adult facilities are organized to create a series of large-scale

building never presents itself as a massive institutional structure."

The units have a small backyard-like play areas for younger children, opening out onto larger play areas for older ones.

COOPERATIVE TEACHING

The HRC will use continuous

nine rehearse a drama and nine rehearse a cantata.

★ ★ ★

Teaching areas can be created by movable blackboards and bookcases.

Movable blackboards placed where the ceiling height changes from 11 to 7 feet can be raised like garage doors into the higher space. Vertical

Human Resources Center in Educatio

(EDITOR'S NOTE — This is American Education Week. School systems and their pupils and personnel are being honored across the country. Pontiac schools, with an innovative building, a new program and a long-time school observer, are spotlighted in a three-part series. Today's story takes a look at the Human Resources Center.)

By DICK ROBINSON

Pontiac's proposed Human Resources Center is a prime example of a school with innovative teaching programs, serving as a center of neighborhood activity.

It is to be the school system's largest venture into innovation education and thus will be examined here during American Education Week, which extends through Saturday.

★ ★ ★

The estimated $4-million complex to be built east of City Hall will replace several old elementary schools — which ones will be decided in the next few months. An estimated 2,000 pupils are to be served on the 10-acre site. It is scheduled for completion by September 1970.

The center's designer, David Lewis of Pittsburgh, Pa., says the facility is to have "a significant impact on the redevelopment of the center city and become a major focal element of the community."

EXPANDED ROLE

Serving more than a third of the city's 85,000 persons in preschool, elementary and adult programs, the HRC will greatly expand the traditional role of the school in the life of the community.

Lewis has planned the facility so the activities inside become a continuation of activities outside.

★ ★ ★

"If it is to achieve its educational and community objectives, the Human Resources Center cannot be an element separated from the life of the community but must become a key element in the structure of the city," Lewis said.

The site acts as a link between local and citywide land uses. Adult and community-oriented facilities are to be located nearest City Hall, on a higher level than the school facilities on the community side of the complex.

OPEN PLAY AREAS

Pupils will enter the school from Auburn and Pike streets through large open play areas rather than along residential streets, according to Lewis.

"This provides ample room for students to let off steam where they will be protected from traffic and will not disturb local residents when entering and leaving the school complex," Lewis explained.

★ ★ ★

Pupils enter the building from the east at the level of Parkhurst Street, one story lower than the adult and community facilities on the west.

The upper level community facilities are to be connected to the student level by a two-story element containing offices, auditoriums, music rooms and other facilities which would be used by both the community and elementary students.

PEDESTRIAN STREET

An outdoor pedestrian street runs across the building, linking local neighborhood with the center city.

"It serves to break down the barriers between school and community," Lewis says.

★ ★ ★

Adult facilities are organized to create a series of large-scale public spaces which will "tie together the new unorganized group of public buildings and be the first step toward a real civic center for Pontiac," Lewis said.

"The tall elements placed on the upper level of the site will be visible from the entrances to the civic center and will become a major visual focal element," he said.

IRREGULAR OUTLINE

Student wings on the level of Parkhurst will have an irregular building outline and a roof-line to articulate the small units which compose the wing.

The units appear to be a village of small houses when seen from residential areas. Their scale is very much the same as the adjacent houses.

★ ★ ★

"It is never possible to see the entire complex from any one point on the lower level," Lewis said. "In this way the building never presents itself as a massive institutional structure."

The units have a small backyard-like play areas for younger children, opening out onto larger play areas for older ones.

COOPERATIVE TEACHING

The HRC will use continuous progress and cooperative teaching programs, he said.

In the present system the teacher's task is to direct an entire class' activities through the school year to achieve the required level of learning.

★ ★ ★

It is understood that though they have "passed," there is great variation in individual achievement within the content areas.

With continuous progress an individual need not remain with his class group for the entire year. He may complete the grade level's expectations earlier and then move on to the next level.

An example of cooperative teaching is a typical period in language arts for 90 students.

Twenty-four students might work on individualized reading units, nine might get remedial instruction, 15 may discuss a story, 15 do library research, nine print a class newspaper, nine rehearse a drama and nine rehearse a cantata.

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Teaching areas can be created by movable blackboards and bookcases.

Movable blackboards placed where the ceiling height changes from 14 to 7 feet can be raised like garage doors up into the higher space. When

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APPENDIX B

APPENDIX C

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n Week Focus

they are down they effectively separate the high ceiling space from the low one.

Bookcases hinged to columns at the corners of the high ceiling space would swing to three positions to further separate spaces.

"The teacher needs only to raise one or two blackboards or swing a bookshelf to provide a study alcove, a project work area or to combine several teaching areas," Lewis explained.

Each instructional wing has group teaching areas which generate distracting noise on the periphery with quiet work areas in the middle, according to Lewis.

"The two are separated by bathroom elements, ceiling changes, floor level changes and the main circulation route, but not with walls," he says.

"In addition to providing the flexibility and freedom of movement so essential in new teaching methods, it provides a more efficient use of space," he adds.

Junior Highs May Get Additions

Pontiac's Eastern and Kennedy junior high schools may get additions while plans for the Human Resources Center will have to be cut back, the board of education learned last night.

Assistant Supt. William Lacy said the cafeteria at Eastern will have to be enlarged to handle next year's students.

An estimated $325,000 addition will probably have to be put on Kennedy to house an expected 777 students next year, according to Lacy.

He said he will have specific recommendations for both projects in two weeks.

PORTABLE SCHOOLROOMS

Overcrowding in elementary schools will be handled by purchasing portable classrooms. Seven elementary schools now have portable units.

In another construction matter, the board learned that costs estimates for the Human Resource Center elementary school complex is $4.7 million when only $3.75 million of money is available.

★ ★ ★

Whitmer said the size of the building will probably have to be reduced.

He said it is desirable to build the complete complex east of City Hall at once rather than in stages.

IN DOUBT

Schools Business Manager Vern Schiller reported that 13 of the 26 properties in the area have been bought by the school board.

Whitmer said it is now doubtful they would have all the property by the January target and that school officials are thinking about condemnation proceedings in some cases.

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School Center Plans Aired; Hearing Set

THURSDAY, JANUARY 9, 196

Plans fr the Pontiac School District's Human Resources Center were reviewed last night by the City Planning Commission.

A public hearing on the intent to abandon portions of two streets in the center of the project was tentatively set for 8 p.m., Feb. 6.

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The $4-million Human Resources Center will replace several elementary schools and provide adult education and other cultural facilities. The school board is presently acquiring necessary property around the site, southeast of City Hall.

