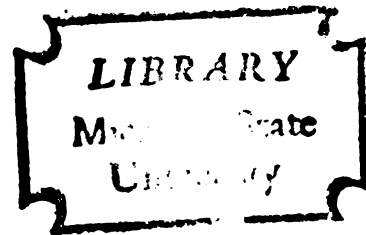


A STUDY OF ADULT EDUCATION OPPORTUNITIES
FOR AN UNDERPRIVILEGED COMMUNITY

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY

Harry Stanbury
1965



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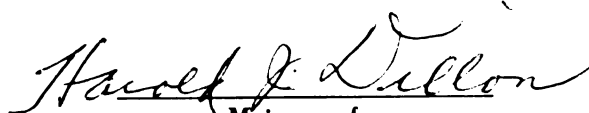
A Study of Adult Education Opportunities
For an Underprivileged Community

presented by

Harry D. Stanbury

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Education


Major professor

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**A STUDY OF ADULT EDUCATION OPPORTUNITIES
FOR AN UNDERPRIVILEGED COMMUNITY**

By

Harry D. Stanbury

AN ABSTRACT OF A THESIS

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

DOCTOR OF PHILOSOPHY

College of Education

1965

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ABSTRACT

A STUDY OF ADULT EDUCATION OPPORTUNITIES FOR AN UNDERPRIVILEGED COMMUNITY

By Harry D. Stanbury

The purposes of this study were: to describe the forced attachment of two suburban districts and the extension of adult education opportunities to a disadvantaged community, to describe the process and actions involved in establishing the Carver School Adult Education Program, and to describe the attempt to provide educational opportunities for the adults of the Carver School area.

Historical and descriptive techniques were employed to establish pertinent backgrounds of the two school districts involved. A search of the literature relating to the study was completed. Descriptive techniques were employed to relate the development and progress of the Carver Adult Education Program. The data used in the study are from a variety of sources; newspapers and magazines, official minutes and other important records of the Oak Park School District, unpublished pamphlets and research, and personal documents of school officials. Data were also received through interviews with persons directly involved with the proceedings.

The study was limited to the confines of the Oak Park School District and the former George Washington Carver School District, both located in the southern portion of Oakland County, Michigan. The study was limited to the period of time commencing with August, 1960 and culminating in June, 1963.

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From the data gathered the writer made the following conclusions:

1. Political expediency rather than a planned and orderly procedure proceeded the dissolution of the Carver School and its eventual attachment to the Oak Park School District.
2. Citizens and school officials felt that insufficient planning had taken place prior to the attachment.
3. The major cause of the attachment centered around the recognition of inept school leadership and educational inequalities resulting from racial segregation.
4. The agencies who forced the attachment failed to furnish specialists and financial aid for the initiation and continuance of necessary programs and studies. This lack of assistance has limited the possibility of developing a more comprehensive program for the Carver area.
5. Without the aid of volunteer instructors and the professional help and donations of several social agencies, the Carver Adult Education Program and other portions of a Community School Program would not have come into existence.
6. There still remains a need for basic education and vocational re-training for many Carver adults.
7. Federal legislation in the nature of Anti-Poverty Programs appears to offer promise of eventual involvement in these needed areas.

A STUDY OF ADULT EDUCATION OPPORTUNITIES
FOR AN UNDERPRIVILEGED COMMUNITY

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ACKNOWLEDGEMENTS

The writer wishes to express his appreciation and gratitude to Dr. Harold J. Dillon for his encouragement and guidance throughout the preparation of this thesis. In addition, the author is grateful to: Dr. Max S. Smith, Dr. William Faunce and Dr. George Meyers for their valuable criticisms and suggestions.

Appreciation is also extended to my colleagues in the Oak Park School System, Mr. James Dermody, Director of Adult Education and Dr. Clifford May, Assistant Superintendent of Schools, both of whom assisted in gathering information and data for the preparation of this dissertation.

Finally, a debt of gratitude is acknowledged and extended to the author's wife and children for their patience and many sacrifices.

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CHAPTER I

THE PROBLEM

Introduction:

Adult education programs sponsored by local boards of education are, in the State of Michigan, based upon permissive rather than mandatory legislation. The Revision of the 1955 State of Michigan General School Laws, Section 586, describes this law in one brief sentence.

The board of any school district, except primary school districts may provide instruction for adults and may employ qualified teachers and provide the necessary equipment for such adult education courses.

Though brief in nature and not mandatory, this act has served as the legal basis for many boards of education in providing adult education programs for its residents. It also firmly fixes the rights of boards of education, if they so desire, to provide adult education programs as needed. Though boards of education may choose not to come under the provision of the act, there is an underlying "morale commitment" to provide such services when there are recognizable needs, for it is apparent that "making our communities better places to live in" is presently an activity conducted on a national scale. Boards of education at the local level have responsibility and unique opportunities for local community improvement for it has

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long been recognized that providing adult education extends opportunities for improved living to all people of all ages regardless of class, creed or color.

This study is concerned with the forced attachment of two diverse communities. In the fall of 1960 the Oak Park School District, an all-white community, acquired the neighboring Carver School District of Royal Oak Township, an all-negro area. In addition to the racial differences of the two communities, the divergence was also apparent in the socio-economic levels of the communities. Generally Oak Park is characteristic of an advantaged all-white area. Most of the heads of households were in occupations associated with the middle class --- business and professional. The average formal educational level of adults was estimated to be one or two years of college. The Carver area was noted for being an underprivileged area. A majority of the adults of the Carver area were unemployed and appeared to be unemployable. Estimates of the proportion of residents who were receiving welfare and aid-to-dependent children ranged from 60 percent to 80 percent. The educational level of the adults was known to be low. The school program and educational standards of the schools of the two districts tended to support the relative socio-economic levels of the communities served.

Among the many and varied problems the Oak Park School District faced was the problem of an almost complete lack of adult educational activities within the Carver School District. The need

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for an adult education program became paramount when the professional leadership of the Oak Park School District and the members of the Board of Education realized that the planned up-grading of the educational program for the children in the Carver School would only be of minimal value unless the adults had opportunities to develop individual and group pride and positive attitudes toward the value of education both for their children and themselves. With this basic philosophy in mind, the Oak Park Board of Education authorized the establishment of adult education for the residents of the Carver School area.

Nature of the Study:

The study will provide the historical backgrounds of the two communities representing divergent cultural make-up with a descriptive treatment of the factors involved which resulted in the formal attachment by actions of state and county agencies. Descriptive techniques will be employed to analyze the newly consolidated school district's attempts in dealing with the problems and actions of providing adult education programs for the Carver School adults. Where possible, an assessment of progress of the goals and objectives of the Carver Adult Education Program will be made. Needs for further research will be identified and recommended.

Significance of the Study:

As indicated previously, the study will essentially be within the classification of the historical descriptive approach. The

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forced attachment involved a number of significant factors which constitute a reasonable justification for a study essentially descriptive rather than evaluative in nature:

1. The consolidation was forced by legal action of higher governmental agencies, thus circumventing the "right of self-determination" on the part of the citizens of the Oak Park School District.

2. The attachment resulted in forced racial integration. In most communities this has been a gradual process rather than one accomplished overnight.

3. The adults of the Oak Park School District represented an advantaged all-white area while the Carver adults represented an all-negro disadvantaged area.

4. Despite the myriad of problems resulting from the attachment, the Board of Education and the professional leadership recognized the need for adult education programs for the Carver area.

Of major significance will be the identification of the problems resulting during and after the attachment process and the attempts to provide adult education programs for the Carver area. Perhaps of even greater significance is the story of how the Oak Park School District handled a major crisis and provided supportive assistance to the professional staff in their attempt to correct and improve educational differences in a disadvantaged community. The writer feels that this example should be shared with the world outside the Oak Park School District.

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Purposes of the Study:

One purpose of this study is to describe the forced attachment of two suburban school districts which, despite the crisis it created for the Oak Park School District, eventually made possible the extension of adult educational opportunities to a disadvantaged community. A second purpose is to describe the process and actions involved in the establishment of the Carver Adult Education Program. A third purpose will involve the identification of the resulting problems involved in the attachment and the attempts of providing educational opportunities for the Carver area. Although there has been insufficient time to evaluate fully the effectiveness of the Carver Adult Education Program, preliminary assessments will be made. There is also a recognition by the writer of the scarcity of local historical research studies in the field of adult education. It is hoped that this study will contribute to this area of knowledge, for it is essentially a study and analysis of the evolution of education for adults within the context of the local community.

Assumptions and Limitations:

The attachment of the George Washington Carver School District to the neighboring Oak Park School District resulted from the refusal of neighboring school districts to accept the secondary students from the Carver School on a tuition basis. The seemingly underlying problem was the inability of the Carver District to finance an adequate secondary school program. However, the Carver School District

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qualified as a distressed school district and the increased state aid provided a higher per pupil income than was available to a number of other Oakland County school districts. In reality, the major cause of the attachment centered around the recognition of inept school leadership and educational inequalities resulting from racial segregation.

Shortly after the consolidation of the two school districts there was a basic acceptance by school authorities of the need for new and improved programs for the Carver School area.

Assumptions to be considered in the study are: that a satisfactory amount of historical and descriptive data was available to relate the problems adequately; and that the selection of the period starting in August, 1960, and ending in June, 1963, will mean the availability of enough data to give meaning to the study.

The fact of my employment by the Oak Park School District presents a limitation. My personal bias may at times appear because of having been a primary observer during the course of events described in the study. In addition, the final significance of this study and the problems encountered may not have real meaning until a number of years have elapsed.

Methodology:

1. Historical and descriptive techniques were employed to establish pertinent backgrounds of the two school districts.

2. A review of related literature and analysis of previous research was completed.

3. Descriptive techniques were employed to relate the development and progress of the Carver Adult Education Program.

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4. The data is from a variety of sources: newspapers and magazines, official minutes and other important records of the Oak Park School District, unpublished pamphlets and research, and personal documents of school officials. Some data was secured through interviews with persons directly involved with the attachment and subsequent development of the Carver Adult Education Program. The material was selected on the basis of the authority and relevancy to the basic purpose of this study. The events described are treated in a sequential and correlated manner.

Definitions:

School District Disorganization and Attachment: The following definition is from the Michigan Attorney General's Opinion No. 3568, dated November 7, 1960:

Any school district shall lose its organization whenever there are not enough persons in such district qualified under the law to hold district offices or who will accept such offices. Upon the happening of either condition, the county board of education of the county containing the district shall declare by resolution such district dissolved and shall immediately attach the territory thereof, in whole or in part, to other districts already organized and make an equitable distribution of the money, property, and other material belongings to such district among the districts to which the territory thereof shall be attached: provided, that if the district extends into more than one county, the county boards of education of all such counties shall meet jointly and set as a single board for the dissolution of such district.

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

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Oak Park Adult Education Program: The adult programs and activities sponsored by the Oak Park Board of Education for the residents of the district that existed previous to the attachment and continue to be offered.

Carver Adult Education Program: The adult programs and activities sponsored by the Oak Park Board of Education for the adults of the Carver area.

Community School: The concept as used in the context of this study is similar to that stated in a publication of the Michigan Association of School Administrators:

. . . The community school differs from the traditional school in the degree to which programs in curriculum and extended services to the community actually reflect the belief in and the use of the schools as an agency for community improvement. . . Its building and physical facilities are the center for both youth and adults who, through educational and recreational activities, are increasingly involved in the exploration and solution of community needs and problems.¹

Participants: Enrolling in and maintaining a satisfactory record of attendance in one or more classes in adult education programs for one semester.

Special Services: The term refers to direct non-teaching services for students in the areas of psychological testing, school social work, health programs, and counseling and guidance.

School Racial Integration: Direct co-mingling of person, child or adult, of different racial backgrounds within a school building or school-sponsored activity within a confined physical area.

¹Community School Committee, "Developing Community Schools in Michigan" (Michigan Association of School Administrators, 1959-60), p. 2.

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Related Literature:

Research in the field of adult education has tended to confine itself to patterns of organization and teaching techniques. This has been a natural occurrence, prompted primarily by the administrative need to insure success between the adult program and the participant. This represents a stage in the development of adult education research that has also been shown in the past by other divisions within the universe of education. There have also been recognizable handicaps that have limited the amount of total research in the field of adult education. The newness of the profession and the pressures of providing for expanding enrollments have not presented the necessary time or labor force to conduct the needed and deserved research. In addition the profession of agencies involved in adult education and lack of funds have also presented limiting factors. Much of the research beyond that of the field of methods has been largely contributed by social scientists who have applied their considerable body of knowledge developed by their disciplines, to that which could be applied to problems of adult education.

There is a decided lack of research in the field of adult education in regards to providing opportunities for disadvantaged adults. This deficiency is noted by Brunner in identifying research needs for adult education.²

²Edmund des Brunner, "Adult Education and Its Research Needs," Adult Education, Volume 10, No. 4 (Summer 1960).

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Among the gaps in adult education research and experimentation appears to be the lack of knowledge as to how to reach the less well educated. After all, despite our educational programs, even 1960 will show approximately eight million functionally illiterate, that is those with four years of school or less, and more than thirty additional million who have not gone beyond eight years. Our survey of research in participation in adult education showed conclusively that the lower a persons educational status, the less the likelihood of his being reached by any adult education program. We surely need studies and growing out of them, experiments or to arouse the interest, create the motivation, and then hold the participation of less well educated adults in suitable adult education programs. And we need to know what makes such a program suitable in terms of organization and materials.

President John F. Kennedy, in his message to Congress on February 6, 1962, gave special recognition to the area of education with his comments:

Adult education must be pursued aggressively. Over eight million American citizens aged 25 or above have attended school for less than five years, and more than a third of these completely lack the ability to read or write. The economic result of this lack of schooling is often chronic unemployment, dependency or delinquency, with all the consequences this entails for these individuals, their families, their communities, and the Nation. The twin tragedies of illiteracy and dependency are often passed on from generation to generation.

There is no need for this. Many Nations including our own have shown that the problem can be attacked and virtually wiped out. Unfortunately, our State school system - overburdened in recent years by the increasing handicaps of insufficient revenue - have been unable to give adequate attention to the problem.³

³John F. Kennedy, "Reduction of Adult Illiteracy," Higher Education, Volume XVIII, No. 5, (March, 1962) p. 5.

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Participation Studies:

While research is lacking in the area of how to reach the uneducated, there have been numerous studies referring to participation of adults in adult programming. These studies have attempted to isolate the factors that result in non-participation by the adult population. Alan Booth's⁴ research using the Bureau of Census 1957 Current Population Survey - Study of Urban Areas - established ratios with a representative sampling of participants and non-participants in adult education programs. His findings indicate that:

1. The non-participant is most likely to appear in that portion of the population which is 45 years of age or over.
2. The non-participant is most likely to appear in that portion of the population having less than a high school education.
3. The non-participant is most likely to appear in that portion of the population which is either in the lower echelon of the labor force or not in the labor force.
4. Non-participants proportionately tend to appear more frequently among non-white than among white regardless of educational achievement.

Edmund des Brunner⁵ reached essentially the same conclusions after reviewing a large number of studies of participation in adult education.

⁴Alan Booth, "A Demographic Consideration of Non-Participation," Adult Education, Volume XI, No. 5 (Summer 1961).

⁵Edmund des Brunner and Associates, An Overview of Adult Education Research, Adult Education Association of the United States, 1959, p. 98.

