



This is to certify that the

thesis entitled

Improving Adult Education Offerings Through
Consolidating Local School Districts

presented by

Don R. Shader

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Education

Date May 20, 19

ROOM USE ONLY

F
~~JUL 17 1933~~

IMPROVING ADULT EDUCATION OFFERINGS THROUGH
CONSOLIDATING LOCAL SCHOOL DISTRICTS

By

Don R. Shader⁶⁶¹¹¹¹

AN ABSTRACT OF A THESIS

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

DOCTOR OF PHILOSOPHY

College of Education

1965

635978
1-26-66

ABSTRACT

IMPROVING ADULT EDUCATION OFFERINGS THROUGH CONSOLIDATING LOCAL SCHOOL DISTRICTS

By Don R. Shader

The purposes of this study were: (1) to improve the existing adult education programs of the three selected school districts of Clintondale, Chippewa Valley, and L'Anse Creuse, so that they might serve as both a pilot study and as a basic incentive for other similar school districts to improve their programs; (2) to illustrate the advantages of a coordinated adult education program by completing an analysis and comparison of a similar, but combined, program presently in operation in the school districts of South Lake, Lakeview, and Lake Shore; (3) to show by illustration and comparison the procedures necessary to develop a coordinated program within the separated school districts; (4) to present a basic incentive toward developing improvements in the three selected districts as prescribed by literature and leaders in the field; and (5) to show the need and the advantages of sound leadership and direction in programming for adult education.

A search of literature relating to the study was completed and basic historic facts have been presented to establish pertinent background of the school districts involved.

DON R. SHADER

Descriptive comparison techniques were utilized to relate growth and development of the respective school districts. Material for the study was received from a variety of sources, such as, board of education minutes, published and unpublished documents, research, and personal documents of school officials. Data were also obtained by personal interviews with past and present administrators of the districts.

The delimitations confine the study to the school districts of Clintondale, L'Anse Creuse, and Chippewa Valley which presently sponsor separate adult education programs, and the three school districts of South Lake, Lakeview, and Lake Shore which sponsor a combined program of adult education. All of the districts in this study are located in Macomb County, Michigan. Another limiting factor focuses the study on a period of time commencing with September, 1961, and culminating in June, 1963.

From the data gathered the author made the following conclusions: the combined school districts favorably illustrate the results which occur when a qualified leader is given the responsibility of directing a combined adult education program; improvement of the combined program is clearly visible when the leadership duties become the responsibility of one able individual with the proper training, experience, interest, sufficient secretarial assistance, and an adequate time allowance. The merger of the three school districts

DCN R. SHADER

increased the budgetary allocations for the program. In addition to improved budgeting, consolidation would mean more competent leadership, a broader and more diversified program, increased participation, more qualified teachers, more extensive facilities, and a more comprehensive use of existing equipment and buildings.

It is intended that this study will also result in educational study in other areas. Some of the possibilities include the consolidation of purchasing, special services, the eventual centralization of the office of adult education at the county level, and finally a study to reveal the advantages and/or disadvantages of combining the school districts themselves.

The author contends that the three selected school districts were socialologically, geographically, and financially similar to South Lake, Lakeview, and Lake Shore at the time of their original consolidation. Ultimately, then, the adult education program of Clintondale, L'Anse Creuse, and Chippewa Valley should be vastly augmented by consolidation.

IMPROVING ADULT EDUCATION OFFERINGS THROUGH
CONSOLIDATING LOCAL SCHOOL DISTRICTS

By

Don R. Shader^x

A THESIS

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

DOCTOR OF PHILOSOPHY

College of Education

1965

ACKNOWLEDGMENTS

The writer wishes to express his gratitude to Dr. Harold J. Dillon, Chairman of his Guidance Committee, for his encouragement and guidance throughout the preparation of this thesis. In addition, he is very grateful for valuable criticisms and suggestions received from the members of the Guidance Committee: Dr. Clyde M. Campbell, Dr. Max S. Smith and Dr. William Faunce.

Appreciation is also extended to the many people involved in this study, the administrative officers directly supervising or involved in the local adult education program, and particularly the assistance received from Dr. Ralph Chenoweth, all of whom assisted in gathering information and data concerning their individual school districts.

Finally, a debt of gratitude is acknowledged and extended to the author's wife and family without whose help, encouragement and patience this study could not have been completed.

TABLE OF CONTENTS

	<u>Page</u>
ACKNOWLEDGEMENTS	ii
CHAPTER	
I. THE PROBLEM	1
Introduction	1
Nature of the Study	2
Significance of the Study	4
Purpose of the Study	5
Assumptions and Delimitations	6
Definitions	7
Methods and Procedures	8
II. REVIEW OF RELATED LITERATURE	10
A Brief History of Adult Education	11
Basic Criteria for An Adult Education Program	12
Financing Adult Education	17
Leadership, Training and Function	21
III. HISTORY OF THE THREE SELECTED SCHOOL DISTRICTS	27
Clintondale	27
Chippewa Valley	41
L'Anse Creuse	49
IV. HISTORY AND LEGAL ASPECTS OF THE COMBINED ADULT EDUCATION PROGRAMS	57
St. Clair Shores	57
South Lake School District	63
Lakeview School District	64
Lake Shore School District	66
Adult Education -- St. Clair Shores	67
V. DESCRIPTIVE ANALYSIS OF THE COMBINED AND SEPARATE PROGRAMMING	80
VI. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	87
Leadership	88
Financing	91
Programming	94

TABLE OF CONTENTS (Continued)

	<u>Page</u>
BIBLIOGRAPHY	98
APPENDIX I	102

.....
.....

CHAPTER I
THE PROBLEM

Introduction:

The general school laws of the state of Michigan relegate to the board of education of any school district, except primary school districts, the power to provide instruction for adults and the right to employ qualified teachers and provide the necessary equipment for such adult education courses.¹

The loose framework of this law furnishes each school district great freedom to organize and present adult education programs. It further goes without saying that this act avails individual school districts with the right or opportunity to consolidate with other school districts if the district should so desire. This study is primarily concerned with the degree to which local boards of education have utilized this freedom of action to develop their adult education facility to the fullest program potential.

Unfortunately, the general pattern of program structuring appears meager and limited in course offerings. There

1. (349) s 240.586 Sec. 586. General School Laws of the State of Michigan, Revision of 1959 supplemented with the laws of the regular session of 1960, Speaker-Hines and Thomas, Inc., Lansing, Michigan, 1960, p. 123.

are many exceptions to the rule, but in too many instances the type of adult programming is neither adequately nor sufficiently comprehensive. This is the situation which has confronted the three-school district of Clintondale, Chippewa Valley and L'Anse au Loup and ultimately gave the impetus and the incentive for the evolution of this study.

Nature of the Study:

The hard felt impact of non-existent or sub-standard adult education programs and offerings have had a forceful and immeasurable effect on the present economy, vocational preparation and leisure time activity of a large share of our adult society. The magnitude of this unfortunate situation will continue to affect this segment of our society until the adult public is presented with the opportunity to partake in up-to-date and modern adult education programs. This writer does not mean to insinuate that this represents the entire picture of adult education offerings but does imply that there are instances where it is most obvious, even to the untrained observer, that there exists only token programs in this important area of education.

With this thought in mind, this study has evolved on the assumption that a large share of the answers to the aforementioned problem lies in the presentation of a properly organized and financed program of adult education. By means of both a descriptive analysis and related research, it may be assumed that conclusions can be drawn which will assist the three school districts under study and the reader to evaluate

and analyze their specific programs so that proper improvements and changes may occur and hence create a program that is both valuable and meaningful to the adult population of the areas under study.

This study describes the various aspects of the adult education programs in the school areas of Clintondale, Chippewa Valley and L'anse Creuse school districts, located in Macomb County, Michigan. This descriptive analysis shows how the three selected school districts can profit from a combined program such as is presently in operation in the St. Clair School District, Macomb County, Michigan. Further, this study describes the advantages of the combined school program and shows how its application in the separate school districts proves more effective in meeting the needs of a properly functioning adult education program.

The study contains: (1) the general historical background of the three selected school districts, (2) the general background of how the combined adult education program originated and was organized, (3) descriptive techniques used to describe the general sociological background of the adult public found in both the combined program school district area and in the three separated school areas, (4) descriptive techniques employed to describe the ability of the three selected school districts involved to properly support an adult education program, (5) a descriptive comparison made of the type and form of adult education leadership within

each school district with respect to training and preparation, (6) an assessment of the progress made by each school district to date in developing their respective adult education programs, and (7) problems for further research are identified and presented.

Significance of the Study:

The general descriptive and comparative analysis of the selected districts within the county of Macomb present numerous significant factors. These factors directly involve the leaders in the programs under study, the general lay persons of these communities as well as other pertinent school districts in the surrounding areas. The objective of this study is to influence the school districts under study to evaluate their particular problems within the scope of adult education. Of major importance is the identification of selected problems resulting from a study of this type. Through investigations, interviews and contacts in each district this study has already stimulated the thinking of many toward consolidation. Another intention of this study is to perform a service to local school administrators who are desirous of improving their adult education programs. A major factor that might serve to impose a barrier to a successful adult education program through consolidation would be the insecurities of the local administration and boards of education in that the consolidation agreement would be the initial step toward losing local autonomy. Of further significance is the value

of aiding boards of education to make proper assessments and evaluations of their own adult education programs and also, as an end result, to recognize the need for trained leadership and direction of their respective adult education programs. This presentation is also intended to be of benefit in assisting other school districts, not directly involved in this study, to realize the value of adopting the combined approach to adult education offerings.

Purpose of the Study:

This study will direct itself to the following purposes: (1) to improve the existing adult education programs of the three selected school districts of Clintondale, Chippewa Valley and L'anse Creuse so that they might serve as a pilot study and also might serve as a basic incentive for similar school districts to improve their programs, (2) to illustrate the advantages of a coordinated adult education program by compiling an analysis and comparison of similar but combined adult education programs presently in operation in the three individual school districts of South Lake, Lakeview and Macomb County, Michigan, (3) to describe the complete program offerings of adult education programs of the respective school districts involved in this study and the making of a descriptive comparison with respect to their individual growth and improvement, (4) to show, by illustration and comparison, the procedures necessary to develop a coordinated program within the separate school districts under discussion, (5) to present the basic incentive toward developing improve-

ments, in the adult education programs of the three selected districts as prescribed by literature and leaders in the field, and (6) to show the need and advantages of sound leadership and direction in programming for adult education.

Assumptions and Delimitations:

The basic assumption necessary to proceed with the writing is that the amount of descriptive data available is sufficient to relate to the problem adequately. It must be assumed that because of the lack of proper support which would include both administration and boards of education, the programs presently in operation by the three selected school districts are inadequate to meet the needs of the adult public. It is further assumed that the selection of the years 1961 through 1963, for a study of programming, will present the availability of significant data to give meaning and validity to the study. It can also be supposed that the combined programs of adult education offered in the city of St. Clair Shores is more educationally perfected than the separate programs of the three selected districts of Clintondale, Chippewa Valley and L'Anse Creuse. It is taken for granted that the funds needed to initiate a combined program of adult education are available in the three selected school districts included in this study. It must be assumed, too, that the selection of the city of St. Clair Shores will adequately serve as an effective pilot program for the purposes of this study.

The delimitations of the study are three-fold. The first delimitation will confine this study to the school districts of Clintondale, Chippewa Valley and L'anse Creuse which presently sponsor separate adult education programs and the three-public-school district of South Lake, Lakeview and Lake Shore which sponsor a combined program of adult education in the city of St. Clair Shores. All of the districts under study are located in Macomb County, Michigan. The second limiting factor is that the study will focus, for the most part, on a two year period commencing in September, 1961, and culminating in June, 1963. The third delimitation will reveal pertinent relationships and interpretations which will be pointed out in terms of their significance in relation to the stated purposes of this study.

Definitions:

Adult -- Any person who has passed the age at which compulsory school attendance laws apply.

Adult Participants -- Those individuals enrolling in and maintaining a satisfactory record of attendance in one or more class offerings of the adult education programs cited in the delimitations of the problem.

Adult Education Program -- A sponsored program for adults by the agencies cited in the delimitations of the problem.

Adult Education Leader -- Any appointed individual who is responsible for the direction of, or the organization of, the adult education programs cited in the delimitations of the problem.

Three Selected School Districts -- School districts of Clintondale, Chippewa Valley and L'anse Creuse, all located in Macomb County, Michigan.

Combined St. Clair Shores Adult Education Program -- Includes the school districts of Lakeshore, Lakeview and South Lake located in Macomb County, Michigan.

Methods and Procedures:

This study is based upon information received through correspondence, interviews and analyses of reports, bulletins and articles in professional journals and other pertinent literature. The fundamental research approach is descriptive in nature. The evaluation of each program is, for the most part, confined to the concluding chapter.

All of the information gathered with respect to the background and history of the communities and school districts as well as the specific events leading toward consolidation were selected on the basis of their verifiable authenticity and the known reliability of the source of information. The author has treated all events in a sequential and correlated pattern.

Historical material was collected from sources such as local newspapers, magazines, official boards of education minutes, personal documents of school officials and unpublished reports and pamphlets. The specific methods of procedure utilized in this study are itemized as follows:

1. A search of the literature relating to the subject was completed and is presented in Chapter II.

2. Basic historical information was gathered and is presented to establish pertinent background of the school districts involved.
3. The use of a descriptive comparison technique is used to relate the growth and development of the respective school districts.
4. Data have been gleaned from personal interviews of both present administrators involved and those who have direct responsibilities of organizing adult education programs in the area.
5. Results are interpreted and analyzed, relationships pointed out, conclusions drawn and implications described in Chapter VI.