The intersection of Parkhurst and Chandler, and about half a block of the streets in all four directions must be abandoned for the construction site. The hearing on this proposal may meet further delay if the school board has not progressed far enough in acquiring land, it was indicated. Some of the property may have to go through condemnation proceedings.

COMMISSION SUGGESTION

The Planning Commission also recommended the city and school board proceed with exchange of properties in connection with the center.

The planners also:

• Deferred until Jan. 22 consideration of a site plan for a 250-unit two-story multiple development on a 20-acre parcel north of University and east of the railroad.

★ ★ ★

• Recommended approval of a 65-lot subdivision preliminary plat north of Brooklyn, east of Stanley and west of Baldwin. Developers plan the subdivision as the first of a three-stage development to include multiple dwelling and commercial sections.

• Recommended approval of a rezoning request for eight two-story multiples on the south side of West Kennett east of Stanley now zoned single family. A protest petition with the names of two out of three abutting property owners will accompany the approval and six of the seven city commissioners will have to vote in favor for final approval.

• Deferred recommendation on a rezoning to provide for a clinic building on singel family property on North East Blvd. south of Victory. A protest petition was filed.

• Recommended vacating the dead end of Carlyle between Sheffield and the railroad to provide for construction of a warehouse.

• Reviewed the site plan for the osteopathic college under construction on Auburn east of the railroad.

Drive to Form Block Clubs Coordinated

Pontiac schools, the Oakland County Commission on Economic Opportunity (OCCEO) and the Pontiac Area Urban League have coordinated their efforts to establish block clubs in the attendance areas of nine schools in south Pontiac.

In the past, block club organization was done independently by these three agencies, which resulted in some duplication.

★ ★ ★

The block club plan is undertaken by Project 100 (Community School Program), part of a project funded under Title I of the Elementary and Secondary Education Act.

The funds are used for the community schools program in nine Pontiac schools: Bagley, Bethune, Franklin, Frost, Wilson, McConnell, Whittier, Jefferson and Eastern.

SITUATION STUDIED

Before organizing the system, representatives of the three agencies visited the nine schools to study the situations. This was followed by an inservice training session for the organizers, conducted by the OCCEO staff.

Community school directors in each school, with the assistance of an Urban League liaison worker, will organize the clubs in each school attendance area. The OCCEO staff will assist and act as a resource in this program.

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The goal of the three agencies is to establish autonomous block clubs in all blocks of south Pontiac in order to provide an organizational base from which common efforts at solving community problems can be developed.

Eleven block clubs in south Pontiac have been established through joint efforts of the organizations since Feb. 3.

AUTHORITY G

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Resources Center Land Purchases Nearly Completed

The purchase of one of the last two privately owned parcels of land for its planned Human Resources Center was approved last night by the Pontiac Board of Education.

Besides the remaining privately owned land there are parcels of land owned by the City of Pontiac. Vernon L. Schiller, school's business manager, said that the city is working on papers to transfer the property to the school board.

The $3.75-million center will accommodate 2,300 elementary students. Target date for completion of the complex, located east of City Hall, is September 1970.

Schools Supt. Dr. Dana P. Whitmer reported that federal funds sought from the U.S. Department of Housing and Urban Development for the center may not be approved until May 1.

EARLY SPRING START

He said that since it was hoped that construction funds would be let to allow an early spring start, the administration was working on plans to start construction on at least the eight portals of the building.

Further plans would be made upon the approval of the federal grant by HUD, Whitmer said.

* * *

The board unanimously approved appointment of the bank of the Commonwealth of Detroit as paying agent for the refunding in school district bonds issued Aug. 1, 1958.

The bank, as paying agent, will redeem the bonds as they mature.

INSURANCE TRANSFERRED

The board also transferred its student accident insurance for the 1968-70 school year from First Agency of Kalamazoo, to C-M Underwriters of Detroit.

Schiller said he studied the CM plan and felt it would provide better coverage at lower overall cost and be easier to administer on the school level.

* * *

Premium will be $2 per student, with an option for year-round 24-hour-per-day coverage for a premium of $12. Senior high interscholastic sports also are insured.

Students participating in football, basketball and wrestling will be charged $1.75 premiums, and those participating in all other interscholastic sports will be charged $1.50 premiums.

The coverage also includes catastrophe insurance up to $5,000 maximum at $3.50 per athlete.

The board decided it would not be liable for any expense incurred as a result of injury to students beyond that provided by the policy.

* * *

Purchase of two portable classrooms each for Madison Junior High School and Northern High School was approved by the board.

Assistant Supt. William J. Lacy said projected enrollment next fall at Madison is 1,126 students.

A weight room at Northern will be converted into a classroom. With the two portables, the school will have facilities for projected enrollment of 2,188 regular students.

FURTHER STUDY

A recommendation for purchase of two portable classrooms for Mark Twain Elementary School was withdrawn by Lacy to enable him to further study anticipated enrollment there.

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ATTACHMENT E
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PAPC

Revise

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Board Gives Approval to

PAPC Budget, Revised Bylaws

Revised bylaws and the 1969-70 budget of the Pontiac Area Planning Council (PAPC) were approved by the Pontiac Board of Education last night following some discussion by the board and the audience.

Mrs. Lucille Marshall abstained from voting on the PAPC bylaws and also on a resolution that the board of education join with the City Commission to study the feasibility of a joint public transportation system in the city.

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The resolution, submitted by the PAPC transportation task force, was passed by a 5-0 vote. Board member Christopher Brown was absent.

★ ★ ★

Mrs. Marshall said she wanted to further study the bylaws and the task force resolution.

BUDGET APPROVED

The PAPC budget of $36,835, for the fiscal year May 1, 1969, through April 30, 1970, was approved by the board of education, despite arguments from the audience that the board should be spending its half of the PAPC budget ($18,417) on educational programs and instructional materials rather than what they called "an advisory group the board pays no attention to anyway."

Mrs. Marshall and Mrs. Elsie Mihalek cast dissenting votes on the budget proposal.

Members of the audience argued that Pontiac businessmen and industry should finance the advisory board which was formed last year as a coalition of the City Commission and the board of education.

Dr. David Doherty, director of the PAPC, explained that industry and businessmen had financed the first year of the organization last year with the understanding that if it was able to stay alive, the City Commission and school board would finance the second year.

TAKE BACK RESPONSIBILITY

Doherty explained that businessmen and industry would take back the financial responsibility of the organization the third and following years.

★ ★ ★

Several mothers in the audience still complained that some teachers were buying school supplies out of their own pockets and maintained that the money should be used for these materials.