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Those who have less than an eight grade education, over 55 years of age, labor and service workers, and those with low economic status and subsistence level of living are likely to participate less in adult education. Negroes and certain nationally ethnic groups participate less than do whites and native stock.

Those who are not being reached by adult education then, are also less effectively reached by other means of dissemination knowledge. As this group includes a disproportionate number of those who enter adult life without adequate educational preparation, a challenge is presented to adult educators to find means of reaching a group which represents a continuing drain upon the resources of society.

Brunner⁶ also concurred that "despite the tremendous expansion of all forms of adult education in the past thirty-five years it has not succeeded for the most part in bringing adult education to those who, from the point of view of society, are in most need of it. To a very large extent, present adult education programs are educating the educated." Brunner suggests that a basic problem is to discover how to enlist and hold adult groups widely differentiated in terms of their varying educational, cultural and socio-economic backgrounds. Controlled experiments with differing groups, using varied approaches, materials and teaching methods are called for.

Programs and Program Planning:

The paucity of literature and research studies in adult education is again quite apparent, upon examination, of Programs and Program Planning for disadvantaged adults. Studies involving

⁶Brunner, Ibid., p. 116-117.

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disadvantaged negroes are particularly lacking. There are some signs, however, that may result in future research of merit. Both the Higher Horizon Project in New York City and the Great Cities Project working with the Grey Area program are making concentrated efforts to help disadvantaged children. The Detroit, Michigan schools as part of the Great Cities Project have attempted to include adult education as a fundamental portion of the project. Frederick Shaw describes this aspect of the program.⁷

It would be a mistake to consider parents in low socio-economic areas hostile to academic training. Many whose origins are rural, however, are indifferent or see relatively little need for it. Those eager to have their children well educated often lack formal schooling themselves and are unable to help.

The Detroit project attempted to involve parents in school activities in order to raise their educational and social aspirations for their children and given parents a better understanding of the educational process. First, five classes in such practical subjects as speech, shorthand, typing, sewing, and millinery were offered. Then refresher classes in reading and arithmetic were organized. This enabled the parents to help their children in school work. Other activities, such as clubs or courses in how to budget, prepare foods, repair furniture, and become generally efficient in household tasks and family relations bolstered the parents self-esteem and raised family aspirations. In addition to organizing activities for parents, the schools included in the pilot project set up comprehensive programs of after-school and evening activities to serve the needs of the community. Some emphasized afternoon enrichment programs for youth; others, evening adult programs. In a sense they became real community schools.

⁷Frederick Shaw, "Educating Culturally Deprived Youth in Urban Centers, Phi Delta Kappa, Vol. XLV, No. 2 (November 1963).

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The Higher Horizons Program of the City of New York has developed Parent Workshops and newsletters in an attempt to develop close relationship between the home and the school so the children might benefit from the project's goals.⁸

The workshops were planned cooperative by the principal, counselor, program teacher and parents. Topics included child habit and development, emotional problems of children, curriculum and other area of interest selected by the parents. One hundred twenty-seven workshops were held for a total of 263 sessions. To reach the working parent some districts held evening meetings.

The results of these workshops was an increased interest in school affairs and an increase in the number of interviews initiated by parents. One such workshop resulted in fourteen parents out of twenty-two taking out library cards for the first time and the promotion of a parent volunteer group to take children of working mothers to dental clinics or on Saturday trips; another resulted in the formation of Cub and Brownie Scout programs in the school; a third, not only supplied volunteers to escort children on Saturday trips but undertook planning the activities as well. Other groups raised money for school libraries, established a clothing bank and served as volunteers in the school to help with picture collection and to assist in the mimeographing of teacher prepared materials.

⁸Daniel Schreiber, The Higher Horizon Program: First Annual Progress Report 1959-60 (New York: Board of Education of the City of New York, 1961).

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The newsletters were issued monthly and kept the parents informed of school activities. Suggestions were offered to parents of things they could do to implement the goals of the program. Parent reaction can be summed up in the comment, "We never had anything like this before."

Brunner, reporting on the work of Spence and Shangold, listed recognizable factors that appear in successful public school adult education programs. Excellence is not defined nor is the relative importance of these factors discussed. They are summarized as follows:⁹

1. Awareness by the community of the need for continued education of adults.
2. Leadership of the program by the schools chief administrative office.
3. Support by the Board of Education.
4. Financial support by the state.
5. An able director of adult education.
6. Supervisory help from the state department of education.
7. Recognition of responsibility of the local community to assist in developing the program.
8. Readiness of the school to work with organized groups in the community.
9. Broad involvement of the community in building the program.
10. Increasing use of qualified citizens under adequate staff supervision.

⁹Brunner, Loc. cit., p. 127-30.

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11. In-service training for all having responsibilities in the program.
12. Continuous evaluation of the program.
13. A wide range of offerings tailor-made to meet the needs of the community.
14. Willingness to take the program to the people where they are.
15. Use of a variety of appropriate materials, such as pamphlets, fliers, recordings, etc.
16. Adequate counseling of registrants.
17. Flexibility in schedule as to time of day, length of class period, and of unit or course, thus adjusting so far as possible to the needs of the participants.
18. Continuous research.

Brunner and Associates also indicate the importance of "psychological accessibility" and physical accessibility as important factors in determining participation by adults of lower socio-economic status. The lower the socio-economic status of the area, the higher was the proportion of persons who wanted such activities located within their neighborhood. There was not nearly a question of physical accessibility. Even more the factor of "psychological accessibility" was determinative. Persons from lower status areas in unaccustomed surroundings had feelings of "not belonging" and being unwelcome.

This view is also supported by the research obtained from The Community Education Project, a four-year study sponsored by the San Bernardino Valley College in southern California and aided by the

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Fund for Adult Education.¹⁰ In the projects goal of providing community improvement through adult education it was proved that among people with relatively limited education widespread interest was developed in the program when: (1) The relevancy of the subject-matter to the needs and interest of participants was clearly apparent to them; (2) participants gained from these series of programs a sense of personal significance in community life which they apparently did not find in other adult education programs; (3) the informality of the group, meeting in homes or schools, and consisting of people who felt comfortable with each other, eliminated much of the unease that persons of limited education frequently appear to feel in the presence of people in the academic profession; the participants were relaxed and not afraid of exposing their ignorance of either the topic under discussion or of the "right way" to approach it.

¹⁰Eugene L. Johnson, The Community Education Project, A Four Year Report 1952-1956. San Bernardino Valley College, San Bernardino, California, 1957.

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CHAPTER II

GENERAL BACKGROUND OF THE TWO COMMUNITIES

A Brief History of Oak Park:

The major growth of the City of Oak Park, Michigan occurred during the decade 1950 to 1960. Its population, according to the U.S. Census Figure rose from 5,267 in 1950 to 36,632 in 1960. To-day, largely because of fine city planning, it is a city composed of attractive neighborhoods, modern city facilities, and excellent schools. The apparent newness of the modern homes and buildings presents the impression of a community that was perhaps created overnight. This is largely true in that during the middle 1950's Oak Park was considered to be the fastest growing city in the state. However, often overlooked is the comparatively long and interesting history that Oak Park shares with many other South Oakland County communities.

Government surveyors in 1817 were the first recorded white men to penetrate the wilderness now known as Oak Park. Their purpose was to establish a baseline as a starting point for the survey of the state and a meridian or long-range line which bisects the state near the center from north to south. Six mile square areas were established

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and called "townships" and were identified by numbers related to both the base and range lines. The first legal description of Oak Park was Town 1 North, Range 11 East.¹

The surveyors in their report indicated that their task was difficult and related that in their opinion "the lands were irreclaimable and must remain forever unfit for culture or white occupation, and that their obvious destiny must be to remain in the possession of wild beasts."²

Governor Lewis Cass was skeptical as to the worthlessness of these lands and resolved to disprove the claims of the surveyors. With several friends he left Detroit and after traveling about twelve miles both men and horses were utterly exhausted. A composite was established under a large white oak tree that had been marked with a large letter "H" by the surveyors. Mayor Marshall continues the story:

As the Governor lay on the ground and looked up into the dense foliage of the tree he thought of the great Royal Oak in Scotland (among whose branches Prince Charles the Pretender hid from his pursuers after the battle Culloden) and it seemed to him that it must have been just such a tree as this, so they christened it the "Royal Oak" and it was from that incident the name was given to both the tree and the township.³

¹Historical material was obtained from two sources: an address by Richard W. Marshall, former mayor of the City of Oak Park, on November 10, 1957; and a pamphlet written by Bernadine Shoutes entitled Oak Park History, copyrighted in 1955, publisher's name not given.

²Marshall, Richard W., Ibid.

³Ibid.

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The writer, a former resident of Royal Oak, Michigan, has had many occasions to pass the present location where an historical marker indicates the approximate place where the tree stood. Local history points out that the tree stump was destroyed during the early 1900's by a farmer who was not aware of the historical significance of the tree. A marker placed near Twelve Mile Road and Main Street in the City of Royal Oak giving the approximate position of where the tree was formerly located.

The earliest settlers were a Mr. White and Mr. Henry Stephens who arrived in 1822. In 1836 several thousand acres were deeded by the government to Douglas Houghton, Henry G. Hubbard and Thomas H. Hubbard jointly. Mr. Houghton is more widely known for his activities in the upper peninsula - where a College of Mining and a county bear his name. With his death, at an early age, the lands were acquired by the Hubbards. Most of the land remained in the Hubbard family until 1908. During all this period there was very little development and growth in population due to the marshy nature of the lands.

The first creation of a sub-division occurred in 1914 when a large portion of the land was sold to the Majestic Land Company. One of the sub-divisions was called "Oak Park" because of the abundance of oak trees in the area. State restrictions on the selling of bonds by townships prevented many civic improvements such as streets, sewers and community facilities from being developed.

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During the early 1920's there was a movement to incorporate the area into a village so that civic improvements could be made. By 1926 the movement was successful and the citizens voted to incorporate five square miles of an area in the southwest portion of Royal Oak Township. At an election held May 3, 1927, a charter was approved providing a city manager type of government.

In 1930, the U.S. Census showed the population of Oak Park to be 1,079. Many improvements had taken place in the new village . . . sewers, water, streets lighting, improved fire and police protection were achieved.

The advent of the depression period caused many disputes. An article in the August 8, 1931, edition of the Royal Oak Daily Tribune illustrates this point.

. . . Thus Oak Park, the battleground of political factions, will enter a new phase of political activity which has divided the village into numerous factions since its incorporation four years ago last spring. The backers of the movement have given the excessively high cost of village government as the reason for asking dissolution and return to the township form of government.

There were varied ideas on what the village should do. Some groups wanted Oak Park to be incorporated as a city . . . others wanted to return to the township. The depression period resulted in the destruction of the credit rating of the village when it became necessary to default on the general obligation bonds. Oak Park's factional disputes, ineffective and unbusinesslike management and bad publicity of many types had not served to gain the village

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much in the way of prestige among its neighboring communities. The 1940 United States Census showed 1,169 people living in the village - a gain of only ninety people in ten years.

The decade of 1940 to 1950 was not without controversy, but significant progress was also made. Bernadine Shouts discusses many of the personalities and political movements in her "Oak Park History" but for purposes of brevity only the highlights will be presented.

Two movements threatened the village's existence during this period. In 1941-42 Detroit was seeking a new airport site and the village commission invited them to locate their airport in Oak Park. Detroit officials, however, selected a site in the City of Warren, Michigan, and concentrated their interest there. In 1943 petitions were circulated proposing that a part of the village be annexed by Ferndale and another portion by the City of Berkley. Lack of support resulted in the failure of the movement.

In 1945 a movement got underway to incorporate Oak Park as a home-rule city. One of the arguments advanced in favor of city status was that the area would no longer be taxed for the township expenses which residents felt were of no benefit to them. In an election on June 11, 1945, the voters approved incorporation as a city and selected a charter commission. The proposed charter was approved on October 29, 1945, and provided for a mayor-council-city manager form of government. Because the village had defaulted on their bonds obligation in the 1930's, a provision was written into the charter prohibiting the full faith and credit of the city for general assessment bonds. This served as a barrier to community improvement.

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In 1946, Detroit again looked to the northwest area for an airport site when the negotiations for the Warren, Michigan site failed to materialize. The City of Detroit and the Oakland County Board of Supervisors again proposed Oak Park. The proposed site would have utilized nearly two-thirds of the present area of Oak Park and also would have divided the community into two unconnected parts. Strong opposition by the citizens and surrounding communities resulted in failure of the proposal.

An important forward step towards stability was taken in 1946. The defaulted bonds of the 1930's were refunded in full and the financial integrity of the city was restored.

The tenure of city managers was usually of short duration. The Royal Oak Daily Tribune on the occurrence of a recent dismissal of a city manager on June 9, 1947, noted:

Most resigned or were fired as the result of political bickering. One went unpaid for a four month period, then quit. C. H. Elliot, the second manager, was fired for "inefficiency" and went on to other jobs in larger cities, including Jackson.

During the first twenty-one years as a village and city, there were fifteen city managers - inclusive of acting or temporary managers. The low point had been reached in 1933 when one manager lasted only eleven days.

The spring election of 1949 was to result in determining a new and positive course of political action for the City of Oak Park. Older - conservative elements were defeated by the new more

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progressive residents of the community. One of the issues of the election was the possible selection of Oak Park as a site for a proposed "race track." A second issue which appeared to be the more important one, was the lack of a firm commitment towards progressive community improvements by the incumbent City Council members. The "race track" issue was on the same ballot and, strongly, it passed. However, race track officials lost interest in Oak Park and eventually located the track in Hazel Park, Michigan.

The new administration set out immediately to fulfill their campaign promises. Their primary goal was to create prestige and wholesome publicity for the city. The major instrument for this concept was the development of the "Master Plan." A nationally-known planning consultant was hired to draw up such a plan. Fortunately, the plan received national recognition and proved to be the needed stabilizing influence in the community. Since 1950 the City of Oak Park has enjoyed unusual political stability. The old political war appears to be in the past. The present city manager has enjoyed a tenure of eight years and is reported to be the highest paid city manager in Oakland County. The present mayor and city council members also have experienced long tenure. Incumbents have not been defeated in the last three city elections.

Briefly, here are a few of the highlights of the period 1950-1960.

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Established Master Plan and adopted a new Zoning Ordinance.

Acquisition of major and neighborhood park sites.

Establishment of an organized recreation program.

Engineering and Forestry Departments established.

New City Hall, Water Supply, Engineering, Forestry, and D.P.W. buildings constructed.

Took over operation of Water System on 30-day notice.

Water system has been enlarged and improved to keep pace with city needs.

New Charter adopted.

Major program of drainage construction.

Over 90 miles of paving accomplished.

Integrated police and fire departments established.

Skating Rink built.

Library, Community Center and Swimming Pool constructed.⁴

Oak Park is primarily a product of the white population movement to the suburbs that occurred shortly after World War II. The influx of Negroes, rural southern white and members of other minority groups to large cities during and immediately after the war resulted in an exodus of middle class whites to the suburbs. Most Oak Park residents are a product of this movement. With the rapid

⁴Marshall, op. cit.

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growth that occurred during the 1950's there also occurred a change in the religious background of the city's residents. A survey conducted in 1953 revealed the following group membership of students enrolled in the public schools of Oak Park School District.