CHAPTER II
REVIEW OF RELATED LITERATURE

Education today is recognized as an integral part of our society. Though this recognition sometimes falters or is forgotten at crucially impending primary and special school elections, it can be said that education has become an accepted necessity in our modern way of life. This, most assuredly, is not an opinion that has evolved in recent history but dates back to Biblical times. "Wisdom is the principle thing; therefore get wisdom and with all thy wisdom get understanding." Plato also states, "Man if he enjoys a right education and a happy endowment becomes the most divine and civilized of all living beings; but he is most savage of all the products of the earth if he is inadequately and improperly trained." In one brief sentence the German poet, Goethe, sums up the ever present requisite for knowledge and learning. "There is nothing more terrifying than ignorance in action." The following statement by Barton Morgan bears out the writer's attitude toward the indispensability of education as inherent to our American way of life.

Our forefathers believed education made the big difference and so do we. This is the reason America is different. This is the reason for our high standard of living, our culture, and our freedoms. This is the reason we have one of the

oldest and most stable governments in the world today. This accounts for our leadership among the free people of the world.¹

While all of us are fully aware of the need to educate and be educated, the average citizen feels that formal education terminates at an early age. Therefore, our entire educational system has been structured about these early years. The dissemination of these attitudes and philosophies has caused the belief that once an individual completes the requirements of high school or college, his or her days of learning or education must come to a halt. Because of these ideas a vast area of concern, that of teaching adults is, in many instances, being neglected.

The American educational enterprise has evolved the principle that adult learning is optional. Our traditional educational policy has been based on the assumption that an individual can acquire in his youth the bulk of knowledge and skill required for him to live adequately for the rest of his life.²

A Brief History of Adult Education:

It is appropriate, at this time, to travel back in time to the inception of the adult education movement to fully understand and appreciate how it originated, how it grew, and how it became organized.

1. Morgan, Barton; Holmes, Glenn E. and Bundry, Clarence E. Methods in Adult Education, (Danville, Illinois: Interstate, 1960), p. 9.

2. Commission of Professors of Adult Education. Adult Education, A New Imperative for our Times, The Adult Education Association of the U.S.A., 1961, p. 4.

Some educators claim that adult education can be traced to the town meetings of colonial days. No real progress seemed to transpire, however, until the development of the Lyceum, a landmark in adult education. The first Lyceum was organized by Josiah Holbrook in Millburn, Massachusetts, in 1826. By the year 1835, the lyceums totaled thirty-five hundred and by 1925 the number had grown to twelve thousand.

By 1837 the Chautauqua Movement had begun. The movement was originated by Bishop J. H. Vincent and Lewis Miller as a project of the Methodist Church. It grew so rapidly that, by 1904, the traveling Chautauqua was established on a circuit plan. The movement died out around 1921 but the value of educating adults had taken hold.

Around 1890 the "university extension service" was originated with the aim of providing more service through adult education. The first university extension course was offered in 1892 by the University of Wisconsin. However, many other universities soon followed suit. The National University Extension Association was organized in 1915. By 1926 the sporadic attempts at educating adults resulted in the organization of a group entitled the American Association for Adult Education.

Basic Criteria for An Adult Education Program:

The need to extend education to the adult level has become most essential and it is now imperative that immediate steps be taken to fully develop this area of our educational system. If one were to look to our modern-day society with

its complexities and modern-day industry, with its automation and advanced technology, the necessity for extending educational programs to adults becomes most pressing.

The world has become so complicated that if man stops his education when he leaves school, college, or even professional school, he is doomed to educational mediocrity.³

The impending urgency for adult education is further attested to by the writer in paraphrasing the words of Mr. Barton Morgan.

We are living in a time when important changes are taking place at a breathtaking pace. Within the past twenty-five years man has suddenly broken through a new knowledge which has revolutionized many phases of our lives. We have made more natural progress during the past fifty years than before the time since the days of the Roman Empire.

The people of our Western civilization, until comparatively recent years, have had much time to adjust socially, economically, morally, and politically to the slowly changing conditions of their world. Epoch making new discoveries of material things have created many new social, economic, political and moral problems. Adults must prepare to meet these problems as adults.

A large number of the problems found by our government and by individuals are too large and complex for immature children to comprehend. They require the knowledge, maturity and experience of judgment which only adults may have and even adults are found wanting. Typical of these problems are: making a home, training children, feeding families,

³. Conant, James B. The Teacher's Digest, September 1945, p. 51.

progressing in one's occupation, voting for the best candidate, deciding political issues, making investments, combating communist and fascist movements, securing world's peace, control and regulation of atomic power, and determining the pattern of moral and spiritual behavior. Children may study these problems with profit to themselves and others. There still remains, however, the fact that the main burden of coping with these problems falls with adults.⁴

The actual direction in which any adult education program should be steered is toward the following objectives:

1. to make adults aware of their civic responsibility to one another and to the community, the nation, and the world;
2. to make adults economically more efficient;
3. to develop a sense of responsibility and knowledge as to how to proceed in making personal adjustments to home life and family relationships;
4. to promote health and physical fitness;
5. to provide the means for encouraging cultural development and appreciation of the arts;
6. to supplement and broaden educational background; and
7. to provide for the development of avocational interest through opportunities for self expression.⁵

4. Ibid, Morgan, p. 12.

5. Sheats, Paul H.; Jayne, Clarence D. and Spence, Ralph B. Adult Education (New York: Dryden Press, 1953), pp. 5-6.

There are basic requirements in structural formations that must be adhered to in instituting an adult education program which will fulfill the needs of an adult public.

The adult education movement should be thought of as a means to an end. In general, we are agreed that a happy, prosperous, peaceful people living within the framework of democratic ideals is the end we are seeking in this country. Most differences of opinion center about how to make the best use of the means (adult education) to reach this end.⁶

These are fundamental aspects of any sound and well organized adult education program. Much consideration should be relegated to the establishment of adult education activities where they will produce the best results. Jess Burkett states that any well functioning adult education program must present an extensively comprehensive program because of the uniqueness of the individual and the complexities of the culture in which he lives.⁷ Some educators maintain that if a general need exists, and instruction is at a very high level, the "customers" will surmount all forms of obstacles of time, distance, and discomfort to take advantage of the adult education service. This is true within limits.

The urge to devote one's leisure time to the pursuit of a constructive endeavor is sometimes a delicate impulse which demands careful nurturing -- the nature of the community, its

6. Ibid, p. 293.

7. Burkett, Jess. "Comprehensive Programming for Life Long Learning," Adult Education, Vol. X, No. 1, 1962, p. 116.

size, the adequacy of transportation facilities, transportation arteries, and the presence of parking facilities weigh heavily and influence the success of the evening adult program to a large degree.⁸

The writer agrees with Lyman Bryson that adult education should serve the following five functions.

1. Remedial adult training to give an adult whatever he or she needs to bring their educational equipment up to the minimum that is necessary for life in an American community.
2. Occupational training to assist in advancement to another job, industrial rehabilitation, or guidance in choosing or adjusting to an occupation.
3. Relational education to include "parent education," and the study of emotions, attitudes and psychological habits designed to help us better understand ourselves and our relations with other people.
4. Liberal education to include activities undertaken purely for pleasure's sake.
5. Political education to include all those studies, practices and experiences which men deliberately undertake to make themselves better members of the commonwealth.⁹

8. Snow, Robert H. Community Adult Education, (New York: G. P. Putnam, 1955), p. 11.

9. Bryson, Lyman. Adult Education, (New York: American Book Company, 1936), p. 30.

Many factors constitute the presentation of a workable adult education program and these factors are reinforced by the remarks of Robert Snow.

A community which has made adequate provision for the continuing education of its adult residents will have established a rich comprehensive pattern of study; study opportunities ranging from fundamental education to high professional training serving the major interests of men and women in their various roles as employees in business, industry and in public service as homemakers, parents and citizens.

The special need of smaller grouping in the total population will also be served. Education serves the local community where it is conveniently available for all members of the adult public. Learning activities are scheduled during periods when adults are free from vocational and family responsibilities and are as free as possible from the rigidity of the formal calendar. Services are designed to facilitate the growth and development of all adults in the community regardless of their background, experience, social or economic status. Educational activities incorporating various approaches to the learning process include forums, study and action projects, workshops and program services to organized or informal groups which impose the very minimal expense upon participants in activities.¹⁰

Financing Adult Education:

The means or manner of financially supporting adult education programs varies markedly throughout the different areas of the United States. One unifying factor reveals that

10. Ibid, p. 17.

adult education directors and programs have, in the majority of cases, been placed under the auspices of the boards of education or a head administrative officer.

In as much as most adult education programs are sponsored by institutions which have other educational obligations, the director can expect to fit his budget procedures into a framework set up by a general administrator and under board of education control.¹¹

Many leaders in the field are convinced that adult education programs should be openly available to the public and free from financial costs. In many respects the financial pressures exerted on the program could be classified as an enrollment economy. The dependence upon enrollment fees completely discourages administrative initiative. Furthermore, the pressure is to choose courses that will be popular, thereby discouraging the building of the type of adult education program based upon sound educational principles.

Adult education is a marginal activity! One's great handicap of public school adult education is its marginal position in the educational system. It is a new activity and must compete for support with long established elementary and high school programs. The idea that adult education has no claim on tax funds has been accepted by the general public to nearly the same degree that the education for children and youth has been.¹²

11. Ibid, p. 37.

12. Clark, Burton R. Adult Education in Transition, (Berkley, California: University of California Press, 1956), p. 76.

It is usually the case of educators to compare the expenditures for an adult education program with the total expenditures of the nation on liquor. This serves to illuminate the point that the real problem is not one of insufficient funds. It is, on the contrary, that in competition with other available goods and services not enough adults appreciate the need nor do they desire the advantages provided by a good community program.

Only as we develop a functional program which demonstrates its use by aiding the individual and groups in solving more efficiently the whole range of complex human and social problems which now beset them can we expect the kind and the amount of financial support which we now set as our goal.¹³

A realistic outlook reveals the basic need to support the adult education program by means of a three-pronged approach; one in which the student is partially responsible in assisting in the financial support of the program. This view is upheld by Frank Debatin, who expresses the need for

. . . . a tripartite agreement between student, school, and community in which the student makes a material contribution.¹⁴

In connection with a nationwide survey of public school activities in adult education, the United States Office of Education asked local school superintendents in all states except

13. Ibid, p. 8.

14. Debatin, Frank M. Administration of Adult Education, (New York: American Book Company, 1938), p. 344.

California and New York: "In general, how far do you think the public schools should go in providing education for adults and out-of-school youths?"¹⁵ The responses to the circular consisted of 2,479 superintendents, including 468 from schools which did not offer adult education. Except for 10.8 per cent, all expressed the belief that tax money should be used to pay for the cost of adult education. Other pertinent figures revealed by the study showed that 28.5 per cent were in favor of taxes paying for the entire program, 19.7 per cent felt that taxes should pay all but a nominal fee, 5 per cent felt taxes should pay one-half of the cost, and 19.1 per cent felt that students should pay for all but the heating and light costs, etc. J. B. Holden further supports the theory in favor of students paying a portion of the fees.

The individual will pay more readily for adult education programs which will increase their capacity to earn and to a considerable degree will pay for courses that will provide satisfaction of a cultural or recreational nature and are reluctant, however, to pay for offerings designed to improve home and community. These costs should be absorbed by public funds.¹⁶

Homer Kempfer suggests yet another means of charging for adult education.

1. Tuition Free -- those courses that are directed toward the maintenance of democracy, literary education, elementary and high school, and for the education of immigrants for citizenship.

¹⁵. Kempfer, Homer. Adult Education, (New York: McGraw-Hill, 1955), p. 364.

¹⁶. Holden, J. B. Factors Relating to Financial Support of Continuing Education as Revealed by A Study of Selected Michigan Communities. Ph.D. Dissertation, Ohio State Univ.

2. Moderately Free -- those activities concerning vocational competence, health, home economics, farm life, parental education, psychology and personal development.
3. Full Tuition Charged -- those activities which seem relatively less essential, such as education for recreation, social activities, arts and crafts, dancing, etc.¹⁷

The words of Frank Debatin sum up the problem.

There are many contributory determinants depending upon locality, attitude toward adult education programs, legal requirements, lack of analysis and others, but it is doubtful whether any operate as uniformly or gives the appearance of ubiquitous presence as the determinant which rests most heavily on doing the best with that which the moment provides.¹⁸

Leadership, Training and Function:

Leadership is a natural phenomenon. Whichever way we turn in life, a leader occurs in our midst. Whenever more than one person congregates some one member of the group assumes the role of leader.

A leader is a person who counts more than one. The effect of his outlook and behavior is multiplied in all who adopt his way of looking at things. Clearly then, no society can remain indifferent to the methods and motives of its leaders. Whenever two or three are gathered together a leader appears. One man's voice is more persuasive than others, or his ambition more overbearing; or his mind more clear-cut in its grasp of offerings or simply, he has that elusive

17. Ibid, p. 379.

18. Ibid, p. 399.

something which for want of a better name we call "flair." That something that makes his ordinary words exciting, his observations pointed, his plans dramatic, his laughter and anger contagious, his approval or disapproval important to people around him. He may be, in short, a natural.¹⁹

There are many imperatives for good leadership. The personality of the leader and his approach to the leadership role are significant factors. A desire to assume a leadership role and a recognition of its functions are essential to a leader since a person who is uninterested in assuming responsibility is ambivalent with respect to the role. Many authors are outspoken as to the type of personality and qualities invaluable to a successful leadership role.

The leader must create excellent first impressions, promptness, directness, smooth routine, etc. A leader has to provide against the occurrence of an atmosphere in which looseness of routine, of educational principles, of ethical standards can even show itself. To do this he must first of all have the sort of far-reaching, comprehending training in educational, social and economical realities and those fine sensibilities which may seem to be intuition, but are, in truth, deductions based on observation, experience and a generous mind. The director's acts must always be clearly recognized as just, high-principled and natural. They should have the same smoothness in their perfection which is felt, though not always analytically understood, when

19. Overstreet, Harry A. and Overstreet, Bonard W. Leaders for Adult Education, (New York: American Association for Adult Education, 1941), p. 20.

any professional performs his speciality at the peak of his ability.²⁰

Snow outlines the most important qualities which he believes a leader in adult education should possess.