In other action last night, James E. Dyer of 900 E. Pike, Voice of Oakland County Action League (VOCAL) education committee chairman, raised more questions concerning a school district application the Department of Housing and Urban Development (HUD), for a grant to help finance construction of the Human Resource Center.

★ ★ ★

VOCAL last week sent a letter to HUD, charging that the district's application for $676,000 in federal funds was "fraudulent in its intent and in fact."

REITERATE DENIALS

Pontiac Schools Supt. Dr. Dana P. Whitmer and other administrators reiterated their denials of the charges.

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Whitmer said that community involvement was satisfactory to the community and minutes of meetings with citizens in the service area of the $5-million center were included in the application.

He also said that since the site for the center was already acquired, HUD did not require that the school district relocate persons displaced through site acquisitions.

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The complex, which will serve both pupil and community needs, will have a capacity for 1,800 students, primarily from McConnell and Central Elementary schools and probably parts of Baldwin and Wilson schools.

The Human Resources Center is expected to be open in September 1970. This will depend on several factors, including approval of the HUD grant, no delays in awarding contracts and qualifying bidders, costs of total bids, and no delays in the construction schedule because of labor or material shortages, Whitmer said.

Schools-Center Race Imbalance Fear Is Voiced

By MARY SUNDSTROM

Will Pontiac's Human Resource Center, planned with integration in mind, become another predominantly black school in the city?

Several parents at a Pontiac School District public hearing on the center last night said that the HRC's projected attendance area is becoming an all-black neighborhood. Ghey said that many white people are moving to Pontiac's suburbs.

Pntiac Schools Supt. Dr. Dana P. Whitmer said he feels integration will not be endangered, becauuse the planned school's facilities will influecence white parents to stay in the school's attendance area.

The $5.1-million center will house 1,800 -- all of the pupils from McConnell School (predominantly black) and Central School (predominantly white) and some pupils from Wilson (predominantly black) and Baldwin (all white).

PLANS IN 6 WEEKS

Dr. David E. Leis and other representatives of Urban Design Associates of Pittsburg, architects for the center, said last night that within six weeks the firm expects to complete its studies and specifiettions.

The board of education then will seek bids, and three to four weeks later, or about Aug. 1, construction can start.

The school is scheduled to open In September 1970.

Lewis said portions of the building will be prefabricated, to speed up the construction.

Gerald White, director of elementary education, told the audience of about 40 persons that HRC will provide individualized instruction, team teaching and continuous progress (an ungraded situation where pupils may progress through the educational process at their own pseed.

NO MAJOR ISSUES

Several questions were asked last night, but no major issues arose.

White also said that transportation will be provided for all pupils who live more than a mile from the school.

THE PONTIAC PRESS, FRIDAY, MAY 23, 1969

'Support School Board's Attempt for Order'

I fully support our school board in its attempt to have orderly and constructive meetings. This is not "gag rule." It is only democracy when the people elect a school board and city commission and allow them to carry on the business of the City and school district without being harassed and condemned.

★ ★ ★

Fifty or 60 people attending school board meetings do not represent the thinking for the several thousand voters of this school district.

★ ★ ★

I believe The Pontiac Press is wrong stating that the City Commission allows citizens to speak during the agenda. It does not. Citizens only speak on occasion of a public hearing and after the closing of the agenda. I suggest the school board follow the policy of Mayor Taylor and the City Commission in conducting its agenda.

JOHN A. DUGAN
363 NELSON

(Editor's Note: Exceptions have been made at city commission meetings.)

A $1,110,142 federal grant to the Pontiac School District for construction of school-community use areas in the Human Resource Center was announced today by U. S. Rep. Jack McDonald, R-19th District. Funds are from the Department of Housing and Urban Development under the Neighborhood Facilities Grant program.

THE PONTIAC

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THE PONTIAC PRESS, FRIDAY, AUGUST 22, 1969

School-Center Bids to Be Called For Soon

Bids for contractural work on the planned $5.2-million Human Resource Center will be called for in two or three weeks, Pontiac Schools Supt. Dr. Dana P. Whitmer told the school board last night.

The bids will be opened about four weeks after that, he said.

Whitmer said he expected construction to begin immediately after bids are awarded and projected that the complex will be completed by next fall.

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Bid documents will include alternates to pare down parts of the upper elementary and lower elementary wings, in the event the board finds itself short of funds to complete the entire project at this time.

This cutback could reduce the capacity of the center, now scheduled to house about 1,800 pupils, to 1,450-1,500 pupils.

FEES APPROVED

In other action concerning new schools last night, the board approved architectural fees for O'Dell, Hewlett and Luckenbach Inc., which will work on architectural plans for a new high-rise Central High School; and for Charles Sherman and Associates, which will prepare drawings for additions to Northern High School.

Both firms were declared in compliance with nondiscrimination in hiring, a policy of the school district.

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The Luckenbach firm will be using the Nathan Johnson black architectural firm of Detroit as a consultant in its work for the school district. The two firms said they have worked together before on several projects.

Charles Sherman last night introduced Harold Ward, a black architect who is registered in Michigan and Illinois, who will act in a consulting capacity on the Northern High School project.

CONTRACTS APPROVED

Contracts for both firms were approved by the board on July 22 amid protests from the audience that the Sherman firm had not had a preaward review of compliance was not in compliance at that time. He had not, yet made the agreement with Ward.

The Sherman-Ward affiliation was called a form of Tokenism by James Dyer and others in the audience, since Sherman had stated that Ward would be working with his firm only on the Northern High School project.

Ward told the board and the audience last night he had been asked to join the firm but preferred not to attach himself to one firm, but to act as a consultant to many firms.

Whitmer said that Sherman's compliance had been established since the board named the two firms in July.