<u>All Public Schools</u> (K-9) ⁵		
<u>Group</u>	<u>Totals</u>	<u>Percentage of Total</u>
Catholic	348	28.5
Jewish	416	34.1
Protestant	<u>457</u>	<u>37.4</u>
	1221	100.0

No recent studies are available of the religious group composition of the schools since registration forms omit any reference to religious affiliation. However, since 1953 it is apparent that Oak Park has become a predominantly Jewish community. Since 1958 the schools have closed on the Jewish High Holy days due to lack of attendance. In 1958 absenteeism on the two major Jewish holidays--Rosh Hashanah and Yom Kippur--ranged in eight to nine schools from 60 percent to over 80 percent. Only one school, the smallest in the district, were there less than 20 percent absenteeism. With this fairly reliable index we may assume that the Jewish population in

⁵Clifford B. May, Progress Report of Oak Park City School's Curriculum Improvement Program, 1954-55, pp. 62-63 (Mimeographed).

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the Oak Park schools probably approaches 70 percent of the total population. Additional evidence that supports this view is the many business, agencies and institutions such as synagogues, community centers, delicatessen, and Koche meat markets which serve a Jewish community have been established.

A Brief History of Royal Oak Township:

As previously indicated, Royal Oak Township shares the same beginning as other south Oakland County communities. It was officially designated by name in the early 1800's. As cities and villages were incorporated the detachment of each unit reduced the original area to its present size. In January, 1955, the largest segment of Royal Oak Township, some seven square miles in area voted to become the incorporated city of Madison Heights. The township was thus reduced to slightly more than one-half square mile. At present only two areas compose the present Royal Oak Township. One of these areas has Eight Mile Road on its southern boundary and is surrounded by Detroit to the south, Ferndale to the northeast and Oak Park to the northwest. The area is populated exclusively by Negroes. With the incorporation of Madison Heights, the political control of the township is now held exclusively by the Negro community.

The remaining portion of the township is considerably smaller and is completely separated from the southern portion by the City of

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Oak Park. This area located along Greenfield Road and Ten Mile Road was largely undeveloped previous to 1960. Since 1960 and continuing to the present a series of luxury type apartment houses have been built and are occupied exclusively by whites. The apartment dwellers have practically no interest in the township political affairs. Because of proximity many of the needed services such as police and fire protection are furnished by the City of Oak Park.

People began settling in the present area known as Royal Oak Township during the period of the first world war. Overcrowdedness in Detroit and patterns of segregation in housing were some of the forces responsible for the early beginning. Low income, descrimination practices in employment, lack of experience, and inability of the Negro to secure mortgages on the open market were other factors which made it difficult for many of the early residents to complete their homes and to build a community in line with neighboring communities of the county.⁶ Most of the building of the early community took place in the eastern portion of the township and were serviced by the Ferndale School System.

The major growth pattern of the township took place during World War II. In 1944, when there were more defense jobs in Detroit than workers, the Federal Government hastily built a "temporary" housing project. More than 1,400 units were built to accommodate

⁶A Look at the General Welfare of Royal Oak Township (Juvenile Court of Oakland County, 1960).

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the Negro war workers who were lured from the south by the prospect of good paying jobs in the war plants. All of the "temporary" housing units were built in the eastern half of the township and were within the Carver District School boundaries. The influx of the war workers caused the population of the township to increase by more than 500 percent. The 1950 U.S. Census reported 10,508 people as compared to 2,000 in 1940.⁷

During the latter days of World War II and immediately after, the jobs in defense plants were drastically reduced. Most of the residents were left without sources of livelihood when their defense jobs disappeared. Their education and training were often substandard for the Detroit area with the result many were added to the welfare and aid-to-dependent children rolls of the county. The facts of high unemployment and economic unrest set the stage for community decline. By 1959, the Standard Metropolitan Area Survey of the Detroit News reported that the township compared with a municipality of Oakland County stood 57th in square mile area, 24th in population, lowest in economic rating and highest in density rating. Social surveys in recent years have rated the township as having the highest rate of crime, delinquency, family disruption, illegitimacy, poor health and poor housing.⁸ The township developed a reputation as "The Only Slum Area in South Oakland County."

⁷Ibid.

⁸Ibid.

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With the incorporation of Madison Heights the political affairs of the township reverted to complete control of the Negro community. Many instances of dishonest and incompetent leaders have led to many public scandals. Time Magazine, in the September 5, 1960 issue, described the area as a ". . . black hell of vice and corruption."⁹ Many indictments have been filed against public officials with few convictions.

During 1960, the population of the township was highly mobile, particularly in the Carver School area. Urban renewal plans that had been developed in 1956 were beginning to take effect. Royal Oak Township, one of the few, if not the only municipality in the United States in which the entire community area is planned for renewal. Eight hundred and seventy-four "temporary" housing units were demolished early in 1961 and reduced the population of the Carver area considerably. The remaining structures, several blocks of barracks-type cooperative housing, remain. These are also slated for removal, to be replaced by public housing. The residents of the cooperative housing constitute the main population of Carver area. These structures are in the last stages of delapidation. Political bickering by township officials has prevented the completion of the Urban Renewal Projects. The remaining residents are powerless to change the situation.

⁹Time Magazine, September 5, 1960.

The completion of the Urban Planning Project will obviously improve the physical facilities of the community. New public housing for the residents is desperately needed. However, many of the social problems will remain in the community. New construction will not solve the problems of unemployment, lack of education and the accompanying problems of social disorganization.

Population Characteristics: Economic,
Social and Educational Factors:

The 1960 Census Report for the Detroit Metropolitan area statistically points out the wide dissimilarities in the economic and educational levels of the residents of the two communities.¹⁰ Only generalizations can be drawn from the report, because the statistical information for the two communities encompasses more than the two areas concerned in the study. The data includes the total area of the City of Oak Park while the Oak Park School District comprises approximately two-thirds of the area. The Carver School District represents only one-half of the area of Royal Oak Township and the report also includes the small area located at Ten Mile Road and Greenfield.

Even though the population data is not exclusively confined to the population of the two school districts area it does present partial validity. For it is apparent to the writer that areas of Oak Park not included in the boundaries of the Oak Park School

¹⁰Howard G. Brunzman and Wayne T. Dougherty, Census Traits for Detroit, Michigan, Standard Metropolitan Statistical Area (U.S. Department of Commerce, 1960).



District are not dissimilar in basic community characteristics. The same opinion holds true for the Carver area even though it represents only the western half of the township. The eastern portion of the township also presents the same basic community characteristics held by the Carver community.

Some of the more reliant data has been abstracted from the report and is presented in tabular form for purposes of comparison.

TABLE I
RACIAL COMPOSITION OF OAK PARK AND ROYAL OAK TOWNSHIP

	Oak Park	Pctg. of Total	Royal Oak Township	Pctg. of Total
Total Population.....	36,632	. .	8,147	. .
White.....	36,465	99.54	137	1.68
Negro.....	98	0.27	8,007	98.28
Other Races.....	69	0.19	3	0.04
Total Foreign Stock.....	18,247	49.81	186	0.23
Foreign Born.....	5,085	13.88	58	0.07
Native, Foreign, or Mixed Parentage.....	13,162	35.93	128	0.16

TABLE II
EDUCATIONAL DATA

	Oak Park	Pctg. of Total	Royal Oak Township	Pctg. of Total
School Enrollment.....	10,760	29.37	2,713	33.30
Years of school com- pleted - Residents 25 years old and older.....	19,089	52.11	3,459	42.46
No school years com- pleted.....	410	2.15	78	2.26
Elementary				
1 to 4 years.....	245	1.28	478	13.82
5 to 7 years.....	922	4.83	787	22.76
8 years.....	1,527	8.00	543	15.69
High School				
1 to 3 years.....	3,525	18.47	794	22.95
4 years.....	6,840	35.83	601	17.37
College				
1 to 3 years.....	2,725	13.75	143	4.13
4 years or more.....	2,895	15.17	35	1.01
Median School Years Completed.....	. .	12.40	. .	8.70

TABLE III

RESIDENTIAL STABILITY

Residence in 1955	Oak Park	Pctg. of Total	Royal Oak Township	Pctg. of Total
Persons 5 years old and over, 1960.....	31,280	. .	6,999	. .
Same house as in 1960.....	16,868	53.34	4,148	59.27
Different house in U.S.	14,077	45.00	2,721	38.88
Central city of this SMSA.....	10,069	71.52	517	19.00
Other part of this SMSA....	2,314	16.44	1,899	69.79
Outside this SMSA.....	1,694	12.03	305	11.21
North and West.....	1,446	10.27	52	1.91
South.....	248	1.76	253	9.29
Abroad.....	369	2.60	0	0.00

TABLE IV
FAMILY INCOME (1959)

Family Income	Oak Park	Pctg. of Total	Royal Oak Township	Pctg. of Total
All families.....	9,325	. .	1,683	. .
Under \$1,000.....	195	2.09	204	12.12
\$1,000 - \$2,999.....	342	3.67	515	30.60
\$3,000 - \$4,999.....	786	8.43	460	27.33
\$5,000 - \$6,999.....	1,665	17.86	277	16.46
\$7,000 - \$8,999.....	1,968	21.10	134	7.91
\$9,000 - \$14,999.....	3,085	33.08	74	4.33
\$15,000 and over.....	1,284	13.13	19	1.13
Median family income.....	\$ 8,680	. .	\$ 3,549	. .

TABLE V
AGE LEVELS

	Oak Park	Pctg. of Total	Royal Oak Township	Pctg. of Total
Male residents.....	18,153	49.60	3,951	48.49
Median age.....	. .	26.80	. .	18.00
Female residents.....	18,443	50.40	4,196	51.51
Median age.....	. .	26.80	. .	19.50

TABLE VI
MARITAL STATUS

	Oak Park	Pctg. of Total	Royal Oak Township	Pctg. of Total
Total - 14 years and over...	22,789	. .	4,842	. .
Male.....	11,081	48.62	2,293	47.36
Female.....	11,708	51.38	2,549	52.36
Single.....	3,436	15.08	1,328	27.42
Married.....	18,118	79.50	3,053	63.05
Separated.....	127	.56	302	6.24
Widowed.....	909	3.99	312	6.44
Divorced.....	326	1.43	149	3.08

TABLE VII
LABOR FORCE CHARACTERISTICS

	Oak Park	Pctg. of Total	Royal Oak Township	Pctg. of Total
Male, 14 years old and over.....	11,081	. .	2,293	. .
Labor force.....	9,990	90.16	1,618	70.56
Civilian labor force....	9,979	. .	1,618	. .
Employed.....	9,728	. .	1,216	. .
Unemployed.....	251	2.52	402	24.84
Not in labor force.....	1,091	. .	675	. .
Female, 14 years old and over.....	11,708	. .	2,549	. .
Labor force.....	3,115	26.60	658	25.81
Employed.....	2,965	. .	486	. .
Not in labor force.....	8,593	. .	1,891	. .

Table VII - continued

	Oak Park	Pctg. of Total	Royal Oak Township	Pctg. of Total
Married women in labor force, husbands pre- sent.....	1,962	62.99	318	48.33
With own children under six.....	477	24.32	80	25.16
Males employed.....	9,728	. .	1,216	. .
Professional, technical and kindred workers.....	2,026	20.83	17	1.39
Managers, officers, and proprietors.....	2,049	21.06	43	3.53
Clerical and kindred workers.....	529	5.44	44	3.62
Sales workers.....	2,143	22.03	43	3.54
Craftsmen, foremen, and kindred workers.....	1,503	15.44	166	13.65
Operative and kindred workers.....	897	9.22	497	40.05
Private household workers.	23	.24	4	.33
Service workers.....	233	2.40	127	10.45
Laborers.....	122	1.25	173	14.23
Females employed.....	2,965	. .	486	. .
Professional, technical and kindred workers.....	590	19.89	13	2.68
Managers, officers, and proprietors.....	163	5.49	14	2.88
Clerical and kindred work- ers.....	1,149	38.75	28	5.76
Sales workers.....	432	14.57	15	3.09
Craftsmen, foremen, and kindred workers.....	41	1.38	4	.83
Operatives and kindred workers.....	159	5.36	25	5.14
Private household workers.	170	5.73	207	42.59
Service workers.....	149	5.03	131	26.95
Laborers.....	0	0	11	2.26
Total employed.....	12,693	. .	1,702	. .

Table VII - continued

	Oak Park	Pctg. of Total	Royal Oak Township	Pctg. of Total
Private wage and salary workers.....	8,933	70.38	1,545	90.78
Government workers.....	947	7.46	110	6.46
Self-employed.....	2,650	20.96	39	2.29
Unpaid family workers...	163	1.29	8	.47

TABLE VIII

OCCUPANCY AND STRUCTURAL CHARACTERISTICS OF HOUSING UNITS

	Oak Park	Pctg. of Total	Royal Oak Township	Pctg. of Total
Characteristics of Housing Units				
All housing units.....	9,886	. .	2,447	. .
Owner occupied.....	8,337	84.33	678	27.71
White.....	8,323	99.83	4	.59
Non-white.....	14	.17	674	99.41
Renter occupied.....	1,341	13.56	1,195	48.84
White.....	1,338	99.77	53	4.44
Non-white.....	3	.23	1,142	93.05
Available vacant.....	150	1.52	53	2.21
For sale only.....	65	.66	0	.00
For rent.....	85	.86	53	2.17
Other vacant.....	58	.59	521	21.29

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Table VIII - continued

	Oak Park	Pctg. of Total	Royal Oak Township	Pctg. of Total
Condition and Plumbing				
Sound.....	9,814	99.27	486	19.86
With all plumbing facilities.....	9,814	99.27	461	18.84
Deteriorating.....	57	.58	908	37.11
Dilapidated.....	15	.15	1,053	43.03
Bathrooms				
One only.....	5,574	56.38	2,200	89.91
More than one.....	4,308	43.58	138	5.64
Shared or none.....	4	.04	109	4.45
Rooms in Dwelling				
One.....	1	.01	49	2.00
Two.....	5	.05	101	4.13
Three.....	102	1.03	214	8.74
Four.....	1,348	13.64	1,123	45.89
Five.....	3,888	39.33	577	23.58
Six.....	3,183	32.20	225	9.19
Seven.....	1,159	11.72	69	2.82
Eight or more.....	200	2.02	89	3.64
Median (rooms).....	. .	5.40	. .	4.30

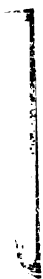


Table VIII - continued

	Oak Park	Pctg. of Total	Royal Oak Township	Pctg. of Total
Year Structure Built				
1950 to March, 1960.....	8,323	84.19	230	9.40
1940 to 1949.....	1,366	13.82	1,709	69.84
1939 or earlier.....	197	1.99	508	20.76
Persons per Dwelling				
Medians				
All occupied.....	. .	3.80	. .	3.90
Owner.....	. .	3.90	. .	3.40
Renter.....	. .	2.70	. .	4.10
Persons per Room				
0.50 or less.....	2,835	. .	528	. .
0.51 to 0.75.....	3,013	. .	307	. .
0.76 to 1.00.....	3,283	. .	358	. .
1.01 or more.....	547	. .	680	. .

The analysis of the Census Data reveals the following population characteristics

1. Both communities approach one hundred percent in their racial backgrounds. Oak Park is (99.5) white, while the Royal Oak Township is (98.3) Negro.

2. Less than one percent of Royal Oak Township's population is of foreign background while nearly 50 percent of Oak Park's residents are foreign born or of foreign parentage.