The most important quality which a supervisor of adult education director can bring to his job is a sensitivity to the factors which facilitate or which impede learning. He must be able to analyze a learning task and break it into its components. He needs the ability to select from various subject matter areas those elements which promise the most immediate interest and concern to program participants and this assumes an understanding of adults and their learning needs in today's society. The supervisor should be conversant with a variety of instructional methods and be able to identify those which are most appropriate for various learning situations. He must be well acquainted with study materials of all kinds including books, pamphlets, syllabi, audio-visual aids and equipment. . . .

Since the director must achieve results largely through working with group leaders he must have facility in establishing rapport with them, a firm grasp of effective counseling and conference methods and ability to evoke the leader's confidence and loyalty. He must know how to induce leaders to analyze their own procedures and how to help them recognize their own problems. This is a most difficult and subtle task since many leaders are reluctant to disclose problems or even to recognize them for fear of revealing personal inadequacy. At the same time he must be sufficiently tactful in making critical analyses to insure that he is encouraging, not discouraging, those with

19. Ibid, p. 231.

whom he works -- that he is building and not destroying class morale.²¹

The training of the adult education leader is imperative to the success of the program. Though there are rudimentary courses necessary to carry out an adult education program, it is suggested that prior to specific training in adult education leadership one should train in other major areas in a broad and thoughtful manner. Overstreet's attitude in his book, *Leaders for Adult Education*, adds impetus to the writer's comments. When young people come to Lyman Bryson at Teachers College, Columbia University, and state their wish to major in adult education he gives them this advice:

Don't do that. Don't major in adult education. Get your major in some other field -- sociology, history, agriculture, speech or what not. Adult education is not basically a subject field. It has content, of course, and if you give it some of your time, I will try to put some of that content at your disposal. Adult education is, most of all, a way of putting subject matter to work. Make yourself a specialist able to command a body of useful knowledge, then take courses with us to equip yourself with methods of putting that knowledge at the disposal of our adult public.²²

There are, in far too many instances, untrained and unprepared individuals who are responsible for the direction of adult education programs. The need for training leaders and

21. Ibid, p. 83.

22. Ibid, p. 22.

the problems created by the present lack of trained leaders is emphasized rather compactly by several well-known personalities in the field, for the corps of adult education workers is not sufficiently large nor is it trained to meet the requirements of the expanding field. There are comparatively few institutions of higher learning in the United States that are assuming any responsibility for the preparation of professional workers in adult education. Cyril O. Houle points out,

It is probably no exaggeration to estimate that at present not more than ten to twelve universities and colleges offer a training program leading to a master's or a doctor's degree with a major in adult education.²³

The adult education leader must not only have the special training and the proper personality or temperament but other facilities must also be present to insure his complete success.

It cannot be expected that an adult education program will have the development and continuance of a sizable or a very effective program if the director is performing his duties on a part-time basis. There is a growing awareness of the need for competent, full-time organizers and administrators in the adult education field with ample training and experience to qualify them for this type of public service.²⁴

The training required and the qualifications desired for adult education leaders as are prescribed by established

23. Houle, Cyril O. "Opportunities for the Professional Study of Adults," Adult Education Bulletin, VII., No. 4, April 1943, p. 104.

24. Ibid, p. 64.

personalities in the field are very demanding. One must realize that if the adult leader satisfied all of the desired qualities he would have attained "God-like" stature. Though it is improbable that all directors will come to possess every criteria for success, it is hoped that he will emulate enough of these qualities to guarantee a smoothly functioning and well-organized adult education program.

CHAPTER III
HISTORY OF THE THREE
SELECTED SCHOOL DISTRICTS

For the purpose of better understanding the selected school districts, a history of each will be presented in order to compare the similiarity in size, business area, recreational facilities, proximity to the same large metropolitan area and the sociological structure of each township. This history will span a period of time beginning with the inception of each as a community and culminating with the year 1963. This chapter has been designed to better understand the growth, background and history of each of the selected communities and to present a comprehensive picture of the higher education and adult education programs offered in each district. For resource material such available information as board of education minutes, newspaper articles and interviews with prominent citizens, as well as various other procedures that seemed appropriate were utilized.

Clintondale:

To illustrate the similarities which the three selected school districts have in common, the school district of Clintondale was selected as the model. A deeper historical analysis will be made of this district, the purpose being that this historical sketch pertains to all three districts under study. The Clintondale school district is located fourteen

miles from the center of downtown Detroit following a North-easterly course of direction. Clintondale, in the township of Clinton, in the County of Macomb, is comprised of approximately four square miles of land, most of which has been subdivided into modern home developments. This district is bounded on the South by 14 Mile Road, on the North 200 feet beyond 16 Mile Road, on the East by Floyd and Cordilia Streets, and on the West by an angular boundary line dissecting Route M-97 at approximately $14\frac{1}{2}$ Mile Road.

Clintondale, like her selected sister districts, surrounds the smaller, incorporated suburban city of Mt. Clemens. As a result of their similar location, the three selected school districts share the same business districts, downtown areas. Their recreational facilities are also similar since each of the districts depends entirely upon the Clinton Township Recreational organization for its services. Clintondale is known primarily as a separate and distinct school district and not as a municipality or city. The downtown or business area could be described as a Montgomery Ward Shopping Center located in the heart of the district at 15 Mile Road and Gratiot Avenue and is the only specific area of combined business. Therefore, the populace of this area, as the populace of Chippewa Valley and L'Anse Creuse, are largely dependent upon either Mt. Clemens or the greater Detroit area for entertainment, vocational employment and, in general, important home and family commodities.

The primary source of information with respect to the historical background of the Clintondale School District was obtained from a long-time member of the community and the Clintondale Board of Education. Significant and pertinent historical material presented in interviews will be paraphrased to some degree.

The history of this district dates back to 1869 when the first reliable records were set down in the school district treasurer's log. The school district contained approximately four square miles and has not expanded. In its early period it was a farming community. A large share of the area belonged to a farm owned by the Detroit Creamery Company and was situated on both sides of Gratiot Avenue. A one-room school house was all that was necessary to serve this area during this fifty-year period. About 1920, the school district began to undergo a transition because of Detroit's expansion and subsequent migration to the suburbs. This began the era of expansion for old School District Number Ten, now known as Clintondale. The population movement into the Northeastern suburban area progressed north along Gratiot Avenue and eventually towns sprang into existence. The town of Half-way, Michigan, later to become East Detroit and Roseville, grew from a few scattered buildings.

The school district was known as a primary school district in 1920 and was operated by a three-man Board of Education, then composed of a president, a secretary, and a treasurer.

During this early period they were referred to as a moderator, a director and an assessor. The budget program for the school year, 1869-1870, was made up of the following expenditures:

<u>Income</u>	<u>Expenditures</u>
Money on hand. \$32.61	Repairs. \$ 5.00
Mill tax. 90.50	Wood. 21.00
Twp. School tax. . . . 130.00	Repairs. 7.46
Primary Fund. 60.32	Teacher's Wages--
Dog Tax. <u>19.80</u>	(9 months). . . <u>236.00</u>
Total: \$333.23	Total: \$269.46

Teachers' salaries were increased in 1883 from thirty-five dollars to forty dollars a month. The all-time low for a teaching salary occurred in 1879 when a substitute teacher received sixty dollars for three months of her services or five dollars per week. The entire district was run for \$233.28 that year. From the time of the establishment of the district until 1920, a total of thirty-five teachers were hired. Mr. Albert Rewa, a board member during this era, gave what he felt was an explanation for this, "Teachers in those days were mostly young girls who taught one or two years and then married or resigned." By 1920, teachers' salaries had improved and the increases ranged from seventy-five dollars to one hundred dollars a month. A total of eighteen individuals served on the Board of Education during these years. Streets and thoroughfares of Clintondale reflect the names of these former board members.

In 1922, the Board of Education found it necessary to purchase a tract of land an acre and one-half in an area

located at Fifteen Mile Road and Gratiot Avenue. The purchase price for this land was \$225.00. A new school was soon constructed at a cost of \$1,400. This construction took place about 1906 and by 1922, two additional rooms were attached. A two-room portable building was also purchased and developers were building additional new housing in the area immediately south of Fifteen Mile Road thus creating a need for increased classroom facilities in that location. The Board of Education solved the problem by passing and approving a fifty thousand dollar expenditure for a new school. Although this building still serves the community as a school facility, there has been four times the initial expenditure paid out to expand and renovate the building. After the completion of this school, the building program came to a halt and was not resumed until 1955, when a six-room addition was attached to the original structure. The price of the initial unit was \$110,000 which included the cost of all the fixtures and furnishings..

During the years preceding 1955, there seemed to be more than adequate classroom space. The school district was then sending their high school students to Mt. Clemens. However the year 1955 produced a big boom in home development and the school district was suddenly confronted with the urgent need for classrooms to accommodate the tremendous increase of youngsters of elementary school age. In addition to this, the Mt. Clemens Board of Education informed the Clintondale school district that it would no longer be able to send students to Mt.

Clemens High School. As a direct result of this the Clintondale School District bonded for a sum of \$1,500,000.00 to construct a portion of the high school as it now exists. The purchase of sites for three additional elementary schools was also made possible. Sunnyview Elementary School was constructed in the northwest section of the district, Price Drive School was built to serve the northeast section and Little Mack Elementary School was constructed to accomodate the southwestern section. Because of the continuing population expansion in the school district, 1959 also became a year of meaningful school construction for during this year a \$1,500,000.00 addition was affixed to the high school as well as the contruction and change-over of the old Wolf Road School at Fifteen Mile Road and Gratiot into the new junior high school.

Attention is directed toward the present day in order to fully comprehend the meaning of this study. With an expanding population and new school construction, the scene has been set to study the people who dwell within the community and more thoroughly explore present day events. Many changes have occurred in the Clintondale School District during the specific period of the study and also during the period immediately following the study. The leadership of the board of education, the adult education program and the superintendent of schools have changed considerably. The adult education leadership has passed through a period of direction

by three directors. The changes in personnel of the Board of Education during this period have been minimal. There have, however, been annual changes in the chairmanship and the other offices of this policy making body of the school district. The resignation of the superintendent of schools was accepted during the period of this writing and a new superintendent was appointed. The impact of the specific changes will be elaborated in another section of this paper.

The general structure of the district has undergone no structural changes since the description of the district earlier in this writing. The community still remains most dependent upon the Fifteen Mile Road and Gratiot business district, Mt. Clemens proper and the city of Detroit. The geographical size of the district has remained the same as was described earlier. The population density has increased considerably having now reached 85 per cent of its population saturation.

So that a comparison can be made of the populace under study, the writer has categorized the over-all citizenry and rated them according to a social stratification scale as developed by two noted sociologists, Barnard Barber and W. Lloyd Warner.¹ This scale, as presented in this writing, was

¹. Warner, W. Lloyd and Lunt, Paul S. The Status System of a Modern Community, (New Haven: Yale University Press, 1942), Yankee City Series, Vol. 2, pp. 3-24 and Barber, Barnard. Social Stratification, A Comparative Analysis of Structure and Process, (New York: Harcourt and Brace, 1957), pp. 19-49.

patterned on Barber's structural functional theory and Warner's occupational and income theory. The social stratification rating ranges from upper-middle, to lower-middle, to upper-lower down to lower-lower.² The writer describes the general occupation and income of the citizenry using the above mentioned theories as the primary criteria for placing people at a given stratification level. The final classification was also influenced by secondary factors as presented by Warner in describing the home, the automobile and other status symbols.

The majority of Clintondale's population is composed of members of the Caucasian race. They include all nationalities of both Northern and Southern European extraction. The majority came from the Southern European countries. The remainder of the inhabitants is composed of the Negro race which make up the final ten to fifteen per cent of the district's population. The Negro society has fused and integrated itself into the entire community in an extraordinary manner. Because of this the Negroid population is not classified in a separate caste or class structure stratification, but is ranked on the scale used to evaluate the rest of the school population.³ By classifying the Negroid population using the

2. Ibid, Warner, pp. 3-24.

3. Dollard, John. Caste and Class in A Southern Town, (Garden City, New York: Anchor Press, 1949), p. 6.

same stratification scale as the Caucasian society, a majority of the lower-lower class level is made up of this race. The unfairness, prejudice and deprivation involved in this classification is not discussed for the writer is assuming that anyone reading this paper would be aware of the many injustices shown these people in today's society.

A rather small portion of professional people and businessmen reside in the community. However, the civic leaders of the community are composed of people from this particular level. Most of the community dwellers are semi-skilled, white collar workers, small tradesmen and those employed in service occupations. A non-respectable minority exists in the district. They are unskilled laborers who cannot find employment and therefore live on welfare.

The salaries found in the community are on a wage continuum ranging from an income based on a welfare rate, to a median of six thousand dollars, to a high salary of about eighteen thousand dollars per annum. The average home of this community has a tax valuation of from three to six thousand dollars and a market value ranging from one thousand to twenty-five thousand dollars.

The members of the Clintondale district have the normal status symbols of those families on the stratification levels of families on this level as described in Warner and Lunt's study.

To correlate the entire picture of the present-day community, it was deemed advisable to delve more thoroughly into

the programming and structure of the schools in the specific areas of budgeting, school programming, and school population.