APPENDIX F

ORGANIZATIONAL CHARTS

ORGANIZATION CHART

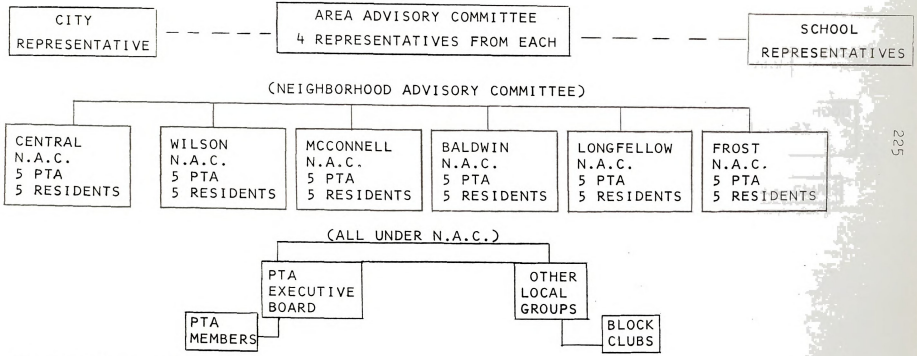
AREAS INCLUDED IN STUDENT AND/OR ADULT ACTIVITIES

Central Elementary
McConnell Elementary
Wilson Elementary

ORGANIZATION CHART

AREAS INCLUDED IN STUDENT AND/OR ADULT ACTIVITIES

Central Elementary
McConnell Elementary
Wilson Elementary
Baldwin Elementary
Longfellow Elementary
Frost Elementary

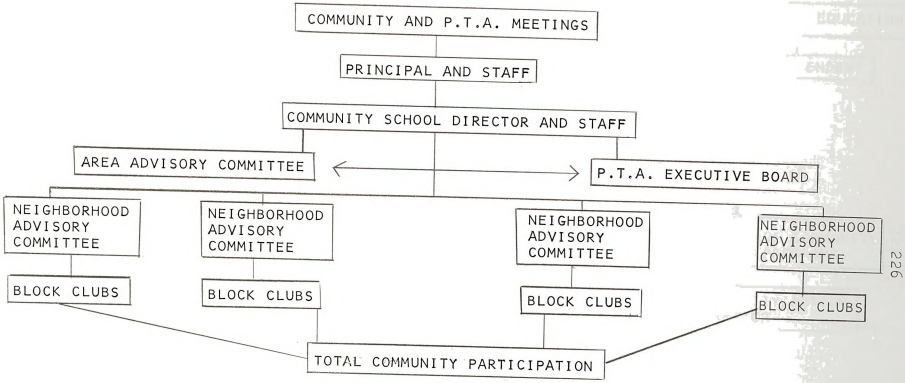


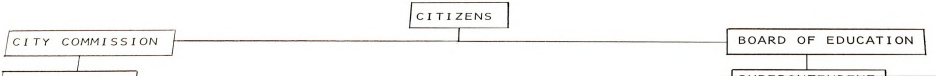
Sub Committee Selection:
1. Special neighborhood concern committees representation selected vertically from chart.
2. Special area concern committees representation selected horizontally from chart.

COMMUNITY EDUCATION AND PARTICIPATION

COMMUNITY AND P.T.A. MEETINGS

COMMUNITY EDUCATION AND PARTICIPATION




CITIZENS
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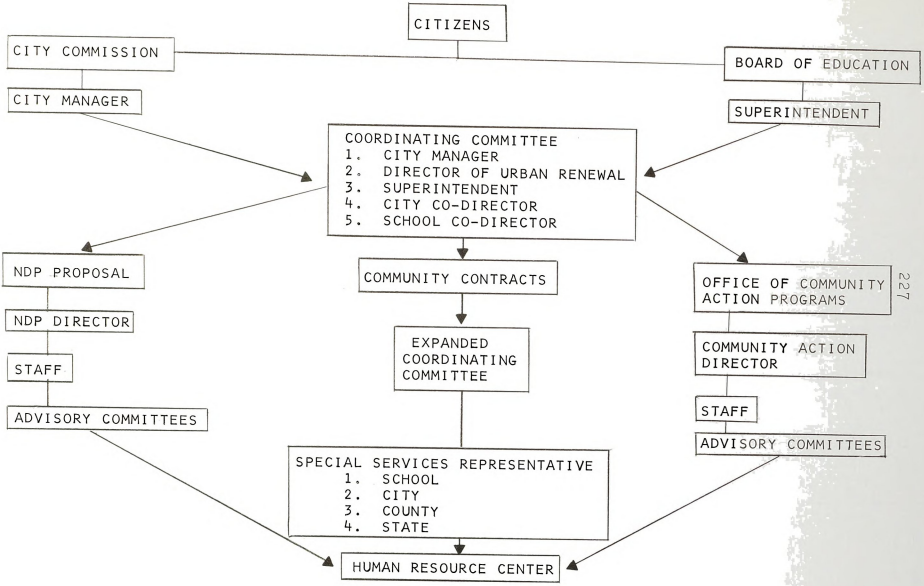
BOARD OF EDUCATION


CITIZENS
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BOARD OF EDUCATION
CITY MANAGER
SUPERINTENDENT
COORDINATING COMMITTEE
1. CITY MANAGER
2. DIRECTOR OF URBAN RENEWAL
3. SUPERINTENDENT
4. CITY CO-DIRECTOR
5. SCHOOL CO-DIRECTOR
NDP PROPOSAL
COMMUNITY CONTRACTS
OFFICE OF COMMUNITY ACTION PROGRAMS
NDP DIRECTOR
EXPANDED COORDINATING COMMITTEE
COMMUNITY ACTION DIRECTOR
STAFF
STAFF
ADVISORY COMMITTEES
ADVISORY COMMITTEES
SPECIAL SERVICES REPRESENTATIVE
1. SCHOOL
2. CITY
3. COUNTY
4. STATE
HUMAN RESOURCE CENTER

APPENDIX G

SITE PLANS

city hall
cultural center
bus parking
bus.
HUMAN RESOURCES CENTER SITE PLAN

City-owned Land

Separate parcels

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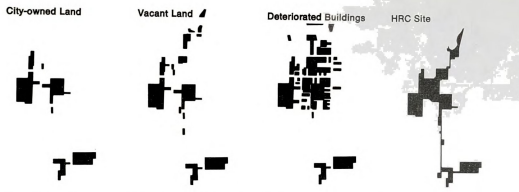
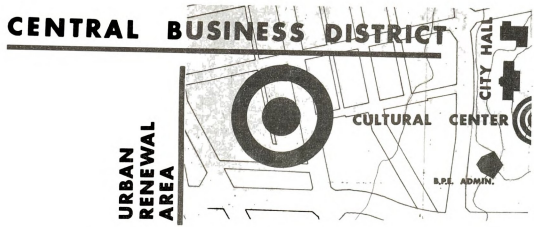


Separate parcels of City-owned land, were connected by acquiring a minimum of vacant and deteriorated properties.



The Human Resources Center ties together local communities and the City Center.

After evaluating a series of alternative locations for the Human Resources Center, the site recommended by Urban Design Associates and adopted by the Board of Education and the City in April 1968 is an irregular 14 acres extending from City Hall and the central areas to deep inside the fabric of the surrounding residential areas.