3. In the adult population -- twenty-five years of age and older -- the difference in educational levels are quite apparent. Where Oak Park adults, approximately 29 percent, have had one or more years of college training only 5 percent of the township residents have had this opportunity. On the average, Oak Park adults have had four more years of formal education than township adults. Eighty-three percent of Oak Park adults have received training beyond the eight grades as compared to only 22 percent of the township adults.

4. The study of length of residence indicates that more than half of both communities' residents have lived in their homes five years or longer. Most Oak Park citizens who moved during the years 1955-1960 came from Detroit (72 percent) of those who moved from out-of-state, most moved from northern and western regions of the nation (10 percent). Less than 2 percent came from the south. Immigration is represented by the 2.6 percent who came to Oak Park from abroad. A much smaller proportion of the Royal Oak Township

residents who moved from Detroit (19 percent). A majority of the residents moved from other suburbs of Detroit (70 percent). Residents from out-of-state were 9 percent from the south and only 2 percent moved from northern and western regions of the United States.

5. The wide disparity in educational levels of the two communities also holds true for family income. Slightly over 67 percent of the Oak Park families have incomes of \$7,000 per year or more, while only 13 percent of the township families are in this range. Families earning less than \$3,000 per year represent 43 percent of the township families while less than a percent of the Oak Park families are in this category. The median family income for Oak Park is \$8,680 per year and \$3,549 for the township families. (It is the writer's opinion that the median income for the township families is perhaps a little high as far as the Carver area families are concerned. A report of family income and employment, conducted by Dr. Joseph Hudson, in 1961 revealed that 60 percent of the families serviced by the Carver School were dependent on welfare and aid-to-dependent children allotments.

6. The median age of Oak Park residents is approximately eight years more than the median age of Royal Oak Township residents (27 for Oak Park; 19 for Royal Oak Township).

7. An analysis of the data on marital status of persons fourteen years old and older indicates that 80 percent of the Oak Park residents and that 63 percent of the Royal Oak Township residents are married. Only six percent of the Oak Park residents fourteen

fourteen years old and older are separated, widowed or divorced as compared to 16 percent of the Royal Oak Township residents.

8. Statistical labor force characteristics reveal that 90 percent of Oak Park's male residents fourteen years and older are in the labor force as compared with 71 percent for Royal Oak Township. Twenty-seven percent of Oak Park's female population is in the labor force. The comparable figures for Royal Oak Township is 26 percent. Unemployment rates for Oak Park males is three percent; for Royal Oak Township males it is 25 percent. Oak Park females have a five percent unemployment rate. Royal Oak Township females have a rate of 26 percent. The writer suspects that the employment figures quoted for Royal Oak Township adults is low, once again referring to Dr. Hudson's 1961 report where he indicated that more than 60 percent of the Carver families were enrolled in some kind of relief program.

9. Oak Park males are represented in the professions, business field, manager, or proprietors to a high degree (43 percent). Only five percent of the employed males of Royal Oak Township are in this category. Sixty-nine percent of the employed males of Oak Park can be described as white-collar workers as compared to 12 percent for Royal Oak Township. Twenty-five percent of the employed females of Oak Park are in professional and managerial fields as compared with six percent of the employed females in Royal Oak Township. Seventy-nine percent of Oak Park employed women are engaged in white-collar jobs. Fourteen percent of the employed women of Royal Oak Township hold white-collar jobs.

10. Most of the Oak Park residents are home owners (84 percent). Twenty-eight percent of the housing units in Royal Oak Township are owner-occupied. Two percent of the housing units in Oak Park are vacant. Twenty-four percent of the units in Royal Oak Township are vacant (most of these consisted of temporary housing with barracks-type construction. They were torn down early in 1961 as part of the Urban Renewal Program). Ninety-nine percent of the Oak Park housing was classified as sound, whereas 20 percent of the Royal Oak Township housing was determined to be sound. Most of Oak Park's housing was constructed within the past ten years (84 percent); only nine percent of Royal Oak Township's housing was built over the same ten-year period. Seventy percent of the Oak Park residents moved to their present homes during the period 1954 to March, 1960, forty-eight percent of Royal Oak Township residents moved to their present homes during the same period.

CHAPTER III

THE LEGAL ATTACHMENT

Historical Factors Which Influenced Attachment:

Previous to 1944 the present Oak Park District Schools and the Carver School District of Royal Oak Township were part of the old rural Clinton School District. Two schools served the communities' children. The Wineman School, procuring its name from its position in the Wineman Subdivision, was located where the present Duke Theater now stands on Eight Mile Road in Royal Oak Township. It was a red, portable, two-room building, serving about 85 Negro pupils. The Clinton School, located in the City of Oak Park near Nine Mile Road and Coolidge Highway, was a one-room school and served the remaining citizens of the Clinton School District and thirty white children.

Early in 1944 when housing for war workers for the Detroit area became acute, a temporary housing project for Negroes was chosen for the southeastern section of Royal Oak Township; 1,469 units were hastily built for migrate workers, and a thirty-two room school building was planned for the education of their children. During this period a controversy arose that was to result in the detachment of the area to be designated the George Washington Carver

School District from the Clinton School District, later to be designated the Oak Park School District.

The Michigan School Code quoted at that time that "any school district with more than twelve teachers must employ a superintendent." The question of which of the two schools would employ the superintendent started a movement that was to result in the creation of the Carver School District. Other significant factors that also contributed to this movement were as follows:

1. The Clinton schools could not handle the influx of children and there were no taxes from the Federal Housing Project to help pay for new schools.

2. In creating a new school district (Carver), entirely within the Federal Housing Project, federal funds would be available for building and operation of the school plant.

3. Carver residents believed that the Vickers Corporation war plant, owned by the federal government would become a private factory and the end of the war, with taxes going to support the district school.

4. The creation of the Carver School District would divide the old Clinton District into a fixed racial pattern. The Carver District becoming all Negro and the Clinton District all white.

With these issues in mind; and with the consent of a majority of the voters, the County Board of Education, and the State Department of Public Instruction, the district was divided in two and boundaries were established. The new school district boundaries were

gerrymandered so as to include a narrow strip of land along the northern side of Eight Mile Road. This strip of land included a commercial and industrial development which seemed to assure an adequate local tax base for the operation of the Carver School District. The prize acquisition was the Vickers Plant which held large federal defense contracts.

Both school districts continued to offer only K-8 to their students. High school students were sent to neighboring school districts on a tuition basis. This pattern continued for the Carver children until they were attached to the Oak Park District schools. The Oak Park High School was built in 1955 and there ended the problem of where to send the graduates of the Clinton or later the Oak Park District schools for their high school education.¹

Though never publicly stated at the time of attachment, on November 10, 1960, by the Oakland County Board of Education, they were in fact only reestablishing a school district that existed prior to the spring of 1945. This point deserves serious consideration when a later portion of this chapter describes the conflict between the Oak Park Board of Education and the Ferndale Board of Education as to which one should assume the responsibility for the education of the Carver District's children.

¹Historical data was compiled from a discussion by Dr. William J. Emerson, Oakland County Superintendent of Schools with the Oak Park Board of Education on September 1, 1960, concerning the Carver School District problems.

The creation of the Carver School District seemed to offer a feeling of favorableness for the residents of the community. Shortly after the detachment the Carver School Board purchased the newly erected school building from the federal government at a nominal cost of \$35,000 or a ten percent estimated actual valuation. With an adequate school plant clear of debt, political autonomy, a sound financial structure, it appeared that the Carver District could look forward to a bright future. However, this feeling of well-being was doomed to a short duration -- lasting only to the latter years of World War II and the years immediately after. The jobs in defense plants, requiring unskilled labor, disappeared with the close of the war. Heads of households were removed from the ranks of the employed and added to the welfare rolls of the county. The Vickers Corporation which represented the largest local tax source lost its federal contract and returned its plant to the federal government. The federal government in turn presented the Vickers plant to the State of Michigan for use as a National Guard Armory thereby removing the building from the local tax rolls. With the loss of important tax funds, economic recession in the community, there was an accompanying disenchantment with the local leadership. Political patronage and opportunities for personal gain became prevalent. Even though many officials were honest and sincere in their motivation, they were censured by those who failed to derive personal advantage from their political support. Lack of experience in local autonomy created a situation where in many cases

officeholders were incompetent. The decline in financial resources was also accompanied by a decline in school enrollment. From a high mark of approximately 2,100, the enrollment had declined to less than 1,300 students in September, 1960. The leadership needed to make the necessary adjustments in staff and budgets should have been of the highest caliber. Unfortunately, these resources were not available or not in a position of power to insure an orderly and fair process of resolving the many problems that the Carver District was facing.

The official minutes of meetings of the Carver Board of Education dated from November 15, 1954 to November 7, 1960, present many clues to the nature and kind of problems which eventually prompted the dissolution of the district and subsequent attachment to the Oak Park School District. The minutes reflect numerous examples of accusations of misconduct on the part of the officials and employees of the school district. Charges and countercharges were presented not only by members of the board but by citizens in the audience. It was necessary, at times, to enlist the support of the township police to insure order at some of the board meetings.

The official minutes also indicate that the Board of Education lacked sound legal policies for governing their actions. This resulted in numerous court and Tenure Commission cases when it became necessary to reduce staff because of declining enrollments. The minutes also indicate many references to financial problems

usually in the nature of defaulted or disputed financial obligations resulting, of course, in an impaired credit standing. Administrative staff changes were frequent with individuals losing their positions at one Board of Education meeting and regaining them at a latter meeting. One administrator was accused of accepting bribes from teacher applicants. This resulted in lengthy Tenure Commission hearings and eventual appeal to the State Supreme Court. Lack of evidence on the bribery charge led to eventual restoration of his position and payment of accumulated salary during his suspension from that position.

The summer of 1959 seemed to bring into full focus the pressing and mounting problems that the Carver District had been struggling for the past fifteen years. A selective sample of quotations from Carver Board of Education Minutes during this period offer a prime example of the fundamental nature of the problems the district was facing.

An item in the minutes of July 6, 1959, offer the first clue that was to later result in the "Carver Crisis."

. . . A letter from Superintendent Brownell, Superintendent of Detroit schools, was read with reference to not accepting any new tuition students beginning with the second semester of the school year 1959-60. Motion by Bates, supported by Harrison that the letter be accepted and placed on file. Yeas, all. An amendment to the motion was offered by Miles, supported by Bates that the Board and Superintendent get together within the week and start proceedings to see what can be done about the situation. Yeas, all

The minutes of July 13, 1959, relate to Board and staff problems.

. . . Motion by Bates, supported by Miles that the Superintendent be discharged, amended by Miles. Moore, yes; Bates, yes; Jackson, no; Miles, yes. Motion carried Motion by Bates, supported by Miles that we get a new attorney. Moore, yes; Bates, yes; Jackson, no; Harrison, no; Miles, yes. Motion carried.

The following entries of the minutes of July 16, 1959 continue with the same theme.

Item 2 motioned by Miles, supported by Harrison that we retain the former Superintendent O.A. Johnson until such time as formed charges are filed against him, if necessary. Moore, no; Bates, not voting; Jackson, yes; Harrison, yes; Miles, yes. Motion carried.

The minutes of the August 18, 1959, meeting again refer to familiar problems.

. . . The purpose of this special meeting is as follows:

. . . 3. Hire an attorney

. . . 4. Set date when Board will meet with Oak Park Board

. . . 5. Placing Carver graduates which cannot go to Northern High School

. . . Motioned by Miles, supported by Jackson that we adopt the resolution to rehire the attorney. Yeas, Miles, Jackson and Harrison. Nays, Bates, Moore, not voting. Motion carried.

. . . Motioned by Harrison, supported by Jackson that we get an appointment with the Wayne County Board of Education as soon as possible. Yeas, all

The following entries are from the minutes of the meeting of August 24, 1959.

. . . The secretary read the notice of the special meeting setting forth the purpose:

. . . 2. Review and take action on the auditors report for July 1, 1958 to June 30, 1959, together with other credits previously made

. . . 3. Take action on the status of the superintendent.

The auditors' report raised questions that revealed the following information: The superintendent has made personal loans of school funds to a teacher, a school custodian and a board member. The superintendent had borrowed \$4,000 from various sources to meet a payroll. This action did not have the approval of the Municipal Finance Commission. The superintendent remarked that the Board had previously approved this action, but the Board attorney indicated that his advice was not sought. Irregularities in the school milk fund were also discussed at length. Question concerning payment of salaries to members of the professional staff were also raised.

The meeting was continued the following evening and the auditor invited to attend. The minutes of August 25, 1959, contain a series of questions directed to the auditor whose firm had audited the school's financial records since the school year 1951-52. The questions and answers reveal the consistency of financial discrepancies.

. . . Question: As the auditor are you to help recommend changes if things are not being kept right?

. . . Auditor: Yes, we describe what we find and we do not feel it is our duty to make dispositions of these discrepancies. We tell the Board and the public and it is left up to the Board and the public to do what they want to do with it.

. . . Question: In 1957-1958 there were discrepancies again in 1958-1959. Have you advised the Board of recommendations to change some of these practices?

. . . Auditor: Yes, 1951-1952 was the first year we audited the district's books.

. . . Question: Have these practices existed before 1957?

. . . Auditor: Yes (the auditor read a letter he is preparing to send each Board member going back to the first audit they made.) All through these years these matters have repeatedly been brought to the attention of the Board to correct them, but these conditions continue to exist. We do not feel we can continue to give unqualified reports as long as these conditions exist. We wrote to Mr. Emerson (Oakland County Superintendent of Schools) and told him of these conditions and that we were reluctant to continue auditing the books of this district. He said someone had to do it, and so we continued to do so. Naturally our reputation is at state.

When the questioning of the auditor was completed additional questions were asked of the superintendent. The Board then voted to retire to the superintendent's office to determine the course of action to be taken against the superintendent. After meeting for approximately one hour they returned and announced an unanimous vote for dismissal of the superintendent and his reassignment as a classroom teacher. It should be noted that the above superintendent's tenure lasted from the year 1954 to 1959. A previous superintendent served during the 1951-1954 period.

During a special meeting of the Board on August 28, 1959, the principal of the Carver School was appointed to serve as Chief Administrator until the opening day of school, September 9, 1959. "On the following day the Board met again, and desiring to bring stability to the strife-torn district, drafted a resolution for transmittal to the State Superintendent of Public Instruction. The resolution informed the State Superintendent of the recent dismissal of their local superintendent and requested the aid of his office in meeting their pressing problems. They requested that a "temporary administrator" be assigned by the State Superintendent's office to

investigate and recommend proper financial procedures consistent with the recommended procedures and practices of the State Department of the State of Michigan. Two representatives of the Department of Public Instruction visited the Board meeting on September 16, 1959, and indicated that they would assist with the administration of the school district. A full-time "temporary administrator" was later assigned by the State Superintendent with the Carver School Board's approval on October 3, 1959. An additional representative was also assigned to concentrate on the financial problems of the district. Thus, the district was administered by representatives of the Department of Public Instruction until March 8, 1960. At this time a "temporary" superintendent was appointed by the Board and later given a permanent appointment and a three-year contract on June 27, 1960.

The Carver Board of Education, their actions, and policies were to be under heavy surveillance by both the Oakland County School Board of Education and the Department of Public Instruction for the few remaining months of their tenure.

Events That Resulted in the
Legal Attachment:

Despite the aid and resources made available by the Department of Public Instruction and the introduction of a new superintendent; the Carver District approached the 1960-61 school year with many unresolved and pressing problems. The communities' trust and confidence in their Board of Education and professional staff

had been shattered. The financial picture continued to be negative. The tuition and transportation debt owed to the Detroit School System had mounted to more than \$100,000. Several tenure cases were still pending, involving staff claims for compensation and positions.