Currently, the school district is not financially able to offer many services to the entire community. Fundamentally it is a community which is commonly referred to as a "bed-room community," maintaining only a semblance of business and/or industry for a solid taxable base. The valuation of the school district for the most recent school years is as follows:

<u>School Year</u>	<u>Valuation</u>
1961--1962	\$23,186,689.00
1962--1963	22,765,433.00

Further evidence of financial difficulty can easily be attested to by the fact that the school district has been the lowest or second to the lowest in valuation per child in all of Macomb County.

The complete budgetary expenditures of the Clintondale School District for the years 1961 through 1963, will present a more comprehensive background picture.

Budget, 1961 -- 1962

Administration	\$ 56,099.57
Instructional	825,731.88
Operation	150,265.97
Maintenance	16,965.39
Fixed Charges	10,917.11
Auxiliary Charges	22,757.47
Capital Outlay	77,799.72
Total:	<u>\$1,160,537.11*</u>

*Proposed Clintondale School Budget, 1961-1962. Approved August, 1961.

Budget, 1962 -- 1963

Elementary Instruction	\$ 450,398.02
Secondary Instruction	385,475.59
Special Education	35,277.33
Administration	66,089.00
Health Services	7,306.06
Transportation	14,960.88
Operation of Plant	156,092.89
Maintenance of Plant	18,030.60
Fixed Charges	21,738.70
Capital Outlay	55,593.98
	<u>\$1,210,963.05**</u>

At the present time, the number of schools in service has not increased since the last building program. There are still four elementary schools, one junior high school and one high school. While the building program has remained stagnant the number of school-age youngsters has increased substantially. The school population has increased at the rate of three hundred to three hundred and fifty students a year, totaling at present a number greater than four thousand students. This has given impetus to the Board of Education and administrative personnel of the school district to press for additional building in the near future. This need will be given priority in forthcoming elections, when the voting public will be able to express their approval or disapproval on a three million dollar bond issue. These monies will be used to construct a new junior high school with all the modern-day facilities as well as an additional fifteen-room elementary school.

For the purpose of this study, the writer felt it was appropriate to delve more thoroughly into the basic curriculum and structure of the high school program in that these services and facilities are in direct relation to the adult education program. The high school has met all of the accrediting standards of the Department of Public Instruction, the Secondary College Agreement program, the Michigan Accreditation and the North Central Association of Colleges and Schools. These accrediting agencies have necessitated the school leaders to have available, for both the student population and the public, the basic facilities and curriculum in the areas of vocational education and preparation and co-operative education through job placement. These are, however, minimal standards and will be increased in the near future. Strong consideration has been given and mention made of this program because their usefulness is realized in regard to the present and proposed adult education program.

Until very recently the high school under study had graduated a minimal number of children to serve both the adult population and the labor force. This situation has changed as is indicated by the following chart. The over-all student population has increased considerably and will continue to do so in future years.

Number of Students Graduated
from Clintondale High School

<u>Year</u>	<u>Graduates</u>
1959	44

<u>Year</u>	<u>Graduates</u>
1960	68
1961	78
1962	75
1963	84
1964	97
1965 (Projected)	220
1966 (Projected)	250

Adult Education: The inception of the adult education offerings at the Clintondale schools occurred in the summer of 1957. The reasons for the creation and the presentation of this program came about because of the desire to promote good community and school public relations, to fulfill requests proposed by the general public and to present a basic service to the community. The initial budget was passed in July 1957, by the Board of Education and totaled \$6,000. The Superintendent of Schools appointed a director of adult education who served in this capacity from 1957 through June, 1959, at which time he resigned to accept a teaching position in California. His selection came about primarily because of his prior service and faithfulness to the school district as well as his excellent teaching record. His professional preparation and background included three years experience as an English Literature teacher, a Bachelor of Science degree from Michigan State University with a major in English and a minor in English Literature.

In 1960 a successor was appointed to fill the position of director of adult education. His general background differed somewhat from that of his predecessor in that he

received his undergraduate major in physical education and sociology and his master's degree major in Administration and Supervision.

The years 1957 through 1960 were meager years in terms of program development since the initial offerings were limited to three. They were Typing I, Cake Decorating, and Psychology. The primary reason for the limitations of this program was two-fold: (1) the infancy of the program and (2) the feeling by both the Superintendent of Schools and the Board of Education that this new program should be self-supporting. As a result, the only courses the program could support were the three courses mentioned which involved a total of thirty adults.

In the year 1958-1959, the program showed improvement. It was still limited due to the implementation of the same basic philosophy to respect to financial support. In spite of this, enrollment rose to 100 by 1958 and by 1960 totaled 127 adults. The former program offerings were augmented by the addition of courses in Tailoring, General Art, Physical Education, Dancing and Advanced Cake Decorating. During this period, the director did not receive a time allotment for actual administration of the program, nor did he receive secretarial assistance or office space to conduct business relevant to this program.

During this time the program began to undergo excellent strides in its development. In the 1962-1963 period, high

school credit courses were initiated into the evening program. A complete list of courses which became standard offerings during the specific years of this study, 1961-1962 and 1962-1963 is included in the appendices.

Other changes occurred which showed marked improvements in this period. Though the director's time allotment did not change, he did receive assistance with the addition of three new members to his staff consisting of two secretaries and one general assistant. The director also received the use of a high school office to facilitate the administration of this program.

The biggest change was in the budget, which was increased in 1961-62 to \$4,000 and in 1962-63 to \$5,152. Not only was the budget expanding but the adult participation in the program had grown from thirty members in 1957 to 740 in 1962-63. This would indicate the leadership in the program was good and that the interest of the general public in this type of program had strengthened.

Chippewa Valley:

In order to best illustrate the similarities which the three selected school districts have in common, the writer will continue his description of each by indicating in detail the school district and program of the district now called Chippewa Valley. Only specific areas or aspects of each district as they happen to coincide will be included.

The southern boundary of the Chippewa Valley school district is about sixteen miles from downtown Detroit, while the northern boundary is approximately twenty-four miles northeast of the same metropolitan city. Its relation in respect to the Clintondale district is directly north and somewhat westerly. Its southeastern extremity is the northwestern boundary of the Clintondale school district. Chippewa Valley is bounded on its northernmost side by $23\frac{1}{2}$ Mile Road, on its southern side by 16 Mile Road and on the west by Hayes Road and on the east by a combination of the Clinton River and Route M-97. Like Clintondale, it is situated in Clinton Township in Macomb County. Unlike Clintondale, but like its sister district of L'anse Creuse in respect to size, it is composed of thirty-four miles of land surface. Chippewa Valley also surrounds the smaller, incorporated city of Mt. Clemens. Like her sister district, it shows the same business districts, downtown areas and centers of town. They are also similar in that they each depend upon the Clinton Township recreational facilities to service the recreational needs of their community.

Chippewa Valley has, for the most part, had the same type of historical background as Clintondale, except that its school children attended six different K-8 schools. They were faced with the same problem as was Clintondale. It became necessary to accommodate their own high school students rather than sending them to Mt. Clemens. The only difference

was that this notice was put forth in the spring of 1959 for the six schools involved. Clintondale was faced with the same dilemma in 1957.

The origin of the Chippewa Valley district occurred in 1959 with the consolidation of the six independent K-8 schools. Hence, Chippewa Valley's actual history begins in this year. The history before this time was very much like that of the other districts since all of them are related to one another in that they are all closely allied geographically.

With consolidation, and formation of the new school district now called Chippewa Valley, the district fathers found it imperative to take immediate steps and bonded for a new high school and appointed administrative officers for the school district. Subsequent to the election there was a period of forty-five days in which an interim school board was appointed by the county board of education. The former secretaries of the Boards of Education of the six individual districts were selected. On September 28, 1959, a bonding proposal was voted upon. This bonding proposal included \$1,500,000 which was to serve as the initial step toward the construction of a high school building and two starter elementary schools. Also included on the bond issue was a four-mill proposition for the operation of the proposed buildings. The voters of the school district voted 714 to 287 in favor of the bond issue and 715 to 312 for the operational millage. At this time they also selected a permanent board

of education who, in turn, appointed a superintendent of schools of the Chippewa Valley school district on September 29, 1959.

The consolidation of the school district and the appointment of the superintendent brings us to the period of our specific study. For the most part, administrative leadership has remained the same. The Board of Education and the head administrative office have remained unchanged for the period of this study.

The district itself has not changed too much since earlier times. It still depends upon the same municipalities for all its needs. Unlike the district of Clintondale, this one has a tremendous population change to undergo within the next ten-year period. At present, it has a ten per cent saturation of its potential land area.

To compare the sociological structure of the inhabitants of Chippewa Valley, the population was ranked on a general sociological stratification ladder using, as a rule of thumb, the theories presented by Bernard Barber and W. Lloyd Warner.⁴ In general, the entire district would be classified in the categories of upper-middle, lower-middle, and upper-lower with the largest share of the population falling into a median bracket between lower-middle and upper-lower. Here, as described previously, the selection is based primarily upon all of the secondary factors presented by Warner.

⁴. Warner, op.cit., pp. 3-2.

The entire population of Chippewa Valley is composed of members of the Caucasian race. They include nationalities from all over Europe. As in Clintondale the district is predominantly made up of people of Southern European extraction.

The populace is very similar to the Clintondale district, because they too have a very small proportion of professional people or businessmen. The majority of the community dwellers are semi-skilled, white collar workers and small tradesmen. The marked difference in the Chippewa Valley district is evidenced by the fact that this district has very few members who fall into the lower-lower stratification level. They are dissimilar to their neighboring districts in that they do not have members of the Negroid race living in their community.

The salary structure varies from lows of \$4,000 to high salaries of about \$14,000 per year. The average income is \$6,000 per year. There are, of course, extreme salaries at either end of the continuum. Some salaries range as low as \$1,000 annually and there are those who earn as much as \$25,000 annually. The dwellings in the area have a basic tax structure valuation of \$3,000 to \$6,000 with some houses possessing a market value of an \$8,000 minimum and a \$35,000 maximum.

The school district under study is in a better than average financial position. This situation affords the district an opportunity to offer many services to its school

population which it might not otherwise have been able to do. The valuation of the school district for the years 1961-62 and 1962-63 was \$20,096,408.00 and \$19,929,585.00 respectively. The school budgets during the years of this study are as follows:

Budget, 1961 -- 1962

Administration	\$ 27,610.00
Instruction	400,972.98
Operation	52,925.00
Maintenance	5,700.00
Fixed Charges	5,077.00
Auxiliary Charges	33,200.00
Capital Outlay	19,105.00
Total:	<u>\$544,589.98</u>

Budget, 1962 -- 1963

Elementary Instruction	\$252,000.00
Secondary Instruction	124,000.00
Special Education	7,410.00
Administration	28,590.00
Health Services	540.00
Transportation	34,876.00
Operation of Plant	51,900.00
Maintenance of Plant	3,000.00
Fixed Charges	16,550.00
Capital Outlay	11,355.00
Community Services	500.00
Student Services	200.00
Transfer Accounts	35,400.00
Total:	<u>\$556,321.00</u>

The number of schools in service now is the same as at the time of consolidation with the exception of the new one-million dollar high school. Not all of the schools are directly servicing the student population of the community. When consolidation occurred each individual school district contributed a small one- or two-room school which the district

now utilizes in one manner or another. The Garfield school houses approximately 150 elementary youngsters. The old Clinton Valley school accommodates about 1,000 children. The newly bonded elementary school, located in the northern section of the district contains 175 children with the remainder of the student population being housed in the new high school plant. The schools in the former districts of Berger, Maravian, and Fox are maintained for storage while the former Cass school is used for administrative and Board of Education Offices. The school district has yet to construct the remaining "starter" unit which was approved in the 1959 bond issue.

As in the descriptive analysis of the other three districts, the writer feels it would be wise to study more thoroughly the high school curricular program because it so closely relates to the adult education program. In June of 1965, Chippewa Valley will graduate its first senior class of 120 students. Future graduating classes will consist of about the same number. The administrative staff has indicated that the process of accreditation has begun and they assume this will be confirmed during the school year of 1964. This accreditation will be accompanied by all of the facilities prescribed in a comprehensive ninth through twelfth grade high school. Plans have been formulated to purchase the equipment necessary to fulfill a vocational and an industrial program as is approved by the State Department of

Public Instruction. While these are minimal programs, they are, nonetheless, adequate for their present program and will increase in number and quality in the near future.

Adult Education - Chippewa Valley: The beginnings of the adult education program at Chippewa Valley were initiated in the school year 1961-62 by the newly designated superintendent of schools. The general purpose for promoting this program was to create a service to the community as well as to establish improved public relations. During this period of the program's organization and up to the present time the superintendent has been the director and leader of this program. It was through his recommendation that, in 1961, the program was accepted as an integral part of the Chippewa Valley schools.

The Superintendent of Schools has not had specific training in the area of adult education. Although his basic training has not been specifically in the field of adult education he must be commended for conceiving the idea and making the first proposal for the consolidation of the adult education programs in the districts included in this study. The time allotment devoted to the program was limited due to other responsibilities. During 1961-62 and up to the present the program has been self supporting through its fees and limited in scope to a dancing, sewing and physical education series of classes. Through a discussion with the Superintendent of Schools the adults of the community expressed a strong interest

in the classes. However, financial restrictions, lack of large numbers of participants and the limited time of its leader to devote to the program has done much to keep the program at a minimum.

L'anse Creuse:

L'anse Creuse is the largest of the three selected districts in population and in land size. It has a marked similarity to the other districts, as it too shares the same business districts, recreational facilities, proximity to Detroit and sociological structure.

L'anse Creuse is located approximately fourteen and one-half miles northeast of the center of downtown Detroit. It is situated in Clinton township, in Macomb County and comprises forty square miles of land. Most of its acreage is made up of residential neighborhoods and the Selfridge Air Force Base. Its southern boundary line is 14 Mile Road and its northern line of demarcation is 24 $\frac{1}{2}$ Mile Road. Lake St. Clair is the eastern boundary of the district while the western side of the district is bounded by the school districts of Clintondale, Mt. Clemens and Chippewa Valley. As in the other districts of the study, the primary source of information was obtained from those who have lived and worked in the school district for some length of time.