To the north lie new apartment and townhouse developments, comprising Pontiac's largest in-city residential renewal; to the south lie further urban renewal and rehabilitation areas, designated by the Urban Renewal Agency. With the insertion of the Human Resources Center, these hitherto separate projects will form the largest comprehensively redeveloped area in the City.

A specially paved and landscaped pedestrian way reaches across Auburn Avenue to provide a safe walking route to the Center from the residential areas to the south, and to connect the Human Resources Center complex with a series of existing and proposed play areas, nursery schools, community centers, a parochial school and a public green. A similar pedestrian way is proposed to cross Huron Avenue to residential areas in the north, connecting the Center's physical education facilities with an existing and under used public park. Further pedestrian systems flow eastwards.

The interior distribution of Human Resource Center functions responds to the many different scales of City and community life surrounding it. The pre-school, kindergarten and lower elementary areas are housed in small-scale elements placed at the borders of the site which penetrate residential areas. These facilities for the younger students are then very much a part of the local neighborhood.

The adult education facilities, community service areas, and the Center's central administration, open westward on to a public civic square facing City Hall, the Board of Education, and Pontiac's public library.

Pontiac has a radial urban structure. Like spokes, highways and railroads radiate from the center of the City. By long tradition, indus-

In Pontiac, Negro and Spanish American minorities together form less than 20 percent of the City's population. Yet schools in the southern

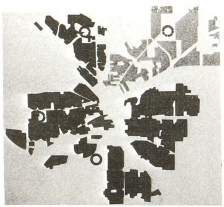
ter from the two white and the two non-white segregated schools which the Human Resources Center will replace.

But in itself the Human Resources Center

Pontiac has a radial urban structure. Like spokes, highways and railroads radiate from the center of the City. By long tradition, industries have located on these radials. Some of these industries, General Motors Pontiac Division and GM Trucks, are very large. More recently, the radials have attracted strip commercial development. If we separate Pontiac's residential areas from the non-residential uses which have gathered on these radials as the above diagrams show, we will see that while the radials form the essential circulation mesh of the City they are also barriers separating the City's residential areas one from the other.

In the past such geographic divisions gave neighborhoods their identity, and school district lines were drawn according to neighborhood patterns. Today, these are the patterns of racial and income segregation.

Neighborhood Districting System projected over City



In Pontiac, Negro and Spanish American minorities together form less than 20 percent of the City's population. Yet schools in the southern sectors of the City are 90-100 percent non-white, while schools in the remainder of the City are predominantly white. The coincidence of poverty with non-white ghettos and school districts demonstrates the inhuman difficulty experienced by the young in breaking from disadvantaged and segregated backgrounds to exercise the options of a democratic, open and pluralist society.

The unprecedented size of the Human Resources Center (2300 students at the elementary level) and the site selected for it are large steps towards a solution of these problems. For the size of the Center enables the Board of Education to designate service areas which transcend neighborhood boundaries at the elementary school level for the first time in Pontiac's history.

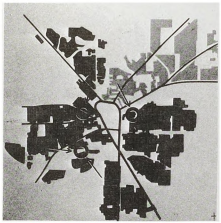
In the final planning, the Human Resources Center is sited on "neutral turf", bridging the major eastern barrier between segregated residential areas, and adjacent to the City center. The planning thus recommends a north-south districting pattern drawing school children, along new local traffic and pedestrian routes, into the Center from the two white and the two non-white segregated schools which the Human Resources Center will replace.

City Center Districting for HRC

But in itself the Human Resources Center should be regarded as only a beginning. It deals with only one segment of the City's problem. Several segregated schools are untouched by its influence. Nevertheless, it points the way. It is implicity a City-wide facility offering educational excellence on the basis of equal opportunity and continuous progress. It forms part of a total residential and civic renewal which adds up to a fragment of the new integrated city of Pontiac's future.

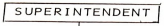
More such centers must follow, accompanied by comprehensive planning and development and broadening employment and economic opportunities, if Pontiac is to achieve the great goals it has set itself.

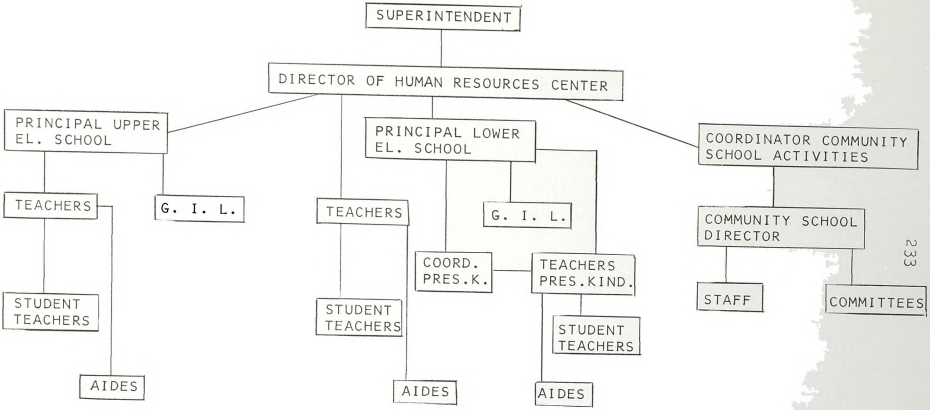
City Center Districting System projected over City



APPENDIX H

ADMINISTRATIVE AND OPERATIONAL ORGANIZATION


SUPERINTENDENT



ACTIVITY #4: A. ADMINISTRATIVE AND OPERATIONAL ORGANIZATION FOR THE HUMAN RESOURCES CENTER

APPENDIX I

CRITERIA FOR SELECTION OF ARCHITECTS

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Selection of Project Architects for the Human Resource Center

1. There was general agreement that UDA should have design control and that we should not recommend an association with another firm. The UDA proposal included using various engineering firms as sub-contractors for the mechanical systems, etc. It would be possible to use some engineering firms from the Detroit area is considered desirable.

2. The pros and cons for using UDA as project architects are listed below:

   Pro

   (1) UDA should have design control to protect implementation of design concepts.

   (2) The quality of workmanship of UDA has been found to be good in urban design studies and preliminary plans.

   (3) UDA received high ratings from clients and contractors.

   (4) UDA received a high rating from the Mellon Bank of Pittsburgh.

   (5) The school district experience with UDA indicates that good communications can be maintained even though they are based in Pittsburgh.

   (6) They are cooperative and work with the staff and board.

   (7) They are ethical and trustworthy.

   (8) They have a developing national reputation which can be advantageous to Pontiac.