However, the most important problem, the one that was later to result in the demise of the Carver District, was the failure to make arrangements with neighboring school districts to accept their ninth grade students on a tuition basis. From the time of the receipt of the Detroit superintendent's letter in the summer of 1959, informing the Carver Board that Carver secondary students would not be accepted after the first semester of 1959-60, the Carver Board, despite reported efforts, were not successful in obtaining aid.

The first official consideration of the "Carver Problem" by the Oak Park District Schools was reported in the minutes of a special meeting on January 14, 1960, with representatives of the Carver Board of Education and administrative staff. The minutes noted that the educational future of 375 students now attending high schools in Detroit and Highland Park and the future graduates of the Carver Elementary School were discussed. It was agreed that Mr. Burroughs, of the Michigan Department of Public Instruction, would be asked to provide information relative to the financial status of the Carver District. The next official record relating to the Carver problem is found in the minutes of the Oak Park Board of Education special meeting on March 24, 1960. The following items appear:

Dr. Pepper presented for consideration a rough draft of a letter to be sent to the Carver School Board. Discussion followed.

Motion by Mr. Passerman, supported by Mr. Warren, that Board Policy M-33 (adopted August 25, 1953) regarding non-acceptance of tuition students, be reaffirmed. Ayes, all, motion carried.

Motion by Mr. Passerman, supported by Mr. Lacoff, that the letter as presented be sent to the Carver Board of Education. A copy of the letter is attached hereto and is included as part of the motion. Ayes, all. Motion carried.

The letter was addressed to the Acting Superintendent of Schools, Mr. Harry Nesman. Its contents indicated the many problems the Oak Park District was facing in regards to increasing enrollments, school plant and financial limitations. The concluding paragraph presents the first formal refusal of accepting the Carver students by the Oak Park Board of Education.

In view of these existing and impending conditions, we find it necessary to inform you that at the special meeting of the Oak Park Board of Education on March 24, 1960, that body voted to reaffirm its present non-tuition policy which has been a part of the written policies of the Board since 1953. As in the past, we do not feel we are in a position to accept students from other districts.

It is the consensus of the Board of Education that an impartial, long-range and comprehensive study is needed if the problems now facing the Carver District are to be resolved on a sound and permanent basis. You may be assured of our continued interest in any developments which may occur to accomplish this goal.

The Carver School Board acknowledged Dr. Pepper's letter in the minutes of their meeting on April 6, 1960. There are no references to the problem until June 1, 1960, when the minutes related the following pertinent information:

. . . Recommended that we do not have a graduation inasmuch as the ninth grade will remain here. The superintendent met with Mr. Robinson, Superintendent of the Ferndale School District, with reference to our children going to high school in Ferndale. He has a complete file on Carver School, including newspaper clippings. He said the Board did not say they would not accept our children. He said he is willing to make some long-range plans along these lines.

Met with citizens from Oak Park, Ferndale and Detroit this afternoon and they are very much concerned about the high school situation. I feel the conditions are getting brighter. More people are expressing their views. The citizens of different places are not accepting the reasons being given for not accepting our high school children. If the Board desires, the superintendent will communicate with Hamtramck School District as to the High School Situation.

During the later summer months the plight of the twenty-four ninth grade Carver students began to receive widespread publicity. National attention was given when an article appeared in Time Magazine on September 5, 1960. The nature of the publicity can be best described by quoting the final paragraphs of the article.

After Detroit rejected tuition students, the Carver District School Board appealed to the adjacent white suburbs. Ferndale, which already has a 10% Negro high school enrollment, had no qualms about turning down Carver graduates. Oak Park a predominantly liberal Jewish community, suffered some embarrassment. In the end, Oak Park followed Ferndale. Only a nearby Roman Catholic parochial school, Our Lady of Victory, still accepts Royal Oak Township's children. But it is not a high school.

Last week all sorts of experts were mulling over "long-range" solutions for Royal Oak Township's problems. Some of them thought the place should be wiped out as a political entity. But no one had yet found a high school for Carver's 24 ninth graders. The only solution, it seemed, was to PLUNK them back to Carver and call one of its battered rooms a high school.

Articles also appeared in the New York Times and other metropolitan newspapers across the nation. Locally, the most complete

coverage was provided by the Royal Oak Tribune which serves several communities in South Oakland County. Both political parties recognized the political issues involved. The August 19, 1960 edition of the Tribune contained an article with the title of "Dems Push Oak Park School Case." The article relates that the chairman of the Oak Park Young Democrats urged the Oak Park Board of Education to "assume moral responsibility for these students." The Republicans reacted when Oakland County Republican's Chairman, Arthur G. Elliot, Jr., commented in an article in the August 30, 1960, issue of the Tribune. He proposed to divide the students among the three districts, Detroit, Ferndale and Oak Park.

Generally the articles tried to appeal to attitudes of moral decency and civic responsibility. An editorial in the September 1, 1960 edition of the Tribune offered an example of the nature of the article that appeared. The following is a brief quotation from a two-column editorial.

If no adequate school is provided for the children, a principle has been betrayed, just as surely as the constitutional principle of equal rights has been betrayed in some areas of the South. The plight of these youngsters is immediate; a place must be provided for them in the classes of neighboring communities. Not as a matter of legal compunction, for there is none, but because it is a moral compunction . . .

Several meetings were held during the spring and summer months with county and state officials in attempts to develop long-range planning for solving the perplexing problems of the Carver District. However, time was running out. The new school year was rapidly

approaching and no acceptable solution has been presented for obtaining admission of the twenty-four ninth grade students into neighboring school districts. In fact, there was blunt refusal by all neighboring school districts towards accepting tuition students.

Governor Williams called a meeting in his Detroit office on September 1, 1960, with representatives of the Carver, Detroit, Ferndale and Oak Park School Districts to attempt to secure a solution to the "Carver Problem." During the course of this meeting he presented his plan for the solution of the Carver Problem. The September 2, 1960, edition of the Royal Oak Tribune reported on his remarks:

Governor Williams recommended Thursday afternoon that the Carver School Board dissolve itself and let the district become part of another school district.

. . . Williams said dissolution would be possible only if the present Board members resign and no one is found to replace them. The County then would be forced to attach the district in whole or in part to one or more school districts.

. . . Williams said dissolution would be a "cataclysmic move" in a short time and suggested that representatives from Oak Park, Ferndale, and Carver discuss the possibility of Carver students going to one of the districts on a tuition basis until a dissolution can be started. "If this can't be worked out," he said, "the Carver School Board should hold a mass meeting of school electors and put it to them frankly." "I'm so concerned about this that I would even conduct the meeting if necessary to get this matter straightened out."

The Oak Park School Board, in a special meeting on September 6, 1960, were apprised of the recent proposals of Governor Williams. A new attempt by some members of the Board tried to assume the initiative in the resolution of the Carver student problem. The official minutes relate the following items.

Motion by Dr. Weiss that the Oak Park School District accept the twenty-four ninth-grade students from Carver School District who are presently without high school facilities on a sound tuition reimbursement plan. Supported by Mr. Brickner with the following conditions: (1) A task force committee of official administrative and board representatives from Oak Park, Ferndale, Carver, Oakland County and State Department of Public Instruction be formed to meet on a bi-weekly basis to develop and implement a long-range plan for Carver students. (2) A task force of school administrators from Oak Park, Ferndale, Oakland County and the State Department of Public Instruction be formed to work and resolve in cooperation with the Carver Board and administration on those fiscal, administrative, and curriculum problems relative to Carver District's K-8 elementary progress. Discussion followed. Ayes: Members Brickner and Weiss. Nays, Members Lacroff, McDaid, Parkllan, Sandler, and Warren. Motion lost.

Motion by Mrs. Sandler, supported by Mr. Brickner that following resolution be adopted: Recognizing the gravity of the Carver School District, the Oak Park Board of Education is willing to meet immediately with the Carver Board of Education to attempt to find a solution to present and future problems, or in the event of dissolution, to share with other school districts the responsibility for any students assigned to these districts. For the welfare of all of our children, we would hope that ample time be allowed in the event of dissolution of the school district for a solution of the financial and personnel problems involved in a systematic and orderly transition in receiving students from the Carver School District. Discussion followed. Ayes, all, motion carried.

The administration was directed to send a copy of this resolution to the Superintendent of the Carver School District. The administration was also directed to send telegrams to Governor Williams, Dr. Bartlett, and Dr. Emerson, notifying them of the adoption of this resolution.

This last minutes, but well intended, movement by the Oak Park Board of Education never had the opportunity of becoming reality. For on the next evening Governor Williams "true to his word," called a special meeting with the Carver District electors to "get the matter straightened out." A newspaper reporter, Robert F. McClellan, writing in the September 8, 1960 edition of the Royal Oak Daily Tribune, vividly describes this rather unusual meeting.

Governor Williams stopped in at the Carver School in Royal Oak Township Wednesday night to help residents resolve a local school problem. By the time he departed, a few minutes before 1 00 A.M. today, he appeared to have left his name and image firmly fixed in the memories of those on hand.

For those who had never met him, Williams seemed to be the composite of all the things encanateny from his friendlier political element that his audience has heard or read about. And for acquaintances and old friends, he was the same Williams who had guided the state with Republican legislative majorities since 1948.

Williams entered the auditorium of the Carver School at 9:55 p.m., just 55 minutes after the meeting was scheduled to start. It was held up for his appearance. He drew a rousing ovation from the gathering of between 450-500 persons.

Williams moderated the meeting of Carver, State and County school officials. And when he called an intermission saying "shall we go outside? Have a speech? Hold a square dance?" There were several friendly calls of "speech!" and "square dance."

Not once did Williams touch upon politics, but the smiles and hearty handshakes of greeters and well-wishers left no doubt that when the States top democrat left he left many new and old friends behind.

The proposal of Governor Williams to dissolve the district was met with overwhelming acceptance by the audience. Two persons who were not willing to support the proposal were members of the Carver Board of Education. The three remaining members expressed their willingness to resign and indicated they would resign their positions on the next day. The two non-supporters of the professed

found their positions to be a very unpopular one. In fact, it was necessary to provide police protection to insure their safety upon leaving the building. However, their position has obviously changed by the next day, when the announcement on September 8, 1960, said all members had resigned their school board positions. Dr. Willison Emerson, Oakland County School Superintendent was quoted in the September 8, 1960 edition of the Tribune as follows:

The wholesale resignation of the Board means that if another Board is not elected as a vote to be called by the County Board within 20 days after the resignations are effective, the County will attach the all-Negro district either to Oak Park, Ferndale or parts of it to both.

The letters of resignation of the five Board members were duly filed in the office of the County Board of Education. The next step consisted of providing the residents an opportunity to replace their elected representatives. October 26, 1960, was the date scheduled by the Oakland County Board of Education for the special election. If no candidates appeared the process of dissolution would become legal. With dissolution and attachment a very real prospect, considerable concern was evidenced by Ferndale and Oak Park. The minutes of the Oak Park Board of Education on September 18, 1960, relate some of their concerns.

Discussion of Developments Relative to Carver School Situation

Dr. Parkllan suggested that, since the Carver School Board has officially resigned, the Oak Park Board of Education contact the County Board of Education to plan a meeting to discuss some of the questions that have been suggested and to promote a fair and equitable transition of pupils from Carver to whatever school district is assigned to annex the Carver School District.

. . . Dr. Pepper listed some of the questions facing the administration if all or part of the Carver District is attached to the Oak Park School District:

1. Disposition of debt owed to Detroit and to City Bank by Carver.
2. Status of Detroit tuition students (350).
3. Status of Oak Park bonded indebtedness (it might be possible to levy taxes for this indebtedness against the attached district).
4. How will Carver District be split if the District is divided (use of Carver school building).
5. Tenure status of teachers from attached district.
6. Tenure status of administrators.
7. Are custodial and maintenance personnel on contract?
8. Any other debts outstanding?
9. Any contractual obligations of two years or better?
10. Transportation of pupils.
11. Board membership eligibility.
12. Census-taking problem.
13. Vocational education - total curriculum problem- testing program to be required.
14. Legal procedure in this transaction.
15. Assignment of present teachers.
16. Recruitment of new teachers.
17. Teacher salaries (Carver teacher salary schedule is lower than that of Oak Park or Ferndale).
18. State aid.

Dr. Parkllan introduced Mr. Leon Lucas, Chairman of the Citizens Advisory Committee, who read the recommendations of the Executive Board of the C.A.C. regarding the problems presented by a possible dissolution of the Carver School District, a copy of which is attached hereto and made a part of these minutes

C O P Y

September 14, 1960

To: The Board of Education of the Oak Park District Schools

From: The Executive Board of the Citizens Advisory Committee

Subject: Recommendations regarding a course of action by the Oak Park School Board in response to the problems posed by the dissolution of the Carver School District

Because of the widespread concern generated by the present school situation in Royal Oak Township, the C.A.C. felt the need to review the problem as it related to the Oak Park Schools. It was the feeling of all who attended that the type of publicity which has come forth thus far has failed to do justice to the legal and financial impact which will follow in the wake of its neighboring school districts.

Inasmuch as no one can foretell the manner in which the new school boundaries will be drawn, it is impossible to accurately assess the financial and legal problems. However, it was the feeling of this committee that just as soon as such facts become available they should be made public.

The following recommendations were passed by a majority of the committee for the school board's careful consideration:

1. In order to assure an accurate and complete presentation to the public of the Oak Park point of view, some formal unit should be appointed to handle public relations and information. Public relations should be directed toward achieving equitable solutions for Oak Park. An aggressive presentation of the facts should be made available to the widest news coverage as well as state and county officials.

2. There should be continuous emphasis on the fact that any solution must consider all sides of the problem. It must allow the opportunity for due deliberation to assure equitable funds, the gradual transition of any merger, and sharing of the responsibilities inherent in the problems of the Carver District on an equitable basis.

3. The C.A.C. will lend its support to any litigation which may be necessary to reach an equitable solution.

4. The C.A.C. would emphasize that the primary responsibility of the Oak Park School Board is to the children of Oak Park.

5. The C.A.C. would suggest that the Oak Park School Board make better use of the Advisory Committee by consulting it to interpret public opinion on school matters.

Respectfully submitted,

/s/ Selma Shargel, Recording Secretary
Leon Lucas, Chairman

At about the time the Board of Education meeting reported above occurred, the Royal Oak Daily Tribune reported that petitions opposing the attachment of Carver to Oak Park were being circulated. An article in the September 16, 1960 edition indicated that the petitions were circulating in the community and a Mrs. Norman Letzer was quoted as follows:

There are people who want Oak Park to take these kids. . . and we want the County Board of Education to know there are also people opposed to the move.

Two reasons were given in the petitions for the opposition:

1. Oak Park schools are overcrowded, with some on half day sessions.
2. The financial responsibility for educating students of the Carver School District will create additional tax burden on the home owners within the Oak Park District.

In the October 3, 1960 edition of the Tribune, it was reported that petitions signed by more than 3,000 Oak Park residents, asking that the Carver School District not be annexed to Oak Park "unless adequate provisions are made to solve the problems of the financial

and tax burden annexation would impose," were presented to Dr. William Emerson, County Superintendent of Schools.