The region of L'anse Creuse was named by its French settlers as they moved northward from the present-day Grosse Pointe area. L'anse Creuse means the "Little Bay" or "Cove."

Creuse means "Deep." The deep little bay in question extends from Huron Point to Gaukler Pointe in St. Clair Shores, Michigan. With the creation of Macomb County in 1818, reference to the region as L'anse Creuse steadily diminished until the final formation of the school district in 1954. Further history of the district prior to 1954 was like that of the other districts as it also was influenced by the existence of Gratiot Avenue and Mt. Clemens, as well as by the movement of people into suburbia.

Like the other two selected school districts, the L'anse Creuse school area was originally composed of five K-8 school districts. All of the high school students in the five districts received their diplomas from Mt. Clemens High School. The school district took necessary steps in 1953 toward consolidation of these five individual schools and created one large K-12 program. The birth of L'anse Creuse school district was enthusiastically approved by the voters in December, 1954. On the same ballot the school district voters also voted in a bond issue of \$850,000 to construct a high school. Again, in June 1955, at the regular Board of Education election, a bond issue of \$260,000 was included to complete the costs of construction and purchase a site for the high school. This election, as did the election for consolidation, showed that a majority of the voting community favored the complete bonding of the high school. Immediately following the election the interim board of education appointed by the County

Board of Education selected a superintendent of schools who served from 1951 to 1959.

In 1956 the Board of Education placed on the June ballot a bond issue of two million dollars to complete a new junior high school, three-room additions to the South River and Green schools and a ten-room addition at the Atwood school as well as the completion of a new elementary school to be named the Neil E. Reid School.

The completion of the 1956 bond issue brings us to the specific period under analysis in this study. Except for the selection of a new superintendent of schools in 1959, the administrative structure has remained the same up to and including the present period though there have been several appointments of principals for the various buildings. The Board of Education has undergone a complete transition of personnel within the last four years. This, however, has not directly effected any change in the head administrative office or the assistant officers.

The structure of the district itself has not changed very drastically other than an increase in population in recent years. As described, the district is very dependent upon Mt. Clemens and Detroit to fulfill their needs in terms of shopping centers, recreational facilities and other services. Like Chippewa Valley, L'anse Creuse has a great deal of room for expansion in that its population saturation stands at 25 per cent. One recent change which has added considerable

land to this district occurred in 1964 when the district annexed another smaller, more sparsely populated area known as the Chesterfield School District.

As in the studies of Chippewa Valley and Clintondale, the writer ranked the populace of L'anse Creuse according to their social stratification levels. This was done by using the criteria proposed by Bernard Barger and W. Lloyd Warner in his study of "Yankee City."⁵ This is an unique district, as compared to Chippewa Valley and Clintondale. These two districts range in stratification from lower-lower through upper-middle; while the L'anse Creuse stratification range is from lower-lower through lower-upper. It is similar to Clintondale because it too has Negroes among its population, although far less than that of Clintondale in number. The larger Caucasian proportion of the community, as in the other districts, includes all the European nationalities, mostly however, of Southern European background.

As has already been mentioned, a rather large segment of the forty square miles of land surface is occupied by Selfridge Air Field. This has had a surprisingly small influence on the historical or educational aspects of the schools. This phenomenon results because the entire personnel and their dependents are housed on the Base.

The lower-upper level of stratification has been added to the scale in that there are many members of the community

5. Warner, op.cit., pp. 3-24.

with very high professional positions who command large salaries reaching as high as \$40,000 a year. This portion, naturally, affects other secondary elements. Though few in number, there are those who own homes in the \$30,000 to \$60,000 range. This district is unique when one considers incomes, dwellings and occupations of this area. The continuum has extremes on both ends because it ranges from very real poverty to the very wealthy.

The district ranks at the average financial level when one compares this district to other districts of the state of Michigan in that it has a valuation of \$11,000 per child. The valuation of the school district for the years involved was \$47,795,060 in 1961-62 and \$48,595,780 for 1962-63. The school budgets during 1961-62 and 1962-63 are as follows:

Budget, 1961 -- 1962

Administration	\$ 70,120.00
Instruction	995,865.00
Operation	184,800.00
Fixed Charges	12,700.00
Auxiliary Service	73,400.00
Capital Outlay	<u>48,633.00</u>
Total:	\$1,385,518.00

Budget, 1962 -- 1963

Administration	\$ 73,900.00
Instruction (Elementary and Secondary)	1,112,078.00
Operation and Maintenance	194,225.00
Fixed Charges	12,000.00
Auxiliary Services	78,158.00
Capital Outlay	<u>61,870.00</u>
Total:	\$1,532,223.00

The number of schools in service at present has remained the same, with the exception of one additional school which was gained in the annexation of the Chesterfield area. As in the other two districts, the writer felt it would be wise to delve more thoroughly into the district's secondary school program because it so closely relates to the facilities necessary for the development of a workable adult education program. L'anse Creuse High School has met all of the necessary accrediting standards for acceptance into the Michigan College Agreement Program, the Department of Public Instruction, the Michigan Accreditation Association, and the North Central Association of Colleges and Schools. With membership in these agencies the high school can maintain a comprehensive program which embraces the minimum standards of a Vocational Education Program, a Cooperative Education Program and a Student Placement Program. This school is outstanding when one examines its vocational program for it is one of the finest offered in the entire Macomb County area. This includes both an industrial arts and a commercial program whose strength will do much to assist and promote the adult education program.

The population of this district has been growing steadily since 1957 as indicated in the following chart.

Population Growth of
L'anse Creuse School District

<u>Year</u>	<u>Population</u>
1957	2,659
1958	3,096

<u>Year</u>	<u>Population</u>
1959	3,308
1960	3,577
1961	3,752
1962	4,009
1963	4,345

The chart below, shows the number of students placed in the labor force or entering adult society following graduation from L'anse Creuse High School between the years 1959 and 1963.

Number of Students Graduated
from L'anse Creuse High School

<u>Year</u>	<u>Graduates</u>
1959	154
1960	160
1961	174
1962	159
1963	240

Unlike Clintondale the district does not have to prepare for a large increase of youngsters at the high school level. The graduating classes will average about 240 students per year.

Adult Education -- L'anse Creuse: The adult education program had its beginnings in the year 1957. Here, as in other districts, it was begun because of pressure from the public and the desire to promote good public relations as well as the creation of a service for the community.

The program was instigated by the superintendent of schools who selected the high school principal to direct the program. The role of director of adult education was merely another "hat"

for him to wear and, as a result, little time could be granted to make it an extensive and useful tool. The secretaries have had to serve not only in the high school office but also to perform duties as assistants in the adult education program. The adult education program has suffered because these assistants have had to serve in dual capacities. The budgeting structure for this program is similar to that of Chippewa Valley. It, too, must be a self-supporting program and the program is limited as a result.

CHAPTER IV
HISTORY AND LEGAL ASPECTS OF
THE COMBINED ADULT EDUCATION PROGRAMS

This chapter discusses the history of the three school districts of South Lake, Lakeview and Lake Shore. This approach is designed to serve the specific purpose of providing a concise summation of the area's history as well as describing the educational, social and cultural similarities which these districts share.

St. Clair Shores:

The community of St. Clair Shores, incorporated in 1951, comprises approximately twelve square miles of land surface. Located northeast of Detroit, its boundaries are 14 Mile Road in the north and 8 Mile Road in the south. A complex of streets serve as boundaries on the western side. The shoreline of Lake St. Clair forms a natural eastern boundary for the city.

For about two and one-half centuries after the founding of Fort Pontchartrain (Detroit) a few miles to the south, the area of St. Clair Shores lay undeveloped as mud and sand flats and marshes with a few Indian clearings where an occasional squatter planted maize and watched the heavy inland sea traffic float past bound for the busy ports of Detroit to the south and the only slightly less busy landings at St. Clair and Port Huron to the north. As the passengers lined

the rails gazing westward there was the great monotony of the mud flats in an unrelieved view from the jettings of Grosse Pte. to those of L'anse Creuse, both named by the earlier French settlers. At L'anse Creuse many boats put into port for business connected with the Clemens family who possessed extensive holdings and from where could easily be seen the house on the slight rise which later gave the family name to the village of Mt. Clemens. Except for the ubiquitous French traders and surveyors who plotted all the land bordering these waters there was little to interest or attract settlers to the banks of Lake St. Clair for many decades.

By 1900 a few hardy farmers had pressed forward into the area of present-day St. Clair Shores and attached to themselves a series of three small villages with considerable mud land in between which were unincorporated and became known as South Lake, the earliest settlement, Lake View, the second to be settled, and finally the northern-most, Lake Shore.

Better roads eventually brought about the feasibility of incorporating the three villages as St. Clair Shores, but each retained its own trading center and considerable identity as is evidenced even today by the functioning of the three separate school districts of South Lake, Lake Shore and Lakeview.¹

1. Bureau of School Services. "School Survey, Lake Shore District of St. Clair Shores," (Ann Arbor, Michigan: The University of Michigan, February, 1961).

As one views the city of St. Clair Shores today, there is no doubt that it is now a large urban area providing all the services associated with a city of comparable size. The city itself is modern and up-to-date maintaining libraries, public works equipment and service, a water department, a health department and sewerage control.

The transportation arteries that played such a large roll in the final consolidation of the three villages remain, for the most part, the main source of transportation throughout the present day. One can easily travel into any section of the city on well-planned and well-traveled roads.

To find what might be classified as the main business district of the city, the writer consulted maps, traveled throughout the community and discussed the situation with city and school officials. The consensus was that St. Clair Shores has no central business area but depends upon smaller, more scattered business locales distributed throughout the entire city. St. Clair Shores' residents depend upon Detroit for much of their shopping, employment, entertainment and cultural advantages. Though business areas do exist, they are too limited to accommodate all the needs of the average shopper. The suburbanite has at his disposal, however, the Grosse Pte. downtown area, Detroit and, in recent years, the new Eastland Shopping Plaza.

St. Clair Shores lies in Macomb County and has a population of approximately 82,000 people. It is similar to the three selected school districts in that it too is a residential

area known as a "bedroom" community because of its lack of industry to assist in maintaining a sound tax structure.

Due primarily to its proximity to the lake, St. Clair Shores has developed an extensive recreational program as a service to its residents. The city is bordered by a six and one-half mile shoreline. The actual land surface, which contains 11.6 square miles, has not reached about 87 per cent of its population maximum, though it is estimated that upon 100 per cent saturation of available land, the city will possess nearly 90,000 inhabitants.

It has been stated that St. Clair Shores was originally the three separate villages of South Lake, Lakeview and Lake Shore and that these three villages, though they eventually united as one city, still maintain separate and distinct school districts. The boundaries of all three school districts lie within the city limits of St. Clair Shores, with the exception of a square mile tract of land in the southernmost school district of South Lake which is under the jurisdiction of the city of East Detroit. The school district of South Lake is bounded by Eight Mile Road in the south, by Kelly Road to the west and by the combined street of Stephens and Downing to the north. The middle district of Lakeview and the northern district of South Lake coincide with the boundaries of the city proper. The line which dissects these two districts is provided by 11 $\frac{1}{2}$ Mile Road.

The history of the individual school districts parallels that of the city of St. Clair Shores. The districts themselves

grew with the individual villages but remained as separate units. The history of the districts commences about 1900, with the initial organization of the southern-most district of South Lake. The motivation behind the creation of each district as presented by historians² seems to have been the desire on the part of the citizenry to avoid the lengthy trip to East Detroit and other more metropolitan areas to educate their children. Hence, they formed their own districts.

From 1900 through 1917, the districts grew slowly. Each district provided a one-room school which was adequate during these years to house the children of each respective district. After 1920, the three school districts began to expand rapidly. In the past decade their growth has been so extensive that the residents of the area are facing adverse financial dilemmas because of the community's need to educate increased numbers of school age children.

The school districts have continued a policy of "individuality" throughout the years. The three districts maintain completely separated school governmental organizations, each insisting upon their own separate Boards of Education and administration offices and officers as well as well-organized K-12 programs. The question of each district's

2. Sister Mary Rosalita. "Education in Detroit, Prior to 1850," (Lansing: Welch's Unrivaled Series of School Records, Classification Register, Michigan Historical Commission, 1928, p. 115.

individuality is pertinent to the hypothesis of this study. The writer made inquiries of past and present superintendents of each of the districts, various principals, board members and lay people of the community and learned that each district is considered wholly and completely set apart from the others. The conclusion that can be drawn from these interviews is summed up in the sentiments expressed by several of the residents. "I feel more a part of my school district, rather than the city as a whole. I take greater pride in knowing that my school district is better than either of the other districts in the city."

These three separate school districts are not unlike those discussed in Chapter III. The essential difference between the St. Clair Shores districts and the districts of Clintondale, L'Anse Creuse and Chippewa Valley is evidenced by services rendered to the residents of the two distinct areas. St. Clair Shores can afford its inhabitants the protection of a municipal fire department, police department and health center, while Clintondale, L'Anse Creuse and Chippewa Valley must depend upon a township government for these services.

The student population figure of the St. Clair Shores districts' children who attend forty-one public schools in the area now approach 30,000. Nine hundred teachers are presently employed by the combined districts.

South Lake School District:

The South Lake schools encompass a land area of five and one-half square miles. This fourth class district has 25,000 residents. From its inception in 1897, the district has grown in proportion to the growth pattern of the other two districts. That which might be termed the downtown area of the district is spread extensively throughout the main arteries of the community.