   Con

   (1) UDA is a new firm. The firm has not provided project architectural services for any large school.

   (2) The distance between Pittsburgh and Pontiac creates some problems of communication. The communication involving the school staff and the architects, the architects and the state fire marshal's office, the architects and contractors, etc.

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(3) There may be merit in having a local firm involved.

It was suggested by a local contractor that one of the excellent engineering firms in this area might be a sub-contractor to UDA to do the plumbing, heating, electricity, etc. part of the job. This was discussed with UDA on 7-16 and they are agreeable to this with the understanding that they will approve the firm to be selected.

Supervision by the architectural firm during the entire construction process is extremely important. UDA would provide a site architect during the construction stage. The school district would approve the selection of the site architect.

APPENDIX J

PROGRAMS TO BE CONDUCTED

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Special Education Programs:

Six classrooms for the educable mentally retarded should be located in the Human Resources Center. The intelligence quotient of these children generally falls somewhere between 50 and 75, and the child may be described as "potentially socially competent." Each child should be given the individualized instruction, emotional support, and social acceptance he needs to succeed. The educational program should extend into the summer months. A preschool program for these children should be established.

It is estimated that 3.5 to 5 per cent of all school children need special help with their speech because it is so different or uneven that communication is seriously faulty or inefficient. Each correctionist serves no less than 75 and no more than 100 children. Children served should receive an average of one hour per week instruction either in a small group or on an individual basis. The Human Resources Center should support at least one full time speech correctionist.

One classroom for the emotionally handicapped is recommended for the Human Resources Center. Eligibility for the program for emotionally handicapped is based on three main factors: (1) emotionally handicapped to a moderate degree, (2) academically retarded, (3) potentially normal intelligence. The program should be planned to serve the educational goals appropriate to the pupil's learning problem. The objectives are to (1) provide a learning climate where pupils with emotional handicaps effecting their learning may benefit, (2) provide the special program for the needed period with the goal of the pupil's return to the regular program, (3) have this program accepted as an integral part of the regular school program, (4) plan continuous interpretation to establish community understanding of the emotionally handicapped. The class load should not be more than ten certified children with an age range of no more than four years.

The perceptual development program is for children who have normal or potentially normal intelligence who are educationally retarded as compared with their intellectual potential and have some significant learning and language development patterns accompanied by a significant birth or developmental case history indicative of a perceptual handicap. Pupils are eligible for this program if they are between 6 and 10 years of age. The class size is limited to ten. These children should be integrated back into the regular grades as soon as possible.

The teacher-counselor program is designed to serve children who are not so severely physically handicapped as to require special class placement but need part-time special teaching and counseling in order for them to succeed in their regular classes. The teacher-counselor for the physically handicapped has a multiplicity of duties which vary in terms of the needs of the physically handicapped pupils they serve. The pupils served in this program may have visual impairment, hearing impairment or have crippling or other physical problems which require special services. The teacher-counselor provides special materials and equipment, individual tutoring, and supportive counseling. One teacher-counselor may be employed for each 2,500 school membership. The teacher-counselor works with children in all grades. In some instances, services may be provided to parents of preschool children.

Programs for Pupils from the Total School District

The programs suggested here are examples of activities which will serve to offer sophisticated instruction to students and at the same time encourage pupils and parents from all areas of our school district to use and enjoy the facilities available at the Human Resources Center.

"Talented Young Artists" program.

Young painters of outstanding ability will be brought to the Center Schools by their parents for advanced instruction by an art teacher.

Talented young instrumental musicians will be brought to the Center by parents for advanced small group instruction and to perform for selected audiences.

"Gifted Young Mathematicians" program.

Young children who demonstrate outstanding ability in math will be brought to the Center for periodic instruction by a mathematics specialist.

"Gifted Young Scientists" program.

Selected outstanding science students from the School District's elementary classes will come to the Human Resources Center for periodic instruction by our science specialist or a professional of comparable background in the science education field. Perhaps resource people from industry or Oakland University will be available.

We suggest, also, that the regular Pontiac elementary summer school be conducted at the Human Resources Center.

After-school Programs for Pupils:

Basic considerations: The major goal of after-school programs, both in terms of time allotments and scheduled activities, should be to reinforce, supplement and enrich the basic instructional program. However, the extended school day should not be considered as an opportunity to keep students in school longer to offer them more traditional classroom instruction. It should provide an opportunity to fulfill the individual needs of students beyond the capabilities of the regular instructional program.

Both parents and the building staff should be directly involved in the planning and provision of after-school programs and activities for pupils. The resources of the total community should be investigated and incorporated, where feasible.

The activities provided should allow for maximum dual utilization of facilities and equipment. Open library is a practical example.

A special staff person should be allocated to provide leadership for the after-school program, to insure its coordination with the basic instructional program, and to bring about meaningful involvement in the program on the part of the parents, building staff and resources of the total community.

Types of Activities:

Special remedial assistance in all academic areas should be provided for students. It is recommended that remedial tutoring be offered on a voluntary basis in the late afternoon and on weekends. Professional staff members can work with individuals or small groups of individuals with similar problems. Also, provision should be made to involve older students and parents in the tutoring process.

Included in the total proposed Human Resources Center program are many extras for students. Due to the limited amount of instructional time available, it would be undesirable to include all of these in the regular school day. Therefore, it is recommended that certain field trips, assemblies, open library periods and student

organization activities be scheduled on a voluntary basis in the late afternoon and on weekends.

Advanced work, on an individual or small group basis, for academically superior students should be made available on a voluntary basis to pursue the academic areas beyond what is normally feasible in the regular classroom situation.

Provision should be made in the after-school program to enable all students, on a voluntary basis, to pursue in further detail and sophistication, activities which are provided to some extent in the basic instructional program.

Physical education activities (intramural athletics, intermural athletics, swimming and gymnastics lessons, physical fitness, rhythms and creative activities, individual sports).

Arts and crafts activities (light woodworking, light metal working, plastics, printing, ceramics, home repair, drawing, enameling, leathercraft, model making, plaster molds and sculpture, pottery, furniture repair, upholstery, painting, paper crafts).

Home Economics activities (table manners, basic home economics, home safety, sewing, knitting, clothing, care and repair, charm classes, simple food preparation, babysitting, family life).

Hobby centered activities (collections, photography, astronomy, typing, dramatics).