In response to the request for a hearing, the Oakland County Board of Education scheduled a meeting with the Ferndale and Oak Park Boards of Education for October 13, 1960. This meeting was reported in the October 20, 1960 edition of the Oak Park News as follows:

At a meeting last Thursday with the Oakland County Board of Education, representative of the Oak Park School Board stated that the school district would be willing to accept part of the Carver School District - if additional financial aid from the county and state comes with it.

Ferndale, also present at the meeting, said, however, that it feels it has already fulfilled its obligation toward Royal Oak Township by caring for about half the community's students for the past 40 years. The Grant School east of Wyoming, is in the Ferndale school district.

. . . Oak Park stressed three points it would like considered:

- . . . The immediate and long-range impact of attachment on the financial structure of Oak Park.
- . . . The comparative immediate and long-range effect of attachment to Ferndale and Oak Park.
- . . . The state's responsibility to provide for financial and educational needs of Carver students

The special election called for by the Oakland County Board of Education on October 26, 1960 was perhaps, the most unusual and unique school election held in the State of Michigan. No petitions had been circulated by Carver citizens to present candidates for the ballot, no "write-in" candidates were available, and at the closing of the polls in the evening not one vote had been recorded.

The lack of activity inside the polling place was not indicative of lack of interest towards the outcome of the election of the Carver

electors. During the day and evening small groups of citizens were observed near the polling place, their purpose seemed to be one of insuring that no one voted. No voters appeared, of course, but the writer wonders what might have happened if a few residents had decided to use their democratic franchise and voted.

The writer is also aware of the great struggle taking place, at the time of this writing, to help the Negro to secure the rights he is entitled to by massive campaigns for voter registration to obtain the "power of the vote." Yet, less than four years ago the Carver citizens were encouraged not to vote. By not voting, it was hoped that their school problem could best be solved.

Soon after the Carver school election of October 26, the Oakland County Board of Education announced that it would render its decision on attachment on November 10, 1960 and issued an invitation for Oak Park and Ferndale to send representatives to a meeting with the county officials on November 3. An article in the October 4, 1960, edition of the Tribune reported the November 3 meeting as follows:

Oak Park and Ferndale school boards are continuing their fight against attachment of the Carver School District to their respective districts.

In pleading their cases before the Oakland County School Board, both restated arguments they are unable to carry the added financial burden of Carver.

Ferndale Board President Elton Mavon flatly stated the board does not want the district because it feels it has 'fulfilled obligations' to the residents of Royal Oak Township.

We're not here to discuss integration or Royal Oak Township, he said, We're here to discuss the effects of attachment of the Carver School District.

Ferndale says it has no obligation to Carver, but it has the same obligations any other school district has.

I think their presentation implies bias and my concern is that you (the county school board) try to make a decision strictly on the facts.

A number of legal questions were presented at the same meeting by Mr. Burton R. Shifman, the Oak Park School Board attorney. He attempted to obtain a clarification regarding legal problems which would accompany attachment. Mr. Fred J. Beckman, County Board President, related that the board could not withhold its decision until answer to the legal question were obtained. The Oak Park Board of Education having failed to obtain clarification from the County Board of Education submitted the questions to the State Attorney General. The questions were published in the November, 1960 issue of the Oak Park Board of Education News:

Question No. 1 Reference to Chapter 1, Section 3, School Code 1955, CL'48 - 340.3 - Does this section, which provides for the loss of organization by a school district apply to districts other than primary (one-room rural schools) school districts? (Oak Park is a third-class school district having a population in excess of 10,000).

Question No. 2 Reference to Chapter 1, Section 3 - What meaning is to be given to the words 'immediately attach'? If the section applies only to primary districts, may attachment take place only at the end of the fiscal year? (Primary districts are required to hold an annual meeting at the end of each fiscal year).

Question No. 3 Since Section 3 of the school code does not provide for standards to be used by the County Board in making attachment nor does it provide for appeal to the State Board of Education, does an omission render this section unconstitutional? (Annexation procedures provide for appeal.)

Question No. 4 Where attachment is made under the provisions of Section 3, what is to be done about the assumption of the debt of the territory that has lost its organization? Also, is the attached district liable for the bonded indebtedness and voted millage increases of the receiving school district? Do the provisions of the school code pertaining to annexation procedures apply in this instance?

Question No. 5 Section 461 of the school code requires approval of school tax electors if a territory to be detached from a district exceeds ten percent of the taxable valuation of the district. Would the approval of the electors be necessary if a territory is attached to another district causing the valuation behind each child in the latter district to be lowered in excess of ten percent?

Question No. 6 Section 2, Article II, of the Teacher Tenure Act, Act 4 of Public Acts (extra session) 1937, provides that "no teacher shall be required to serve more than one probationary period in any one school district or institution . . . Where a school district under tenure loses its organization and is attached to another tenure district, are all the teachers of the dissolved district automatically employees of the receiving district and are they required to serve a period of probation as new teachers?"

Question No. 7 It has been ruled recently by the state Attorney General that Act 267, Public Acts 1959, would apply in the attachment of the Carver District to another district. This means that the new district created as a result of annexation or consolidation would be entitled, for a period of two years immediately subsequent to annexation, to a sum not less than the total state aid received by all the districts during the preceding fiscal year. Would the amount borrowed against state aid be deducted from the amount to be paid to the receiving district, thus reducing the amount to be paid during the two succeeding years?

Question No. 8 If the provisions of the School Code pertaining to annexation under Section 431, et seq.; apply in the distribution of state aid, would not these same provisions apply in connection with other procedures to be valid in the attachment of an unorganized territory to another district.

The answers to these questions were not available from the Attorney General's office until several weeks after the legal attachment was announced by the Oakland County Board of Education.

On November 10, 1960, the Oakland County Board of Education made its decision. The decision was reported by the Royal Oak Daily Tribune in its November 11, 1960 issue.

The 15 year-old Carver School District was officially dissolved Thursday afternoon and attached to the Oak Park School District

The elapsed time from the date of the public meeting of Governor Williams with the citizens of the Carver District to the legal dissolution and attachment to Oak Park was a little more than two months. Though the prospect of attachment was quite apparent, the action found officials of both school districts unprepared to effect the consolidation ordered by the County and State officials. The answer to the basic legal questions were still not available, school records, and the final correct financial status of the dissolved district had not been provided to the officials of the Oak Park School District.

There was also the uncertainty of the basic position that was to be taken by the Oak Park School Board. There was some evidence that a lack of an attitude of total commitment on the part of the Oak Park community or its representative on the Board of Education existed. Legal action to contest the constitutionality of the attachment but would be considered by the board. The Royal Oak Daily Tribune reported November 16, 1960 that the Board of Education would make a test case of the constitutionality of the attachment but would defer action until enough information is available for a case.

There was a growing impatience by segments of the community towards the Board of Education. During a special meeting of the Oak

Park Board of Education on November 22, 1960 citizens expressed their concern.

Mrs. Al Schwartz read the following statement to the Board which was also released to the press:

The question in most Oak Parkers' minds these days is 'why has the Board of Education demonstrated such a lack of leadership'?

The Board's concern over the welfare of the students of the Carver School is understandable. The Board's lack of concern over the welfare of the taxpayers and children of Oak Park is a mystery.

Although the Board has stated that the only way we can find answers to the many problems facing this community is through litigation, they have refused to act. The sooner we take it to the courts to make this a test case, the closer we can come to solving the many questions before us.

The people of Oak Park have always supported the Board of Education, and now when the community is facing a crisis, we find that our leaders are letting us down.

Before the citizens can again have confidence in the Board of Education, they must demonstrate the necessary leadership and decide to take the needed legal action to protect our community.

If the Board continues with its present Do Nothing Policy, it will be necessary for the citizens to take matters in their own hands to protect their community.

Additional attitudes were expressed in an article in the Royal Oak Daily Tribune dated November 15, 1960. The article relates:

Irving S. Katcher, 21801 Marlow, Oak Park, quoted a 'contemplated newspaper ad' which accused the Board of 'betraying its constituents' and 'lulling them into a false sense of security.'.. 'Resign,' he read, 'and take your superintendent with you.'

Many positive forces, of course, existed within the community. Their influence and actions began to assert themselves during the period the Board was contemplating court action. Mr. Richard Miller's, an attorney, letters to the Oak Park Board of Education typified the attitudes of many Oak Park citizens.

14631 Pearson
Oak Park, Michigan
November 19, 1960

The Oak Park Board of Education
13900 Granzon Avenue
Oak Park 37, Michigan

To the Board:

Some weeks ago I conveyed my views on the Carver school controversy to you in a letter. The following week you kindly permitted me to address the Board at its meeting.

You may recall that I urged upon you the inevitability of the Carver District attachment, the futility of fighting the attachment by legal means, and the hope that you would adopt a positive policy with reference to this sensitive problem. In general, this policy included the welcoming of the Carver children should Carver be attached, and the expression of willingness to provide them the best education possible under the circumstances. In addition, I suggested that you survey possible sources of assistance and also appeal to all responsible citizens and legislators for aid in solving whatever financial problems arise.

While you have not expressly adopted all of my recommendations and have, unfortunately, fallen short of providing the responsible leadership that should be expected from educators in our Democratic society (even at the risk of temporarily falling out of grace in the community), you have nonetheless exercised splendid restraint in your refusal to be stampeded into ill-advised action. Furthermore, your affirmative expression of willingness to provide the Carver children education of a caliber equal to that provided to Oak Park children is to be highly commended. For your reasonableness in these matters I wish to express my sincere appreciation and lend my continued support.

Now that Carver District has been attached I wish to reaffirm my original position. I still assert that legal action will be futile, that there is nothing a lawyer can do to set aside the attachment. Because only the courts have the last word on this matter, however, there may exist some small doubt. Even so, I do not believe that legal action should be taken.

What is needed now is an end to the controversy so that you can get down to the serious business of solving our newly acquired educational problems. I therefore recommend that you announce that

so far as you are concerned the controversy is settled; that we have the Carver District; that there is nothing that can or should be done about it legally or otherwise; that it was inevitable and has now come to pass; that there is no further reason to hear from any side of the controversy; and that everyone involved retire to the sidelines and let you get on with your work of educating the children of the Oak Park School District.

Sincerely yours,

Richard S. Miller

In addition, the Human Relations Committee of the Oak Park Council of Community Organization played an important role. They, very early in the controversy, assumed an aggressive position and were very early involved in establishing contacts with the adults of the Carver community. Mr. Leland Smith (later elected to the Oak Park School Board), representing the Human Relations Committee expressed his views at the December 1, 1960 meeting of the Oak Park School Board as follows:

Speaking for myself . . . I think we have posed as a model community and I want to maintain this position.

Many people would see bigotry in such action. The most effective thing to do would be to proceed to immediate integration.

I, too, am concerned about the effect this might have on the communist threat.

A crucial vote was taken by the Oak Park Board of Education during its meeting of December 15, 1960. It was decided by a five to two vote that no immediate court action would be taken. Shortly after the meeting the Board expressed the rationale of its decision in their Board of Education News, a bulletin issued periodically to all citizens in the district.

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"BOARD ADOPTS RESOLUTION ON CARVER ATTACHMENT

Board Issues Public Statement. The attachment of the Carver District to the Oak Park District by the Oakland County Board occurred on November 10, 1960. Since that time, the Board of Education had conducted weekly citizen hearings relative to legal action challenging the constitutionality of the school law permitting attachment and other problems resulting from the consolidation of the two school districts. After careful study and consideration of citizen proposals and the opinion of legal counsel from several sources, the Oak Park Board of Education adopted a statement of position by a 5-2 vote at the last regular meeting of the Board on Thursday, December 15. The statement reads as follows:

"The Oak Park Board of Education recognizes and accepts its responsibility resulting from the recent George Washington Carver School attachment. All administrative resources of the Oak Park School District will be utilized to make the transition from two school districts to one an orderly process. The high standards of instruction we have developed will continue to prevail throughout the new enlarged district.

"The legal order bringing about the attachment did not resolve some attendant problems resulting from the attachment. Therefore, the Oak Park Board of Education makes certain conclusions in two major areas of concern, mainly the tenure status of Carver teachers and spreading of existing debt over the newly added property.

Tenure. "In the case of Carver teachers, with dissolution of the Carver District all contracts and agreements with professional staff became null and void, and tenure no longer existed. All professional staff members of the Carver School are considered substitutes and will continue in this classification for the remainder of the current school year. In the meantime, our administration will conduct an intensive evaluation of all teaching personnel to be completed on or about February 15, 1961. Those who are considered qualified will be offered probationary contracts for the school year 1961-62. Those who are not considered qualified will not be employed. Those who receive probationary contracts will, upon completion of satisfactory performance for one year, be given tenure status. Those who do not complete a year of satisfactory performance will not be retained. This procedure is in keeping with the rules of governing all teachers who enter Oak Park from a system which had tenure.

Tax Levy. "In regard to the spreading of the existing debt of the original Oak Park School District over the property of the Carver area, the following conclusions are made: (1) In the absence of prohibitive provisions in the Michigan School Code governing such action, a levy may be uniformly spread over the entire district, (2) that such a tax levy is justifiable because present secondary school facilities, provided for by tax monies levied upon the original Oak Park District, will be used for the education of all children in the new school district, (3) that a tax levy spread over all the property of the new district would result in a

greater assurance of the marketability of future bonds and in the likelihood of obtaining more reasonable interest costs for such bonds.

"Therefore, in view of these conditions and because of the district's inability to certify a debt levy over the entire district in time to be included on the current year's tax roll, the Board of Education will take the necessary steps during the 1961-62 tax year to spread a debt levy upon the entire district sufficient to meet all interest and principal payments due for that year upon the outstanding debt of the Oak Park School District.

Concluding Statement. "In conclusion, the Board of Education, through its legal counsel and administrative staff, will continue to search out, as necessity may dictate, all possible legal and governmental resources in an effort to resolve other outstanding problems connected with the Carver School attachment to the Oak Park School District."

Immediate Problems Resulting from
the Attachment:

From the date of the attachment on November 10, 1960 to the spring of 1961, was a period typified by uncertainty. The many unresolved problems that accompanied the attachment encouraged a climate of impatience. Many Oak Park citizens felt the Board was remiss in their duties by not pursuing litigation to test the constitutionality of the attachment. Others indicated their concerns that the integration process and upgrading of the Carver School Program was not proceeding as rapidly as it could have.

There were also negative feelings on the part of Carver residents. Not all were in favor of the attachment, despite their absence at the voting polls. Attitudes were often expressed during the Carver P.T.A. meetings. Criticisms of changes in the program or procedures of the school were frequently expressed. Changes in the status quo often brought out old fears of exploitation or discrimination. Still other Carver adults were critical of the inaction of the Oak Park Board of Education. It appeared that they expected their disadvantage school situation to change overnight. They not only expected services for their children, but many demanded services for themselves in the nature of health, welfare, and adult education.

Many private and public agencies had long been active in the area. There was considerable overlapping and duplication of efforts many times accompanied by jurisdictional disputes. In some instances the agencies indicated their displeasure when the school district failed to assume responsibility for services they provided.

The Carver area had long been a fertile field for research. Many institutions and agencies aware of the human problems in the area used it as a social laboratory. In most cases the problems had been thoroughly analyzed, but there existed a wide discrepancy between diagnosis and cure. The result was a creation of an attitude of indifference and immunity on the part of Carver residents.

Financial problems presented many limiting factors. The school budgets for both the Oak Park Schools and the Carver District had been determined before the attachment. The Carver budget not only had inadequate provisions for the actual needs of the school, but there was an anticipated deficit. Financial aid in the form of special legislation was not forthcoming until several months later. In fact, the district's financial plight was so limited that consideration was given for a concerted attempt to obtain foundation funds.