Because the rationale for stratification levels has already been reviewed in Chapter III, a further discussion of Barber's and Warner's theories will not be made. For comparative purposes at a later portion of this analysis the population of South Lake will be catagorized on a stratification scale. The population of South Lake School District is composed entirely of members of the Caucasian race. The specific social stratification levels are, using the aforementioned criteria, upper-lower, lower-middle, and upper-middle. There is a small percentage in the lower-upper level. These residents live on the eastern side of Jefferson Avenue, dominating the lake front property in the southern section of the community. The community represents a cross section of people of Central European descent who are, for the most part, third or fourth generation families. There are few professional people and small businessmen in the community. It is predominantly composed of semi-skilled, white collar workers, and those employed in service occupations. The salaries and homes of the area have a value pattern similar to those of the three selected school districts.

It would be well, at this time, to focus attention directly to the budgetary program of the South Lake district. This district is financially below par when it is compared to the state average of 11,000 dollars per child. The valuation per child for the South Lake School District between the years 1961 and 1964 was:

<u>Year</u>	<u>Valuation per Child</u>
1961	\$9,200.00
1962	9,000.00
1963	8,700.00
1964	8,500.00

The budget allotment for the same years ranged from \$1,932,995 in 1961 to \$2,370,005 in 1964.

The district consists of seven elementary schools, one junior high school, one senior high school (9-12) and one central administrative building. The enrollment of the district has increased from 1,084 in 1951 to its present total of 7,515 youngsters. There were three buildings and thirty-three teachers in 1951. Today there are ten buildings and 282 teachers in the system.

As in the three selected school districts, a detailed investigation is presented in order to reveal the direct bearing the basic curriculum and structure has on the adult education program.

Lake View School District:

The smallest of the three school districts is Lakeview which is immediately north of Lake Shore. The division line between the two districts is formed by the combination of

Downing and Stephens Streets. The eastern boundary is made by Lake St. Clair, the western by Beaconsfield Street, and the northern-most boundary is formed by Martin Street. The district is composed of some 30,000 residents who range from upper-lower to upper-middle on Warner's stratification scale. The population, which is entirely Caucasian, can be classified from upper-lower to upper-middle on the stratification scale and is very similar to the inhabitants of South Lake when one considers the factors of job classification, educational training and the secondary status symbols as depicted by Barber and Warner.

This district, as are the others, is in a position where their valuation per child is much lower than the state-wide average. During, before and after the period of this study, the valuation per child has ranged from the figure of \$7,500 to \$8,500 per child.

During the present period there are a total of twelve schools in operation. Three of these are secondary schools -- two junior high schools and one high school. The high school is located in the central portion of the northern half of the district and is easily accessible by all the main thoroughfares.

The student population totals 9,575 pupils of which approximately 750 attend the tenth through twelfth grade high school. There has been a tremendous growth in student population in all three areas of this study and Lakeview is not

an exception to the rule. This increase is obvious when one considers that in 1951 forty teachers were employed on the staff and by 1963 this figure had risen to more than 200.

The high school has been accredited and offers a comprehensive curriculum. The number of graduates from Lakeview High School has increased tremendously from 1956 when 93 students graduated to 1963 when 238 graduated.

Lake Shore School District:

This district has a population of 31,297 people and is approximately four square miles in size. This section also utilizes the services of the entire city including the same limited business areas. A unique feature of this district in comparison with the other districts is that it is a third class school district while the other two are fourth class school districts.

This area can be rated on the social stratification scale using the same description as used for the other districts. The extreme ends of the continuum being the upper-lower and lower middle levels. This district is unlike the other districts in this study in that it has a small portion of its population (three to five per cent) consisting of members of the Negro race. The remaining ninety-five to ninety-seven per cent are members of the Caucasian race of European extraction representing second and third generation Americans. Student population has increased considerably in recent years. As an indication of this, teacher personnel has increased from 33 to 200 and ten new buildings have been constructed.

The financial situation of this district is most like that of Lakeview and South Lake in that its total state-equalized valuation, when a per child ratio is considered, has been between \$8,000 and \$8,800 for the past eight years. In spite of the fact that these figures are well below the state average, the school has maintained an excellent school program in both physical facilities and curriculum. It is particularly true at the secondary school level for not only has the district met all of the accreditation requirements but also has gone beyond this to offer an outstanding vocational preparation program.

The high school is a comprehensive one composed of grades nine through twelve. The number of graduates to receive their diplomas from Lake Shore High School between 1956 and 1963 has increased from 53 in 1956 to 224 in 1964. The population of the high school between the same years increased from 390 members to 1440 members.

Adult Education -- St. Clair Shores:

The superintendents of the respective school districts were responsible for the initial creation of their own individual adult education programs. Their aim was to provide a service to their community and it was also their intention that the program be a vehicle for developing a more effective public relations program. In presenting a history of the adult education program of each district, the description will begin with South Lake, the southern-most district.

In 1953, the principal of South Lake High School, in addition to his other duties, was appointed as the adult education director of that district. This arrangement was followed in Lake Shore and Lakeview school districts, as well as in South Lake, until 1958 when the districts consolidated and the permanent position of adult education director was created.

The program in South Lake was administered on a self-supporting basis until the school year 1954-55, when the Board of Education agreed to absorb any incumbered budget over the receipts of the year. In that year the school board reimbursed the program with a total of \$750.00.³ During this school year the program was organized into Fall, Winter, and Spring terms with fourteen or fifteen classes offered each term. These included: Cake Decorating, Women's Gym, English for the Foreign Born, Typing I, Woodshop, Sewing I, Oil Painting, Upholstering, Slip Covering, Interior Decorating, Driver Education, Shorthand I, Boat Handling, and Machine Shop.

Not only were the programs improved and extended, but the budget was also increased considerably. The total income for the adult education program for the years 1955 through 1956 was \$3,059.52. The Board of Education found it necessary to reimburse the program in the amount of \$1,701.35. They felt this cost was entirely worthwhile when they considered the enrollment for the Fall term was 340, the Winter term

3. Board of Education Minutes, South Lake Schools, July, 1955.

enrollment was 278 and the Spring term enrollment was 292 for a total of 910 participants for the year.

The number and type of course offerings in Lakeview, prior to consolidation, was limited in scope and size. The total number of courses offered per semester for the years just preceding consolidation numbered seven which included a total enrollment of 167 in such classes as: Oil Painting, Sewing, Typing I, Tailoring, Upholstering, Physical Education (men), and Driver Education. The Board of Education voted to subsidize any and all costs encumbered by the director of the program for the 1955-56 school year. This was not necessary, however, since the program showed a profit of \$20.00. The total budgetary expenses for the 1955-56 school year were \$1,498. The total income for the year was \$958. The direct cost to the Board of Education for the entire program was \$540.

The program offerings before 1955-56 were similar in participation and number of courses as those presented in the 1955-56 first and second semester programs. The total participation in the program for both semesters was 183.

During the years preceding consolidation of the St. Clair Shores Adult Education program, the individual district superintendents would, on occasion, meet to discuss common administrative problems. A problem which recurred on many occasions centered around the adult education program and the consideration of a summer school program for the individual districts.

In the summer of 1955, the superintendent of the Lake Shore schools received a personal letter from the Chief of Adult Education of the Department of Public Instruction. In an informal manner it was suggested that these three districts unite their efforts into one program of adult education. This letter afforded the impetus which eventually promoted the discussion by the respective school district superintendents centered around the consolidation program as the solution to be the adult education and summer school problems. The discussion and consideration for consolidation continued during the 1955-56 school year. The adult education program and its offerings remained a problem to each school district throughout the Fall of 1957. It was the feeling that the true reasons for consolidation could be traced to three major causes. One, a continual demand by residents for a summer school program; two, the need of dropping many classes from the adult education program due to a lack of participation; and three, the final and most pertinent reason, was the migration from the urban areas of Detroit to St. Clair Shores. These people were accustomed to all the services of a well-developed and comprehensive adult education program. They expected the same from their new district.

In September of 1957 it was decided by the three superintendents to suggest the consolidation to their respective school boards for approval. Initially this approval was merely a token agreement between the three school districts,

the superintendents and the boards of education of each district. The agreement to consolidate created the necessity of appointing a qualified and competent director. It was decided that each superintendent would review his own personnel and select a qualified person and submit his name at the next joint meeting. The assistant principal of Lake Shore's high school was approached in regard to the position. He accepted the directorship on a trial basis for a six-month period with the understanding that he might return to Lake Shore as principal if he so desired.

At the next meeting of the superintendents from Lakeview and South Lake unanimously appointed Dr. Ralph Chenoweth, the assistant principal of Lake Shore High School, as the director of adult education for the combined school districts of St. Clair Shores.

The superintendents, acting in administrative committee meetings, placed their adult education budgets before their individual boards of education for approval. Although the new director was in the actual employment of the Lake Shore School District there was an agreement between the districts that he would be equally responsible to all three school districts. The legality of such a contract became questionable to all the parties involved and presented security problems for both the director and the individual districts.

The director was asked by the administrative committee to compose policies and regulations for the adult education

and summer school program as well as to present the duties and responsibilities of the director. The policies which were presented are as follows:

Organization -- St. Clair Shores Adult Education and

Summer School was to become a cooperative program sponsored jointly by the Boards of Education of Lake Shore, Lakeview and South Lake Public Schools. Adults residing in St. Clair Shores or the surrounding areas could attend any of the adult education classes offered. The Summer School was limited to residents of the cooperating school districts.

Administration -- The members of the administrative com-

mittee were to be the superintendents of the three cooperating schools and the director of adult education and summer school. The program was to be administered by the director of adult education according to the policies and regulations recommended by the administrative committee and approved by the boards of education of the cooperating schools.

Administrative Office -- An administrative office was to

be provided by one of the cooperating schools.

Clerical Staff -- A secretary was to be provided for the

adult education office. Additional clerical help to be employed on an hourly basis as needed for registration and clerical services at the major attendance centers.

Budget -- A budget was to be prepared by the director for the consideration of the administrative committee and approval by the boards of education of the cooperating schools. Receipts were to be received and disbursements made by the business office of the school providing the adult education office. Expenditures in excess of receipts were to be shared equally by the three cooperating schools. The school providing the adult education office was to bill the other two schools for their portions of the excess expenditures at the end of the school year after all receipts, including state aid and vocational reimbursement, had been received.

Teaching Staff -- Teachers and building directors were to be selected on the basis of training, teaching and work experience, and ability to work with adults and summer school students. Preference was to be given to teachers and residents of the cooperating school districts.

Salary Schedule -- The base rate was set at \$4.00 per hour of instruction. Higher rates could be paid for highly skilled and technical courses if sufficient registration fees were received.

Registration Fees -- Fees for courses of ten sessions were usually set at \$8.00 for two-hour classes and \$10.00 for three-hour classes. Fees could be as

low as \$7.00 for recreational skills and as high as \$20.00 for those developing technical skills. Fees, including text book rentals, for high school credit courses were set at \$15.00 per semester credit. By mutual agreement the number of sessions of classes with small enrollment of ten students could be combined, postponed or discontinued. Fees in non-academic recreational areas should be at least sufficient to pay the cost of instruction.

Text Books -- Text books for adult education classes were to be provided at prices slightly above cost. Summer school students would secure them from the book stores of the cooperating schools.

Driver Training -- Driver training for adults was to be offered at each of the cooperating schools. Students were usually to be assigned to the school district in which they live. A fee of \$20.00 was to be charged of which \$15.00 was to be paid the instructor and \$5.00 to remain in the adult education fund.

High School Credit Courses -- High school credit courses were to be offered for adults and out-of-school youth who desired to complete requirements for graduation. Fully qualified teachers were to be appointed, and instructional materials from the University Extension Division of the University of Nebraska used. Instruction was to be provided in

courses designated by the principal of the high school from which the adult student had made arrangements for graduation. The fee, including text book rental, was set at \$15.00 per semester credit.

College Credit Courses -- Beginning in the Fall of 1959 college credit courses were to be offered in St. Clair Shores by the South Macomb Community College.

University Extension Courses -- Courses for undergraduate and graduate credit were to be offered by the universities serving the metropolitan area with facilities to be provided by agreement with the individual school districts.

Community Services -- By agreement with the individual school districts, facilities would be available for non-profit community organizations such as drama, orchestral and choral groups.

Counseling Services -- Education counseling services were to be provided by the administrative office. Referrals for psychological and vocational services were to be made to known resources in the metropolitan area.

Director of Adult Education -- The responsibilities of the director will include those listed below and other duties as recommended by the administrative committee and approved by the boards of education.

1. Promoting, organizing, and supervising a comprehensive program of education for adults in such areas as fundamental and secondary education, trade and technical training, business and vocation education, fine and applied arts, and self-improvement activities to meet the expressed needs of adults in the community.
2. Promoting and coordinating community college and university off-campus and extension classes.
3. Promoting, administering, and supervising a high school credit program for adults and out-of-school youth.
4. Preparing, printing and mailing brochures and promotional material.
5. Preparing and mailing news releases to newspapers and radio and television stations serving the metropolitan area.
6. Preparing contracts, class organization reports and applications for reimbursement for vocational classes in distributive, homemaking, trade and industrial (including NDEA) education.
7. Selecting and assigning properly certificated teachers for credit, vocational and general education classes.
8. Preparing the payroll for teachers and registration clerks.

9. Assigning rooms and facilities with the approval of the business managers and building principals of the three cooperating districts.
10. Assigning and supervising registration clerks for the three major attendance centers.
11. Receiving and depositing funds from registration fees and sale of textbooks.
12. Preparing and approving lists for refunds.
13. Selecting, ordering, and selling or renting textbooks and instructional materials for credit and technical courses.
14. Preparing and filing reports required by the Department of Public Instruction.
15. Recommending budget items in cooperation with the business manager for the consideration of the administrative committee and approval of the boards of education.
16. Preparing reports for the superintendents of the cooperating schools.

Director of Summer School -- The responsibilities of the director will include those listed below and other duties as recommended by the administrative committee and approved by the boards of education.