Provision should be made in the after-school program for pupils to follow recreational pursuits both as individuals and as family units. The range of possible activities is very extensive and too numerious to list definitively. However, provision should be made (where possible on the school site) to accommodate the following activities:

Softball
Baseball
Soccer and other field games
Football
Sledding and Skiing
Using Apparatus
Shuffleboard
Swimming
Roller Skating
Bowling
Tennis
Handball
Ice Skating
Archery
Volleyball
Basketball
Fishing

The following types of student groups and organizations can be sponsored in the after-school program:

Scouting	Toastmistress' Club
Campfire	Safety Patrol
4-H	Service Squad
Toastmaster's Club	Student Council
Science Club	Library Club

After-School Programs in Music:

Many worthwhile music activities will be offered to supplement and enrich the regular music instruction. They will include opportunities to participate in a recorder ensemble class, take class piano, join guitar and uke clubs, music appreciation clubs and band and orchestra ensembles.

Recorders are inexpensive and would provide a meaningful experience.

Piano facility provides an excellent background for all music study. The electronic approach with class lessons would create interest and serve as a starting point for many and a terminal experience for others.

The guitar, ukelele, autoharp are social instruments which have always had an appeal to young and old. Technique and training are not as demanding as the orchestral instruments.

The Suzuki String Method would be started in the Lower Elementary School and could provide involvement of parents with their children in studying violin.

A drum and bugle corps has great possibilities in building spirit within a community.

Glee club, choir, production of musical plays, folk singing groups, private or semi-private instrumental music lessons, listening experiences, voice lessons, all are possibilities for after-school involvement of pupils.

Extra period assignments for the regular specialist, one part-time instructor for piano class, and other specialists may be coordinated with community school activities.

Summer Programs for Pupils:

The school year should be extended for pupils, on a voluntary basis, so that both remedial and enrichment experiences can be provided during the summer months. These programs should be open to children from the total school district and parents and children should be given guidance regarding the importance of summer programs.

The summer months represent prime time for pre-kindergarten programs, especially for four and five-year-olds who are about to enter Kindergarten in September.

Remedial summer school programs in reading, spelling, oral English, mathematics, etc., should have sppropriate financial support by the Board of Education so that no child is denied participation because of tuition. Outside funding will be sought to support other types of summer programs.

It is recommended that classrooms designated to house summer school activities be air conditioned.

PART 2

PROGRAMS FOR ADULTS AND OUT-OF-SCHOOL YOUTH

Community Education in its fullest sense should allow for activities by all groups at any time of the day or evening. In other words, adult facilities should be available during the regular school day and dual use of student facilities should be planned for afternoon and evening.

New facilities that would be needed to fully implement the concept of Community Education are listed below.

- Adult Community Room with domestic kitchen
- Adult Library
- Adult Classrooms
- Health Clinic
- Office Area for Community School Directors, Home-School Liaison Workers and Secretaries

Dual use should be planned for the following facilities:

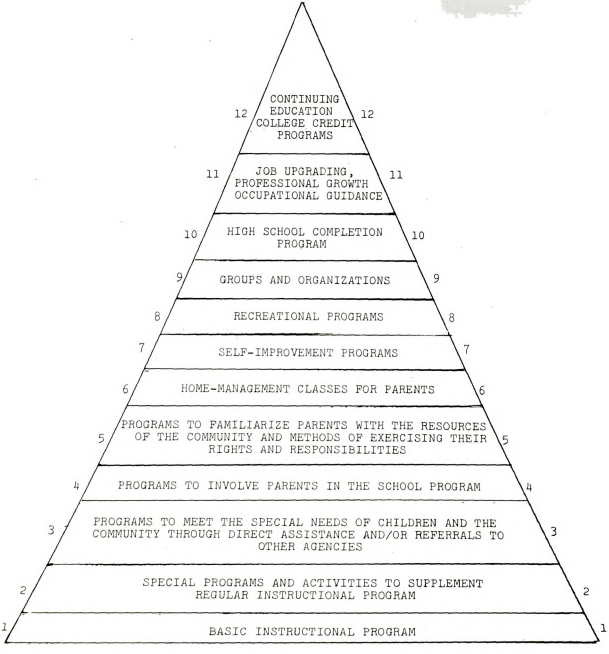
- Nursery Room
- Preschool Room
- Arts and Crafts Room
- Science Room
- Woodworking and Metals Room
- Music Room
- Homemaking Room
- Upper Elementary Classrooms (as designated)
- 4 Auxiliary Offices
- Cafetorium
- Gymnasium
- Outdoor Picnic-Park Area
- Parking & Traffic Pick-up Area

Appropriate facilities should be air conditioned for summer use.

Specific examples of the types of activities that illustrate the general categories on the chart (page) are given below under the same general titles.

Special programs and activities to supplement the basic instructional program:

- Child Development Centers Head Start
- Self-Concept Program
- Student Recognition Program
- After-school classes for students
- Student Field Trips
- Open Library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CONTINUING EDUCATION COLLEGE CREDIT PROGRAMS
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JOB UPGRADING, PROFESSIONAL GROWTH OCCUPATIONAL GUIDANCE
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10
HIGH SCHOOL COMPLETION PROGRAM
10
9
GROUPS AND ORGANIZATIONS
9
8
RECREATIONAL PROGRAMS
8
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SELF-IMPROVEMENT PROGRAMS
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HOME-MANAGEMENT CLASSES FOR PARENTS
6
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PROGRAMS TO INVOLVE PARENTS IN THE SCHOOL PROGRAM
4
3
PROGRAMS TO MEET THE SPECIAL NEEDS OF CHILDREN AND THE COMMUNITY THROUGH DIRECT ASSISTANCE AND/OR REFERRALS TO OTHER AGENCIES
3
2
SPECIAL PROGRAMS AND ACTIVITIES TO SUPPLEMENT REGULAR INSTRUCTIONAL PROGRAM
2
1
BASIC INSTRUCTIONAL PROGRAM
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Programs to meet the special needs of children and the community through direct assistance and/or referrals to other agencies:

- Breakfast Program
- Police-Counselor
- Emergency Medical/Dental Assistance
- Home-School Liaison Workers
- Governmental and Non-governmental Service Type Agencies

Programs to involve parents in the school:

- Home Visitation - principal, teacher, community school director
- Teacher Corps
- Home-School Liaison Workers
- Advisory Committees
- Block Clubs
- P.T.A.