The Oak Park News on January 12, 1961, expressed these concerns:

Oak Park's school board may soon hire a part-time research consultant whose main duty would be to help the district obtain some foundation grants for the Carver students now under Oak Park's wing.

The researcher would be able to prepare the proper information and present it to the foundations in a manner most apt to get good results. Dr. James Pepper, Superintendent of Schools, explained, 'The position would not involve any tremendous outlay of funds and the gain we could get would far outweigh the expenditure.'

Dr. Pepper outlined the following tentative program that would probably come under the researcher's study: Health needs, including an adequate school lunch program and medical and dental clinics . . .

A sound vocational training program for secondary students . . .

A community-wide adult education program.

A year-round recreational program for children and adults . . . (In Oak Park, the city's Department of Recreation pays for and handles the recreation program and the school district has no financial part in it.)

Maybe we cannot accomplish all these things in a year or two, or even three, but I think we have a responsibility for a plan of some kind, Dr. Pepper commented. We don't want to drag our feet, nor go beyond what we should.

Board members agreed to delay any vote on the hiring of the researcher until Dr. Pepper has completed a more detailed report on the goal to be set for the Carver program.



CHAPTER IV

PLANNING FOR ADULT EDUCATION FOR CARVER AREA ADULTS

Preliminary Planning for the Carver Area:

A detailed report was soon forthcoming. On January 18, 1961 the administrative staff submitted to the Oak Park Board of Education "A Proposed Program for the Educational Improvement in the Carver School Area." The Board of Education did not formally adopt the program for several months later. However, the report was to serve as a basic guideline from the time of its formation. The report proposed a series of objectives and recommendations for their implementation. Of the nine proposals suggested, five were within the framework of the philosophy of a "Community-School Adult Education Program." They are as follows:

Provide for the health needs of the children of the Carver School Area.

Develop a community-wide adult education program according to the needs of the adult population in the area.

Plan and develop a year around recreation program for the children and adults of the Carver School Area.

Plan cooperatively with private, local, county and state agencies to assist in alleviating existing community conditions in the Carver Area.

Cooperate with community and other groups interested in developing better understanding in the field of human relationships.

Develop a continuous program of community-school communications.

It was further recommended that a "research consultant be retained from one of the state universities to assist with the determination of program needs and that the research consultant should be employed at the earliest possible date in order for the program to begin in the fall.

The acceptance of the proposals by the Oak Park Board of Education was a recognition that the planned upgrading of the education program for the Carver children would be of minimal value unless the Carver adults also had opportunities to develop individual and group pride and become cognizant of the value of education both for themselves and their children. With this basic philosophy in mind the Oak Park Board of Education retained, in January, 1961, the services of Dr. Harold J. Dillon, Professor of Education at Michigan State University to conduct a study in the Carver area to determine the adult education needs of the residents and recommend the best approaches to meeting these needs. Dr. Dillon, in addition to his professional competence, was very familiar with the problems that Oak Park School District was facing. Several of his graduate students were employed by the Oak Park School District and nearby communities. On many occasions his professional duties brought him into direct contact with the Oak Park and Royal Oak Township communities.

Shortly after being retained by the district, Dr. Dillon submitted to the Oak Park Board of Education a research plan for the proposed study. In the introductory statement Dr. Dillon expressed,



No single agency within a community can resolve the many and varied needs of the public. It is important, however, that effort be made to identify these agencies that may have an impact on the people. The contributions that the community's agencies can make in resolving problems of the community should be coordinated and implemented under the direction of the Board of Education. This makes for better communication, reduces duplication and provides for a clearing house for activities within the community.

Dr. Dillon, in addition, considered the role that he would perform as a "consultant."

To provide leadership, coordination and direction for the project and to enlist such supplementary resources as will be needed to resolve those problems of priority concern to the citizens of the community of Oak Park and the Carver District. I would anticipate assistance from delegated staff members in this activity. I have also been assured assistance from the staff of the Mott Foundation - Community School Program at Flint.

IN THIS STUDY THE CARVER DISTRICT WILL BE CONSIDERED A PART OF THE TOTAL OAK PARK SCHOOL SYSTEM AND ALL STUDY AND RESEARCH SHALL BE DIRECTED WITH THAT AS A BASIS.

His report concluded with the Initial Steps for the Study.

. . . 1. Information gathered by all the agencies working in the Carver District should be reviewed.

. . . 2. An analysis of the findings should be directed toward those areas in which there is general agreement that immediate action for resolving them should be initiated.

. . . 3. Areas should be established in order of priority to determine necessary and immediate action.

. . . 4. Areas in which information or research have revealed need for further study should be explored.

. . . 5. Representatives of all agencies involved in research in the Carver District should be assembled to discuss their findings, their significance: the area of overlapping and identification of individual or group agency efforts that should be directed towards solution.

. . . 6. The faculty of the Carver School should be interviewed in individual and/or small groups so that they may have a voice in identifying needs and expressing concerns.

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. . . 7. Similar meetings should be held with representative individuals in the district, singly or in cooperation with representative faculty members.

. . . 8. A complete inventory of the physical facilities of the Carver School to determine their present use and/or their more effective utilization should be made.

. . . 9. An inventory should also be made of the community to determine the present or potential use of facilities in the development of a community-centered school program.

. . . 10. A continuing program of information (or the present one supplemented) must be effectively inform the people of the objective in the area of community school development.

. . . 11. An immediate program involving two or three items identified as priority items should be implemented.
NOTE: The approach shall include all aspects of youth and adult involvement such as education, health, recreational, vocational, social and economic facets.

Dr. Dillon continued that,

No complete plan of action can be outlined other than Items one through eleven until such areas have been thoroughly explored. The approach should be methodical and with the whole-hearted support of those involved since any action must be accepted by those whom it is going to involve.

With the previously mentioned proposed study serving as his guide line, Dr. Dillon became extensively involved during the remaining spring months of 1961 and continuing into the summer conducting his research. He was assisted, at times, by members of the Oak Park staff who were also graduate students in the field of Adult and Higher Education and were advisees of Dr. Dillon. Two Oak Park staff members, Mr. Glenn Georke, then principal of the junior high school and Mr. Enrico Giordano, then principal of the Pepper Elementary School, have since completed their doctorates and are now serving as administrators for the State of Florida's Institute of Continuing Education.

Correspondence:

Dr. Dillon, in the course of his research, was to have contact and interviews with every agency or institution that was in any way involved in the Carver area. He was to work particularly close with Dr. Joseph Hudson, principal of the Carver School and the Carver P.T.A. who represented the adult leadership in the Carver area. It would be impossible to relate all the experiences that Dr. Dillon has in the course of his research. However, selected samples of communications from Dr. Dillon's personal file give some example of the nature of his attempts towards providing adult educational opportunities for the Carver area. Many of the letters are addressed to Dr. Clifford May, Assistant Superintendent in charge of Curriculum and Personnel for the Oak Park School District.

A letter dated March 7, 1961, points out the interest that the Carver problem had received by outside agencies.

"March 7, 1961

Mr. Clifford May
Assistant Superintendent
Board of Education Building
Oak Park, Michigan

Dear Cliff:

Frank Manley, Director of the Mott Foundation Program, is secretary of the Michigan Advisory Committee on Civil Rights. They would like to include in their report to the United States Commission the present status of things in Royal Oak Township.

I believe Aaron Smith submitted a one-page summary a couple of years ago. I am wondering what you would like to do in the light of Mr. Manley's request and whether any such statement should come directly from your office.

Sincerely,

Harold J. Dillon
Professor

Dr. Dillon in his letter to Dr. May on March 9, 1961, relates his attempts to secure support from foundations who could perhaps offer assistance to the Carver Adult Education planning.

"March 9, 1961

Mr. Clifford May
Superintendent of Schools
Board of Education Building
Granzon Street
Oak Park, Michigan

Dear Cliff:

I had a good visit yesterday with Dr. Maurice Seay of the Kellogg Foundation. He understood that I was not there in the role of asking for any financial assistance but rather to explain the situation to him and get some of his ideas as to how my efforts might be more effective. He seemed genuinely interested in what I discussed with him.

He has agreed to join me in a visit to Oak Park on Thursday, April 20. Since you assured me that you would clear your calendar, I went ahead with accepting Dr. Seay's date of the 20th. He made it clear that he was coming, not as a representative of the Foundation, but rather as one who is interested in what I discussed with him. We would be at your office at 10:30 on that day and he must leave at 1:00 p.m. I will meet him in East Lansing and drive him over. You use your judgement on who besides Dr. Pepper, yourself and me should visit with him.

I will discuss this in greater detail with you before his visit.

Sincerely yours,

Harold J. Dillon
Professor

HJD:lj"

During the latter days of March, 1961 Dr. Dillon's rapport with the Carver area adults was well established. The results of several informal meetings were beginning to show results. In his correspondence with Dr. May on March 28, 1961, Dr. Dillon describes

the results of a recent meeting with the Carver Adult Leadership and his plans to introduce them to the "Community School Program" at Flint, Michigan.

"March 28, 1961

Dr. Clifford May
Assistant Superintendent of Schools
Granzon Street
Oak Park, Michigan

Dear Cliff:

I think we had a most profitable meeting yesterday at Carver School which I believe represents the Executive Council of the PTA. We have made what I consider to be our best "in-road" for the support of a community school-adult education program.

We have decided to bring a group approximating 25 people to Flint during the second week of April so they may see an action program and, I would hope, would become sufficiently enthused to promote one at Carver. Dr. Hudson checked on the use of a school bus but finds that they cannot be made available for transportation of adults. We are, therefore, going to hire a bus with each rider being responsible for a share of the cost or use three or four private cars. There was real enthusiasm for a "Carver based" adult education program. Upon our return from our Flint safari, we plan to call an evening meeting of the parents of the district to discuss their observations and to make known their wishes in terms of a program.

We also discussed the possibility of establishing a community room at Carver with various facilities for the use of the parents. These I will discuss with you in greater detail later. If the enthusiasm of yesterday continues and our plans for a program materialize, it would seem reasonable to anticipate some "outside" financial support.

I called Mr. Rosen and have an appointment with him for April 10 at the Carver School at 10:00 a.m. He seemed to think it was reasonable to assume that they could expand their services to give us some help. At least I presumed this since he is anxious to discuss the matter with us.

Sincerely yours,

Harold J. Dillon
Professor

HJD:lj"

Dr. Dillon, in the course of his planning, also sought the advice of other agencies within the community, who in the course of their work, could offer meaningful suggestions based upon their experience in the Township. A letter from Mrs. Muriel Andrew representing the Area Service Association is an example of their effort.

"To: Dr. H. C. Dillon

FROM: Mrs. Muriel R. Andrew, Community Organization Worker Area
Service Association LI 2-4230

RE: RECOMMENDATIONS FOR ADULT EDUCATION PROGRAM AT CARVER SCHOOL

1. Daytime classes for the convenience of housewives. The streets are dark at nights.
2. Provision of a nursery for the care of the pre-schoolers while mothers are taking classes. Nursery may be staffed by paid Township women, and/or college students.
3. Through my experience with Carver area women, I have learned their interests lie in the following classes: -
 - Sewing
 - Millinery
 - Family Living
 - (Nutrition & Hospitality)
 - (Child Care)
 - (Parent-Child Relationships)
 - (Money Management)
 - Body and Personality Development
 - Slimnastics and Dance
 - Typing
 - Shorthand
 - Woodworking
4. In the teaching of these classes, provision must be made for informality, sociability, many visual aids, guest speakers, special demonstrations, and opportunities for "go and see" trips.
5. In carrying on adult education classes, these women respond best when they are drawn into active involvement in capacities other than students, i.e. planning, recruitment of other students, class preparation, clean up, etc.

6. Text material for these classes should be specially prepared - excerpted from textbooks and mimeographed for free or low cost distribution - and kept to a minimum as relatively few Carver area women are "readers." Few books are seen in the homes, and even few magazines.
7. In publicising adult education programs at Carver, the churches may be approached for their assistance, since most Carver area residents are church goers. Some ministers may even be brought in on the planning, along with other community leaders.

I have had relatively little contact with the Carver area men and am unable to make any recommendations concerning their adult education interests at this time. However, during the summer months I expect to be meeting more men through the block club program of the Co-op."

Two letters dated May 2, 1961 indicate the various plans that were being formulated.

"May 2, 1961

Dr. Maurice Seay
The Inn
250 Champion Street
Battle Creek, Michigan

Dear Maurice:

I am more than grateful to you for taking time from your busy schedule to accompany me to the Carver School.

As I indicated to you, the two recommendations to which I assign priority are:

1. that there be conducted a teacher-lay citizen orientation workshop during the summer months where the many problems, that might be of serious concern, might be discussed and solutions mutually arrived at
2. that a five-year pilot program be conducted as a community-Adult Education experiment. This would involve the appointment of a Community School-Adult Education Coordinator whose responsibilities would be that of implementing the project involving the entire Oak Park school district.

Both of these recommendations, I believe, involve projects of an experimental type in a situation which is unique in Michigan school organization.

I would really appreciate, Maurice, your giving some thought to the possibility of our working on some sort of prospectus whereby we might receive some kind of Foundation aid.

Very sincerely yours,

Harold J. Dillon
Professor

HJD:lj

cc: Clifford May"

"May 2, 1961

Mr. Clifford May
Oak Park Board of Education
Granzon Street
Oak Park, Michigan

Dear Cliff:

From my conversation with Maurice on my return trip that day, this seems to be the kind of letter he hoped I would write him.

As you probably know, four of the Carver mothers and I met at Flint yesterday so that they might begin a series of sessions in Bishop sewing. These sessions will continue for three more Monday mornings together with an afternoon session in regular sewing - whatever the hell that is. Very soon you and I ought to meet with utility or appliance representatives so that we may begin to outfit a community room and get a nucleus of the program rolling.

I'll be seeing you soon.

Sincerely,

Harold J. Dillon
Professor

HJD:lj

Enc."

The possibility of Foundation support of the Carver Adult Education program seemed rather remote upon receipt of Dr. Seay's letter on May 9, 1961.

"May 9, 1961

Dr. Harold J. Dillon, Professor
College of Education
Michigan State University
East Lansing, Michigan

Dear Harold:

My visit with you to the Carver School was certainly instructive, and I enjoyed meeting the school men there and at Royal Oak.

I agree with you as to the importance of the two recommendations listed in your letter of May 2. But I am unable to give any encouragement with respect to these projects as far as the Kellogg Foundation is concerned. At this time both of them are definitely outside our fields of interest.

On the other hand, if you should prepare a prospectus for presentation to some other organizations, I certainly would be glad to go over it with you and perhaps make some suggestions. Or if you would prefer, I would be glad to meet with you prior to the preparation of the prospectus in order to aid you in working out an outline.

Sincerely and with best wishes,

Maurice F. Seay

MFS:jf"

Report to the Oak Park Board of Education:

During the early summer months of 1961 Dr. Dillon had completed his research in the Carver area and was invited to discuss his findings with the Oak Park Board of Education at their August meeting.

Dr. Dillon in his report indicated his impressions of the conditions he found in the Carver School area and some of the reasons that underlies the situation.¹

I think the apathy of the people and their almost complete discouragement were the result of the questionable practices of the municipal government and adverse publicity given the community by the press.