1. Planning, organizing and supervising an elementary and secondary day-school program for six-week summer session periods in cooperation

with the superintendents and/or their representatives.

2. Arranging meetings with the directors of elementary education to determine classes, select teachers, designate attendance centers and plan registration for elementary classes and activities.
3. Calling meetings of the secondary school principals and directors of secondary education, to review and approve or recommend changes in the policies and regulations for a six-week summer session of secondary school emphasis.
4. Organizing a class schedule and assigning rooms for the review and approval of administrators of the cooperating districts.
5. Selecting and assigning teachers and building supervisors from candidates recommended and approved by the administrators of the districts.
6. Preparing payroll for the teachers and registration clerks.
7. Registering pupils approved by the building principals or designated school administrators.
8. Receiving and depositing funds from registration fees and sale of typing textbooks.
9. Supervising building principals, teachers and students at the attendance centers.

10. Preparing and approving lists for refunds.
11. Filing attendance and achievement records of students registered for credit classes.
12. Forwarding of transcripts of credit to the public and private schools as requested by students or by school officials.
13. Providing information for reports required by the Department of Public Instruction and accrediting agencies.
14. Preparing reports for the superintendents of the cooperating districts.

With the committee's final approval of policies and responsibilities, the superintendents presented these to their respective boards of education. They were approved and accepted.⁴

During a period from June 1957 through July 1958, the office of the adult education director was located in the school district of Lake Shore. In July of 1958, the office was moved to its present headquarters at the Lakeview Board of Education and Administration Building. At this time a full-time secretary was hired.

⁴. Board of Education Minutes, May 1959. (Regular meeting of the Combined Districts of Lake View, Lake Shore and South Lake.)

CHAPTER V
DESCRIPTIVE ANALYSIS OF THE
COMBINED AND SEPARATE PROGRAMMING

The adult programming of both the combined and separate school districts will be discussed in this chapter. A short review is made of the course offerings prior to consolidation of the St. Clair Shores district. This review will be followed by a description of the program offered immediately after consolidation. The entire programming of the individual districts of South Lake, Lakeview and Lake Shore, as presented in a previous chapter, has shown that the programming prior to the actual consolidation was confined in scope, offerings and in fulfilling the needs of the general public.

The most extensive program prior to consolidation was the one developed by South Lake. The yearly enrollment of this program, which was divided into three terms, totaled 914 participants who selected from a schedule of fifteen available courses. In retrospect the existing program appears restricted and confined when compared to courses introduced during ensuing years after the districts had united their efforts and resources.

Even more limited in adult participation and course offerings were the two remaining school districts of Lakeview and Lake Shore. The district of Lakeview offered only six classes prior to consolidation which were attended by 167

adults during the entire year. The Lake Shore district offered a total of seven classes to their 183 participants. Among the prime reasons for the creation of the adult education program were the factors of service to the community, need and public relations. It is obvious these goals were not accomplished during this period of separate programming and structure.

The entire programming for the St. Clair Shores combined adult education program began in January, 1957. All of the residents of St. Clair Shores received a brochure which listed the courses offered as well as additional classes which would be made available if enough public interest could be aroused. St. Clair Shores was one of the first areas to advertise and promote their adult education program by means of the postal service. This idea did much to stimulate good public relations and increase participation in the new program. The program offered the first year totaled more than fifty-five classes which resulted in an adult enrollment of more than 1800 for the initial semester.

It was made known to all area residents of St. Clair Shores by way of mailed information that the entire program was sponsored by all three of the school districts. Too, any adult in the city could attend classes at any one of the attendance centers, regardless of the school district in which he happened to reside and, finally, duplicate classes were available on different evenings at the various centers.

In the first complete year of operation by the combined districts, a broad range of classes was made available. The adult participation was great enough to conduct 251 classes. These classes could be catagorized into the three main areas of general academic, vocational and miscellaneous. The miscellaneous offerings included classes in practical arts, boat handling, recreation, etc. The actual number of adult participants for that year was 3767 and sixty-seven people. The number of instructors was ninety-three.

During the year ending June 30, 1959, the program offered 290 classes, employed ninety-seven teachers and enrolled 4200 individuals. The participants received instruction in the four areas of general academic, vocational, miscellaneous and a new area devoted to self-improvement. This new area included classes in driver education, health and safety, and home and family living.

In the year 1958-59, an opportunity to enroll in and receive high school credit was made available. It was possible to obtain ninth through twelfth grade high school credit in English and science which could be applied toward graduation. If the demand was substantial enough the program was prepared to offer any and all credit courses needed by members of the community to obtain their diplomas from high school.

The year 1959-69 again brought an increase in the number of classes, the number of sections, the number of participants and also an increase in the number of teachers. The

number of classes had grown to 396, and the number of teachers employed had reached ninety-seven.

In 1960-61 numerous changes occurred above and beyond the normal changes involving increased participation, teaching staff and the number of classes offered. The program now included such areas as non-credit, university extension courses which, under the terms of a grant from the Fund for Adult Education, Michigan State University in cooperation with Wayne State University, The University of Michigan and Eastern Michigan University, developed a program of liberal arts education for adults. St. Clair Shores was one of the communities selected for this program to be administered through the adult education office.

Michigan State University presented university credit courses including a total of three graduate credit courses each term in which credit could be applied toward a Master's or a Doctoral degree. Also available were university extension courses offered by Michigan State University, Wayne State University, and The University of Michigan.

The program offerings for the year included a total of 362 classes, 7,016 participants and 121 teachers. Classes that had particularly large registrations included college credit courses which had a total of twenty-five sections and 905 participants. In 1961-62, the classes offered increased to 412 and participation reached an all-time high of 9,645. The university extension and high school credit courses were

also expanding steadily, accented by the growth of South Macomb Community College. This newly organized community college presented its first extension program to St. Clair Shores during this year. The program included courses in art, economics, English, geography, history, mathematics, political science, sociology and speech. Upon completion of these undergraduate courses, three full semester units of credit could be received for each class in which a student was enrolled.

Another new feature was the addition of courses which were offered by the technical extension division of the South Macomb Community College. The instructors were former members of the teaching staff of the Chrysler Institute of Engineering. For the first time the program offered a summer term of eleven classes in such courses as driver training, efficient reading, first aid, golf, sewing, shorthand, typing and high school credit subjects. This summer program was participated in by 215 adults. Additional extension courses from Michigan State University and South Macomb Community College were added to the program as well as high school credit courses and trade and technical classes. There= was also added a work shop on home and family living.

The following is a summary for the years of this study, 1961-63, and includes by term the number of courses offered, number of participants and the number of teachers employed in the program. There was a slight decrease in the number of classes offered and those enrolling in them from 1961-63.

SUMMARY OF COURSES OFFERED, NUMBER OF PARTICIPANTS, NUMBER OF TEACHERS EMPLOYED ACCORDING TO TERM AND YEAR FOR 1961-63.

Term and Year	Number of Classes	Number of Participants	Number of Teachers
Summer, 1961	11	215	10
Fall, 1961	137	3525	75
Winter, 1962	139	3150	76
Spring, 1962	125	2755	65
Summer, 1962	8	155	8
Fall, 1962	152	3181	74
Winter, 1963	155	3359	79
Spring, 1963	123	2622	57
Total:	850	18,962	444

Many significant changes have occurred in the consolidated adult education program. These changes strongly support the theory that by combining their efforts these three districts have greatly profited in the quantity and quality of the structure of their adult education offerings. Adult participation has grown most noticeably from the period preceding consolidation to the specific period of our study, namely, 1961-63. Before consolidation took place, the adult participation for all three districts totaled 916 adults. It has grown dramatically to its present total of approximately 9500. The number of classes had risen from an original figure of twenty-five to a present figure of 450, while the members

of the teaching staff has grown to ninety-one. Not only has the program increased in terms of evening classes, but has also come to include such areas as high school credit, offerings in trade and technological preparation, both graduate and undergraduate credit and university non-credit courses. The scope and structure of the program has been considerably transformed within a relatively short span of time succeeding the consolidation of 1957.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The previous chapters have presented an analytical study in regard to the leadership, finances and programming of all of the school districts involved in this research. It has shown that during the period included in this study the separately functioning adult education programs of Clintondale, Chippewa Valley and L'Anse Creuse served a limited purpose for their adult public. Leadership was lacking, interest in a program of adult education was all but non-existent and financial assistance and budgets inadequate. On the other hand, three similar school districts in the nearby area which chose to combine their resources were able to provide their community with a very worthwhile, extensive and well-organized adult education program. It must be remembered, however, that before South Lake, Lakeview and Lake Shore consolidated, they, too, suffered all of the handicaps which are impeding the growth of adult education in the three selected school districts.

Using the basic areas of leadership, financing and programming as criteria, a summary will be presented, comparisons presented, and relationships cited between all of the school districts in this study, as well as a correlation evidenced with respect to leaders and literature in this field. The

final segment of this chapter will review the similarities existent in all of the districts under comparison, provide conclusions and, lastly, will furnish suggestions to benefit further study and research. Initially, however, the chapter will present the qualities of leadership and all of its various aspects including training and available time allocated for the program. In this chapter, as in Chapter V, the author approached the significance of leadership in the combined school districts of St. Clair Shores before and after their consolidation.

Leadership:

Prior to the merger of South Lake, Lakeview and Lake Shore, the educational background of those responsible for administering the adult education programs of each school district was narrow in scope. Only one of the three school areas employed a director whose training was in the field of administration and supervision and in all three instances none of the leaders had any experience in the area of adult education. The obligations of directing the adult education program were considered secondary tasks. Two of the three were subsidiary to the administrative duties of the high school principal. Not only were the directors' responsibilities secondary to another, more prime concern, but there was also the problem of sharing secretarial assistance and all other facilities and equipment with the high school.

The advent of consolidation molded a new concept in adult education for the three previously separated areas. An abrupt

and complete change occurred in leadership. The new director of adult education, who was to serve as the sole director of all three districts, brought with him not only experience as a school administrator but also that of a teacher and proponent of the need to educate adults. His educational background comprised a Master's degree and a doctoral degree in administration and supervision. Not only did the advanced degrees bring prestige to the program, but also the major on the doctoral level included a strong emphasis on adult and higher education. The administration of the adult education program became a full-time occupation to which the director could devote his complete attention. In addition, he also received a full-time secretary and specific office facilities to properly administer the program.

The selected areas of Clintondale, Chippewa Valley and L'Anse Creuse had, as has been illustrated in earlier chapters, essentially inadequate and inappropriate programs of adult education. The responsibility for administering the adult education courses had been assigned to school administrators who already had primary obligations as building principals or superintendents. In other words, the situation which exists in these three school districts resembles the circumstances which befell South Lake, Lakeview and Lake Shore before their merger. Adult education had been relegated to a secondary "cubby hole."

Those individuals who have been appointed to direct the adult education programs in the three selected, but as yet separated, school districts are completely lacking educationally to assume command or be of any real benefit to this type of program. In all three districts the directors have acquired, at best, a Master's degree in education with majors in administration and supervision. In two of the three districts the directors have expressed very little interest as was easily recognized by observing the operation of their programs during the years of this study. In all three instances secretarial help was meager since assistance was shared with the various elementary and high school facilities.

It is the author's opinion that if the responsibility of directing the adult education program rested with one qualified individual who could devote his full attention to the program much could be done to improve the adult education offerings. It is reasonable to assume that the director would then be able to devote his entire energies toward the development of a well-functioning program which would better meet the needs and demands of the public. It is of concern to the author, too, that provision be made for full-time assistance and special office facilities with which to operate the project.

This single directorship responsibility of adult education programs has received reinforcement and support by leaders in this field, as well as by the literature, such as was

expressed in Chapter II by Robert Snow in his book, Community Adult Education.¹ The area of St. Clair Shores illustrates favorably the fine results that occurred when one qualified leader was placed in charge of the overall adult education program of South Lake, Lakeview and Lake Shore. Immediate improvement took place when the responsibility for the program changed from a secondary responsibility to a primary one. It is the author's judgement that, with the acceptance of these duties by one able individual who had the specific training, experience, interest and sufficient time allowed for the project, the whole structure of the combined St. Clair Shores school district's adult education program has changed markedly from an inadequate and inept program prior to the consolidation to one of the finest adult evening and summer programs in the state of Michigan.

Financing:

The financial allocations set aside for adult education in the combined school districts of St. Clair Shores before their unification were meager when compared to today's budgetary figures. Although an examination of the budget structure was reviewed in an earlier chapter, the financial picture of the adult education program in the school districts of St. Clair Shores for the years 1954-57 are again presented for clarification. South Lake's program received from \$750

¹. Snow, Robert H. Community Adult Education, (New York: G. P. Putnam, 1955).

to \$4,760 per year in financial assistance which was, by far, the largest and most extensive monetary aid. Lake Shore managed to carry on its program with only \$1,498, while Lakeview had a completely self-supporting program collecting no additional funds. Following the merger of the three districts, as well as the consolidation of their budgets, allocations for the adult education picture grew rapidly. For the one-half year period between January 1, 1957, through June 30, 1957, the program was allotted \$13,740 for expenses. Each succeeding year the budget figures grew rapidly and ranged from \$39,000 to \$57,000 for a given year.

The three selected, but as yet separated, school districts of this study budgeted for the years 1961-63 meager totals, with the exception of Clintondale, where from \$2,000 to \$4,000 were set aside each year to maintain an adult education program. The programs of Chippewa Valley and L'Anse Creuse were nearly self-supporting as their budgets ranged from only \$500 to \$1,500 per year. In comparing the budgets of Clintondale, Chippewa Valley and L'Anse Creuse to the combined school districts of St. Clair Shores, it was easy to see the increase that occurred immediately following consolidation. It was obvious that the budget of the districts of the combined area before their consolidation were most similar to the financial situation which exists at present in the selected areas of Clintondale, Chippewa Valley and L'Anse Creuse.