Programs to familiarize parents with the resources of the community:

- Parent Field Trips
- Cultural Activities
- Block Clubs
- Community School Director
- Home-School Liaison Worker

Home management classes for parents:

- Community College Extension Courses
- Child Growth and Development
- Budgeting
- Family Scheduling
- Remodeling for Home Improvement
- Appliance Repair
- One Parent Families
- Income Tax
- Sex Education
- Sewing
- Upholstering
- Woodworking
- Expectant Couples

Self Improvement Programs for Adults and Students:

- Adult Basic Education
- Hobby Oriented Classes
- Foreign Lanugage
- Recreational Pursuit Class
- Neighborhood Youth Corps
- Vocational Rehabilitation

Recreational Programs for Adults and Students:

Programs should be developed to accommodate the needs and interests of youth and adults during after-school, evenings, weekends, and vacation periods. Such programs should include competitive basketball leagues for men, co-educational instruction in a variety of individual and dual recreational sports activities, and special activities

for men groups and women groups. Both indoor and outdoor facilities should be designed to accommodate youth and adult programs.

Athletic Activities	Family Fun Nights	Bowling
Skiing	Volleyball	Bridge
Swimming	Camping	Basketball
Fly Tying		

Groups and organizations, such as P.T.A., Scouts, Campfire, 4-H.

High school completion program.

Job upgrading, occupational guidance, vocational rehabilitation.

Business Classes	Cooking	Basic Electricity
Auto Mechanics	Cosmotology	Sheet Metal
Machine Trades	Sales	Theoretical Background

Continuing education, college credit programs.

Classes and activities designed for adults and out-of-school youth would focus attention on the total needs of all area residents. Examples of these can be seen in the following list.

Adult Basic Education Classes
Classes related to an understanding of the elementary school curriculum and how parents can benefit their child's educational program.
Seminars and discussion groups to familiarize parents with job, business, recreational and cultural resources of the community.

The following activities would develop the cultural horizons of the community:

Use of a listening room with carefully selected content (tapes, recordings, etc.) and supervision.

Folk singing. Adults and older youth could be taught social instruments (guitars, recorders) and at the same time be involved in an informal singing group.

Piano classes (electronic) would build basic musicianship and an interest in music.

Music program seminars: Demonstrations and concerts, trips to symphony and other civic music programs. Pre-concert discussions will be helpful.

Coordinate with total Pontiac Area Community Arts offerings and services.

The Pontiac Area Community Arts Council encourages, promotes, and coordinates the cultural arts:

Communication arts	Museums
Dance	Music
Environmental arts	Theater
Literature	Visual Arts

All activities within the Human Resources Center beyond the basic instructional program will be coordinated by the Community School Director, Assistant Community School Director and Home-School Liaison Workers. This staff also will plan and coordinate the Community Involvement Plan for the entire program.

PART 3

PROFESSIONAL EDUCATION ACTIVITIES

In-service activities of the Human Resources Center staff: The Human Resources Center will provide an excellent opportunity to establish a model teacher education program for the staff which is assigned to the Center. Special skills will be required to meet the needs of children described in Chapter I, ". . . especially in regard to working with racially integrated groups of children." Teachers will require expert know-how in order to appropriately place and successfully instruct children with special needs.

Some basic considerations for meeting this teacher education challenge are given here. It is important that the administrative head of the Human Resources Center participate in the selection of the staff and in the planning for concentrated in-service education of the teachers prior to their assumption of duties in the school.

It is anticipated that nearby universities will request their student teachers be assigned to this Center and numerous educators and others, no doubt, will request permission to visit these new facilities and to observe ongoing instruction. We suggest, therefore, that only teachers who (1) are capable and willing to accept student teachers, (2) are willing to have visiting educators in the classroom at any time, and (3) have a genuine interest in the opportunity to instruct disadvantaged as well as typical children on an individualized, nongraded, continuous progress basis be transferred to the Human Resources Center. Another reason for this recommendation is our strong desire to make this a demonstration center for all teachers of our school district.

Because it is important to this large experimental program that a sophisticated instructional specialist devote full time to in-service education, instructional materials and supervision of classroom instruction; it is recommended that an experienced, well trained, imaginative "General Instructional Leader" be appointed to work under the direction of the administrative head of the Human Resources Center. This should be an administrative position and the Instructional Leader should participate in the evaluation of classroom teachers.

It is recommended, further, that the Pontiac Board of Education arrange with a university to cooperate with Pontiac in this in-service plan. The arrangement should

be made with considerable care in order that we bring to Pontiac some of the top resource people in education and in order that Pontiac central office administrators and the administrative head of the Center always be in complete control of the in-service program. It is possible that Pontiac and/or the selected university can get a foundation or Federal grant of money to assist in this venture. This possibility should be investigated as soon as possible.

The following topics for in-service sessions for teachers are pertinent to the organization and guiding philosophy of the over-all instructional program:

"Teacher Attitudes Concerning Ability of Disadvantaged Children to Learn"
"Techniques for Developing Positive Self-Concepts"
"Reasons and Techniques for Communicating with Parents"
"School Organization - Team Teaching, Self-Contained Classrooms, Non-graded Schools, etc."
"Appropriate Placement"
"Continuous Progress"
"Objectives, Methods and Materials for Academic Instruction in the Language Arts" (also mathematics, social studies, science, health education)
"Effective Use of the Instructional Materials Center"

Inservice Activities for the School District Staff:

Pontiac classroom teachers will be encouraged to visit classrooms in the Human Resources Center Schools. Purposes of such visitation will be to observe individual pupils working in several groups as a result of appropriate placement in all academic areas, (2) to consult with Human Resources Center personnel concerning appropriate placement and continuous progress, (3) to observe demonstration lessons, (4) to learn about the various programs and facilities of the Center. Human Resources Center personnel may serve as resource people for staff meetings at various elementary schools in our district. Research and experimental information will be made available to teachers and administrators throughout the school district. Pontiac elementary school principals will be encouraged to visit the Resourced Center periodically to observe the various programs and assess for themselves the success and/or failures of the project. They will be encouraged to introduce into their own schools the programs and methods which they judge to be successful.

Teachers throughout the city will be encouraged to bring children to the Human Resources Center schools to share some educational experience with Center children of the same age. This will conform to the objectives of the Inter-Group Relations program and at the same time expose children from various sections of the city to the fine facilities and programs of the Human Resources Center. There will be further advantage if parents are encouraged to transport said groups of children. This program should serve to encourage children and parents to wish to be a part of this community.

APPENDIX K

CHRONOLOGICAL CHARTS

The following chart serves the purpose of showing the chronological relationship between the dated events that are described in chapters three and four. The date of the event is given in the left column, a description of the event follows, then the page of this dissertation on which the event is described. Inasmuch as many of the approaches for public support were occuring simultaneously, the method of doing each distinctive approach in its own chronological order seemed necessary.

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