]

Not only were the adult education budgets very much alike but also all six of the school districts were akin in basic financial support for their respective school programs. This is evidenced by comparing the valuation per child in each school district, as all six school districts under study have maintained a valuation per child from \$7,500 to \$11,000 with a median of approximately \$9,200.

Consolidating the adult education programs of the selected school districts would greatly benefit each as a greater working budget would then be available to further the project. This can be seen by the increase in financial expenses allowed for the combined districts in St. Clair Shores before and after consolidation. The consolidation would make possible additional classes, service a larger student body, and because of more extensive programming, make better use of budgetary expenditures. Feasibility of merging is further established by the fact that each district would share similarly in expenses as was the case with South Lake, Lakeview and Lake Shore. There is, too, the great similarity in valuation per child. This writer discovered, through interviews and discussions with various administrative leaders in Clintondale, Chippewa Valley and L'Anse Creuse, that all would be willing to increase their adult education budgets considerably if and when programming and efficient use of funds could be guaranteed by an agreement to consolidate. The actual cost to the individual districts, if they were to contribute to a tripartite agreement, would vary in cost per year from \$584 to

\$4,194. A most encouraging aspect of these costs is that in the combined area during recent years the cost per district has been reduced to \$584 with an estimated cost of \$1,167 per district during the 1964-65 year.

Programming:

The result of the combined budgeting has had a profound effect on the course offerings in the consolidated school districts of St. Clair Shores. Before the merger Lake Shore was able to offer only seven classes while South Lake, with fifteen classes per term, wasn't providing much more assistance to its adult community. Immediately after unification the number of classes, teachers and registrants was increased considerably. In 1962 the combined adult education program of the city of St. Clair Shores included 412 classes and 97 teachers and served an adult participation of 9,645.

The programming of the selected areas closely resembles the progress which the three districts of South Lake, Lakeview and Lake Shore made prior to their consolidation. L'Anse Creuse and Chippewa Valley offer between six and fourteen classes per term. Clintondale's program is much larger by comparison, although in its best year it serviced only 740 participants. Consolidation of the three selected school districts would mean improved budgeting, competent leadership, broader and more diversified courses, increased participation, more qualified teachers and more extensive facilities with existing equipment and buildings being used more effectively.

The school laws of the state of Michigan grant permission to any school district the right to consolidate. This study has illustrated the advantages consolidation would afford Clintondale, Chippewa Valley and L'Anse Creuse. Another consideration which affects the merger of these three districts is their proximity to one another. As in St. Clair Shores, main transportation arteries run through the communities of the three districts. All three selected school districts are remarkably similar in facilities, student population and number of graduating seniors. For this reason, the high school in each district might easily be designated as the instructional center to service its own community. Another consideration which enhances the possibility of merging these three districts is the similar sociological structure of the districts. There is, without a doubt, a need to offer adult residents an evening program. For, like St. Clair Shores, these districts are composed of former city dwellers who have migrated out of Detroit where they have grown accustomed to extensive educational opportunities.

This study has illustrated the most obvious advantages of consolidating the adult education program of the three separate school districts. The author believes that, at present, Clintondale, Chippewa Valley and L'Anse Creuse are at the same stage of development as the districts of St. Clair Shores were at the time of their consolidation. Ultimately then, the adult education program of the three selected school districts

could not help but be vastly augmented. It is hoped that this study will influence Clintondale, Chippewa Valley and L'Anse Creuse to a final decision in favor of consolidation. The basic ground work has already been laid through interviews and discussions of the topic with the individual school administrators involved. Perhaps, without too much further urging, the final step toward consolidation will soon manifest itself.

This study was also designed to stimulate research in other areas of educational activity such as: the consolidation of purchasing offices to save money by buying in bulk quantity, the possibility of combining the special services involving testing and guidance, and the eventual possibility of centralizing the office of adult education for the entire county of Macomb. This analysis was made, not only to create incentive toward consolidating the adult education programming of Clintondale, Chippewa Valley and L'Anse Creuse, but to serve as a pilot study or helpful guide to other districts where adult education is either non-existent or below the standard of fulfilling the needs of today's and tomorrow's adult society.

The communities of this nation must always strive to present improved educational opportunities to each and every adult desirous of additional learning. Our society greatly values the potential of all its citizens depending upon each

individual to contribute to his maximum capacity. Only by constant nourishment of the mind, the body and the spirit can man realize a true meaning for his existence. Adult education endeavors to offer this opportunity to adults to grow in knowledge, understanding, skill and leadership.

BIBLIOGRAPHY

AND

APPENDICES

BIBLIOGRAPHY

Books:

- Barber, Barnard. Social Stratification: A Comparative Analysis of Structure and Process, (New York: Harcourt and Brace, 1957).
- Beals, Ralph A. and Brody, Leon. The Literature of Adult Education, (New York: American Association for Adult Education, 1941).
- Bergevin, Paul; Morris, Dwight and Smith, Robert M. Adult Education Procedures, (Greenwich, Connecticut: Adult Education Procedures, 1957).
- Brunner, Edmund de S.; Wilder, David S.; Kirchner, Corinne and Newberry, John S., Jr. An Overview of Adult Education Research, (Chicago: Adult Education Association of the U.S.A., 1959).
- Bryson, Lyman. Adult Education, (New York: American Book Company, 1936).
- Cartwright, Morse Adams. Ten Years of Adult Education, (New York: The MacMillan Company, 1935).
- Clark, Burton R. Adult Education in Transition, (Berkley, California: University of California Press, 1956).
- Debatin, Frank M. Administration of Adult Education, (New York: American Book Company, 1938).
- Dollord, John. Caste and Class in A Southern Town, (Garden City, New York: Anchor Press, 1957).
- Ely, Mary L. Adult Education in Action, (New York: American Association for Adult Education, 1936).
- Essert, Paul L. Creative Leadership of Adult Education, (New York: Prentice-Hall, Inc., 1951).
- Gratton, Hartley C. In Quest of Knowledge, (New York: Associated Press, 1955).
- Holden, J. B. Factors Relating to Financial Support of Continuing Education as Revealed by a Study of Selected Michigan Communities, (Unpublished Ph.D. Dissertation, Ohio State University, 1955).

Kempfer, Homer. Adult Education, (New York: Mc-Graw Hill, 1955).

Knowles, Malcolm S. The Adult Education Movement in the United States, (New York: Holt, Rhinehard and Winston, Inc., 1962).

Knowles, Malcolm S. Informal Adult Education, (New York: Associated Press, 1950).

Morgan, Barton; Holmes, Glenn E. and Bundry, Clarence E. Methods in Adult Education, (Danville, Illinois: Interstate, 1960).

Overstreet, Harry A. and Bonoro W. Leaders for Adult Education, (New York: American Association for Adult Education, 1941).

Russell, John Dale and Judd, Charles H. The American Educational System, (Cambridge, Massachusetts: Riverside Press, 1940).

Sheats, Paul H.; Jayne, Clarence D. and Spence, Ralph B. Adult Education, (New York: The Dryden Press, 1953).

Warner, W. Lloyd and Lunt, Paul S. The Status Symbol of a Modern Community, (New Haven: Yale University Press, Yankee City Series, Volume 2, 1942).

Laws, Reports, Periodicals, Newspapers and Official Board of Education Minutes:

(349)^S 240.586 Sec. 586. General School Laws of the State of Michigan, Revision of 1959, supplemented with the laws of the regular session of 1960. (Lansing: Speaker Hines and Thomas, Inc., 1960).

Adult Education: A New Imperative for our Times. By The Commission of Professors of Adult Education of the Adult Education Association of the U.S.A., 1961.

Adult Education in the Public Schools. National Association of Public School Adult Educators, Washington, D.C., 1961.

Black, Alice Bernadine. The History of the South Lake Schools.

School Survey, Lake Shore, District of St. Clair Shores. Ann Arbor: Bureau of School Services, The University of Michigan, February, 1961.



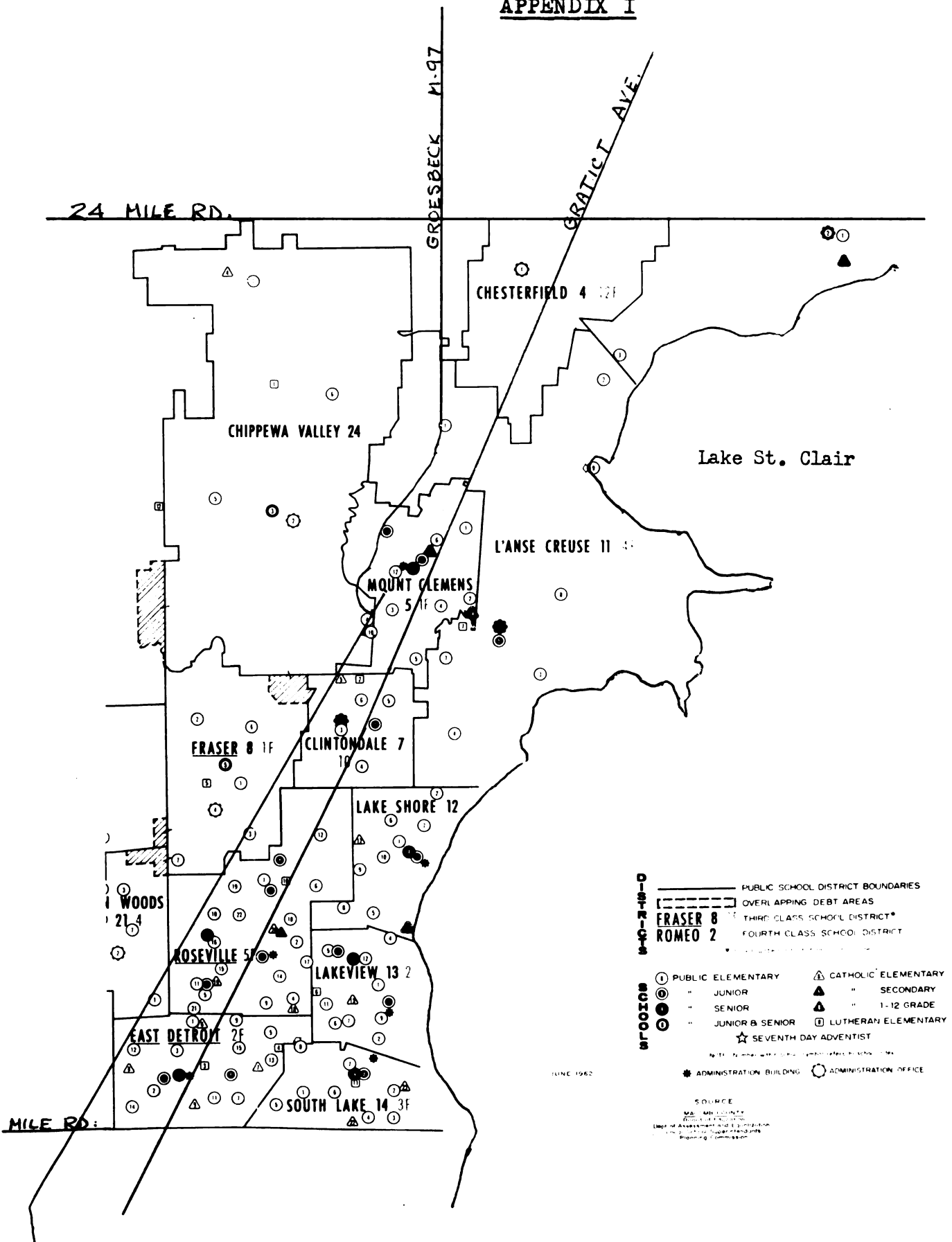
- Burkett, Jess. "Comprehensive Programming for Life Long Learning," Adult Education, Vol. X, No. 1, 1962, p. 116.
- Chippewa Valley Schools' Budget for the years 1961-1962, 1962-1963, 1963-1964.
- Chippewa Valley Schools' Budget, General Fund Disbursements, February 28, 1962.
- "City of St. Clair Shores, Report to Our Citizens." Macomb County, Michigan, January, 1964.
- "Clintondale Voice" of Clintondale High School, Volume 1, Number 4, February, 1959, pp. 1-2.
- "Clintondale Voice" of Clintondale High School, Volume 1, Number 6, March, 1959, pp. 3, 5.
- Clintondale Public Schools' Budget Comparison -- Adult Education for the years 1961-1962, 1962-1963.
- Clintondale Public Schools. A pamphlet of Adult Education classes offered as a community service, Department of Adult Education, 1963.
- Houle, Cyril O. "Opportunities for Professional Study of Adults," Adult Education Bulletin, VII, Number 4, April, 1943, p. 104.
- "Clintondale Voice" of Clintondale High School, Volume IV, Number 8, May, 1962, p. 5.
- Conant, James B. The Teachers Digest, September, 1945.
- Factors Inhibiting Adult Education in Michigan, Department of Teacher Education, College of Education, Michigan State University, 1958.
- Lake Shore District of St. Clair Shores, School Survey. (Ann Arbor: Bureau of School Services, The University of Michigan, February, 1961).
- L'Anse Creuse Public Schools' Annual Budget Expenditures for 1959-1960, 1960-1961, 1961-1962, and an estimate for 1962-1963.
- Official Board of Education Minutes, South Lake Schools, July, 1955.
- Sister Mary Rosalita. Education in Detroit, Prior to 1850, (Lansing: Michigan Historical Commission, 1928).

Classification Register, Welch's Unrivaled Series of
School Records, Teacher's Daily Register, No. 2;
Chicago: W. M. Welch and Company, Illinois St., 1898.

Snow, Robert H. "Community Adult Education," New York:
G. P. Putnam, 1955.

]

APPENDIX I



1. The first part of the document is a list of names and addresses of the members of the committee.