Many of the metropolitan dailies detailed much space to discussion of the economic, social and moral problems of the area. Almost without exception, the reports were most unflattering to the area and the people living within it. One national news magazine also issued space to similar revelations of conditions existing. While no attempt was made, on my part to evaluate the reporting as fact, it can be truthfully said that it had no positive effect upon the characters or intentions of the people of the area. While it is true that an area economically defunct, segregated and with poor housing and sanitation facilities whose adult population possess few if any worthwhile skills becomes fertile ground for many social problems, it does not mean that all individuals within the area are themselves corrupt or that they lack the drive and initiative to better themselves in all areas of human endeavor.

Dr. Dillon discussed the occupational displacement of the men of the community and how their lack of job skills resulted in a situation that was conducive to the breeding of all kinds of social and

¹Dillon, Harold J., Carver School Oak Park District (a report presented to the Oak Park Board of Education), unpublished, August 1961.

moral evils. He emphasized the lack of an organized plan for the training and/or retraining of the adult population was available in the area resulting in the following example which indicates the plight of the unemployed.²

Most of the male adults resorted to seeking day work and were forced to stand on the highway until employers would come along to offer them a position which called for the lowest possible skills.

This example indicates the abnormally high unemployment rate and welfare recipients among the adults.

Dr. Dillon's report expressed his concern about the role of the various social agencies in the Carver area with the Oak Park Board of Education.³

In their plight and their inability to discern help from the evils of exploitation caused by many of the agencies working in the community to prolong rather than alleviate the conditions of the people. It would appear that a program was devised that had little effect on the up-grading of the adults or one that was based on an objective analysis of the immediate needs of the individuals concerned.

Dr. Dillon recognized that some learning experience had been made available to the adults but that they seemed to have little impact on the improvement of conditions in the community. He suggests that more might have been accomplished had the educational personnel been able to declare a moratorium on all agency activities in the area until such time as priorities, in terms of needs, could have been established and the educational authorities able to request those resources most needed by the individuals.⁴

²Harold J. Dillon, Ibid., p. 2.

³Ibid., p. 3.

⁴Ibid., p. 3.

The Carver parents expressed their fear as to what would happen to their children when they were to become class members with Oak Park High School children. Dr. Dillon continued in his report by adding,

They know there would be fierce competition. There would be difficulty in the selection of those educational experiences that would result in an adjustment of their sons and daughters in a new social, economic and academic atmosphere.⁵

His report did not question the basic sincerity of the various groups working with the community but indicated that "confusion always results when the efforts of groups are not directed toward those problems which should have priority but rather are dispersed over broad areas in an attempt to justify the chartered objectives of the various groups."⁶

His findings indicated there seemed to be no parent inspired leadership whereby those problems of immediate concern could be identified and something done about them. A general attitude had developed among the people to accept help from others rather than to assume leadership among themselves.⁷

Dr. Dillon concluded this portion of the report that presented the causation factors by concluding.

I become convinced, and I'm sure that the administration and others share my conviction, that until a small, but representative group of parents could be assembled to frankly discuss issues that little could be done to promote the community.⁸

⁵Ibid., p. 4.

⁶Ibid., p. 4.

⁷Ibid., p. 5.

⁸Ibid., p. 5.

The report continued by describing the programs of procedures that was initiated by Dr. Dillon to encourage Carver adult participation and initiation. A small group of parents were assembled - issues declared - a program of adult participation explored and priorities established. This was followed by a visit to the Mott Foundation Program in Flint, Michigan. Dr. Dillon accompanied a group of women who observed a community school in action. They witnessed adult activities in an all-Negro school situated in much the same type of areas as the Carver School. Here they viewed such activities as a breakfast feeding program for undernourished children, a fashion show of clothing restyled by elementary school children and their mothers and a community room with facilities for washing and drying clothing and cooking meals the use of which was available to mothers of the area. They also observed programs to help low achievers increase their competency as well as programs for the physically handicapped.

Because the fathers in the community felt they were outnumbered by the mothers in expressing program needs, two meetings were held with the fathers concerning their interests in a program. The concerns and needs evolved around skills to make the employable. As a follow-up to those meetings a group of thirteen fathers were taken to Flint so that they might observe adult education classes devoted to the development of employable skills and programs of re-training. These groups later discussed their observations at a

follow-up meeting at the Carver School and eighty parents expressed considerable enthusiasm toward this type of a program.⁹

Dr. Dillon included in his report methods of In-Service Training. He proposed that the nucleus of "teachers" would be selected from among the parents and trained by resources from outside the community. This he believed would encourage a "sense of belonging" among the various groups. This was partially accomplished when three Carver mothers completed training with the Mott Foundation and were now competent to teach the Bishop sewing method to other Carver parents. He recommended that this approach be used to train other prospective teachers in other course areas. In addition he recommended that: "to use such community personnel on a voluntary basis who already have competencies to work in the field where course interest has been indicated and to 'explore the feasibility of using interns' from neighboring collegiate institutions."¹⁰

A community survey was conducted by Dr. Dillon to determine personal interests in adult education classes together with an opportunity to indicate the time and day the adults could participate. Approximately 250 survey forms were distributed and 100 were returned and tabulated. The results of the survey were later to be used as a basis for course offerings.¹¹

⁹Ibid., p. 7.

¹⁰Ibid., p. 7-9.

¹¹Ibid., pp. 10-11.

Tabulation I

Courses for Which an Interest was Indicated
and Number Desiring the Course

Name of Course	Number Interested
Clothing Construction	4
Sewing	23
Child Care	3
Charm School	4
Millinery	4
Practical Nursing	40
Cake Decorating	6
How to Reduce	10
Meal Planning	1
Cooking	2
House Construction	7
Woodworking	1
Auto Mechanics	15
Radio and Television Repair	12
Understanding the Bible	8
Upholstering	10
Typing	21
Shorthand	14
Mechanical Drawing	0
Work toward high school diploma and college courses	24

A regrouping of course interest with the combinations indicated appears as follows:

Tabulation II

Suggested Courses to be Offered*

Number	Name
35	Clothing Construction - Sewing - Charm School - Millinery
43	Child Care - Practical Nursing
19	Cake Decorating - Meal Planning - Cooking - How to Reduce
8	House Construction - Woodworking
15	Auto mechanics
12	Radio and Television Repair
8	Understanding the Bible
10	Upholstering
21	Typing
14	Shorthand
10	High school courses - leading to a diploma
14	College courses

*Determined by combining courses closely paralleling each other.

Dr. Dillon's report included the request for Facilities and Equipment. A minimum of three rooms were requested to be used for classes in sewing, laundering and auto mechanics. As class offerings

were to be expanded, additional space could and should be provided. This presented no problem since the Carver School had a surplus of some fifteen rooms due to declining enrollment, the result of Urban Renewal Programs. Business and industry should be solicited for providing equipment to implement desired courses. Dr. Dillon felt the following equipment might be obtained if contacts were made with business and industrial firms:

- Laundry equipment
- Cooking equipment
- Material for auto mechanic course
- Electrical equipment for radio and television repair, etc.
- Office equipment such as typewriter, business machines and supplies¹²

Foundation support was an additional topic that Dr. Dillon discussed with the Board of Education. From his contacts with the Kellogg Foundation and its Education Director, Dr. Seay, he reported it was not likely that the W. K. Kellogg Foundation, at the present time, and under the present method of support for programs would underwrite support for the Carver Adult Education Program. However, Dr. Dillon added, at a later time and date it might be highly advantageous to re-open discussions and negotiations with the Kellogg Foundation after there was a demonstrated "grass roots" support of the people in the community.¹³

A program of senior achievement was also encouraged by Dr. Dillon. It would be similar to that of Goodwill Industries whereby furniture, etc., in need of repair could be donated to their project

¹² Ibid.

¹³ Ibid., p. 14.

and make it possible for the older citizens to make appropriate renovation so that the products become marketable, etc.¹⁴

Coordination of Carver-Oak Park Program:

Oak Park has had a well established adult education program with many varied opportunities for experience in vocational and recreational activities for parents. Dr. Dillon proposed that parents frequently involved in the Oak Park Program be encouraged to take courses in the Carver School and conversly to encourage parents of the Carver School to participate in courses in the Oak Park High School. Since course fees were limiting factors for Carver parents wishing to use the Oak Park facilities, Dr. Dillon proposed awarding "scholarships" to those Carver adults wishing to go to the Oak Park High School.¹⁵

Dr. Dillon concluded his report to the Oak Park Board of Education with a series of recommendations and a concluding statement. The following recommendations were the result of Dr. Dillon's research in the Carver area, and while not all were immediately adopted by the Board of Education, they were eventually to serve as the basic guidelines for the foundation of the Carver Adult Education Program.¹⁶

¹⁴Ibid., p. 14.

¹⁵Ibid., p. 15.

¹⁶Ibid., pp. 17-18.

Recommendations:

1. That an Adult Education Coordinator be appointed with responsibility for the total adult education activities within the Oak Park School District.
2. That all agencies previously involved in the Carver program or those that wish to become involved in the Carver program shall do so only on the request of the Coordinator of Adult Education.
3. That the program for adults be available during the day as well as after school hours, but that at all times a parent be assigned responsible for "supervisory" functions. I would recommend the establishment of a regular schedule indicating when facilities are available and that a parent be in attendance at all times.
4. That the rooms set aside for adult education activities be accessible from the outside of the building, thus making it unnecessary for adults to go through the building proper to gain access to adult education classes and that gates be provided to close off those sections of the building not devoted to adult education classes.
5. With the availability of laundering facilities, it is suggested that mothers be permitted to use those facilities for personal family laundry. With a parent responsible for supervision, this could easily be available during the school day.
6. That a "Breakfast Club" be initiated whereby a group of mothers would accept responsibility for the preparation of breakfasts for those children recommended by the school nurse as in need of regularly balanced diets.
7. That a committee be appointed to review and evaluate the program from time to time. In the initial stages, I would recommend that this review occur once a month.
8. That, in anticipation of new courses to be offered, an in-service training program be conducted to prepare selected parents for the responsibility of instruction.
9. That new attempts be made to secure Foundation support for making this experimental program continuous.

10. That a study be made to determine other rooms that can be made available as the program develops and the need arises.
11. That, beginning in September, a room be set aside to be known as the "Community Room" available to the parents on scheduled times during the day and evening. The room should be comfortably equipped and provided with reading materials, a radio and television.
12. A Community Advisory Council should be established to assist the Coordinator in interpreting the direction and content of the program.
13. That every effort should be made, where feasible, to have a "Teen Program" organized as a part of the total adult education program.

In his concluding statement Dr. Dillon summarized his report by saying.

I am convinced that the people of the Carver School can become more self-supporting, more individually productive, and with a much higher degree of morale as this program is implemented. Much of their lethargy has resulted from adverse publicity about them and skill lacks making them unemployable.

We should be frank in recognizing that the problems of the people in the Carver area are not unique but have been and are being experienced in other areas of the country. However, with the development of a pride in themselves, there will be no limit to their achievements.

CHAPTER V

PROVIDING ADULT EDUCATION OPPORTUNITIES FOR CARVER AREA ADULTS

Implementation of Proposed Recommendations:

The Oak Park Board of Education in preparation for the 1961-62 school year had firmly committed itself to the educational improvement of the Carver School area. The turmoil and confusion resulting from the attachment had largely diminished. The necessary research and surveys to assess the educational needs of the Carver area had been analyzed, discussed, and where possible approved by the Oak Park Board of Education.

Financial limitations were the main concern of the Board of Education. Faced with declining revenue, due to the attachment, additional funds were not available for all desired and needed programs. Financial aid for the proposed Carver Adult Education Program was to be limited to small sums for renovation of classroom facilities for the program. In addition, no fees or tuition charges were recommended by Dr. Dillon, recognizing the economic limitations of the individuals and the community. Despite the financial restrictions, the Oak Park Board of Education encouraged the establishment of the proposed Carver Adult Education Program and adopted immediately many of Dr. Dillon's recommendations.

An Adult Education Coordinator was appointed by the Board of Education for the Oak Park and Carver Adult Education Program. Previously the position was part-time in nature and was now elevated to a full-time position. Mr. James Dermody was selected as the coordinator and has continued to serve in this capacity. (This position was later made a full Directorship with the title of Director of Adult Education and Community Relations.)

With the appointment of Mr. Dermody as a full-time coordinator, a second recommendation of Dr. Dillon's was realized. All agencies that formerly were involved in the Carver Area and those who wished to become involved now had to be approved by the Coordinator of Adult Education if they desired to use school facilities.

Rooms were set aside for adult education, as suggested by Dr. Dillon. They were located so as not to interfere with normal school activities within the building.

Though foundation support was not directly available for the Carver Program there were significant contributions made indirectly by the McGregor Foundation and the World Medical Relief Agency. Their primary purpose was providing health programs for the Carver children. However, their program also resulted in opportunities for adult education and will be discussed later in this chapter.

Arrangements were made with the Mott Foundation of Flint, Michigan, for continued inservice training of adult teachers when additional training was needed for particular course offerings.

Steps were initiated to form a nursery school program so that mothers could have opportunities to become involved in the programs that were to be offered during the day in the Community Room.

Immediate steps were undertaken by the coordinator to insure another recommendation of Dr. Dillon's, of establishment of recreation programs for the youth and adults of the Carver area and the organization of a "Teen Program."

The Adult Education Coordinator was encouraged to work cooperatively with other agencies that were working with adults and children of the Carver area. In addition the Adult Education Coordinator was encouraged to assume a leadership role in helping the Carver parents to develop a more adequate understanding of the Oak Park School District's program.

The initial task was to create an atmosphere in the Carver Community which would encourage adult involvement to counteract the forbidding atmosphere which existed previously.

Appeals for Support of the Carver
Adult Education Program:

With limited financial backing, it was apparent that the proposed Carver Adult Education Program would have to begin with support through voluntary contributions of equipment, materials and personnel. Appeals were sent to businesses, charitable, service and government agencies for support of the proposed program. An example of the type of communication is as follows:

"Adult Education Dept.
Oak Park School District
13701 Oak Park Blvd.
Oak Park 37, Mich.

One year ago the Oak Park School District acquired the neighboring Carver School District of Royal Oak Township as a result of a merger ordered by the Oakland County Board of Education. We feel that our responsibility to the people of Royal Oak Township goes beyond giving their children the educational advantages now enjoyed by the children of Oak Park.

One of the most serious problems faced by the people of the area is unemployment resulting to a large degree from the lack of employable skills among the adult work force. To at least partially alleviate this difficulty we have set up a training program for the adults of the community. While our Board of Education has authorized the program, it did not provide sufficient funds to implement it. As a result it has become necessary to set up the program through voluntary contributions of equipment, materials, and personnel.

Among the courses for which we have had a great demand are auto mechanics, shorthand, and upholstery. The only facilities the district can provide are the rooms at the Carver School and the

necessary installations. Our biggest need is for volunteer instructors in these courses. We plan holding one two-hour evening class a week in each course for as long as interest holds up.

It would be appreciated if your group could see its way clear to provide some assistance in obtaining volunteer teachers in these areas. In this type of program state teacher certification would not be necessary, only a basic knowledge of the subject and a willingness to undertake the job. If you cannot give us material help we would be grateful for any suggestions for establishing and developing this program and other sources where we may get the help we need.

Thanking you for any assistance you may be able to render.

Yours truly,

James Dermody
Chairman, Adult Education and
Community Relations
LI 8-0200"

Response to the appeals for aid by the Adult Education Coordinator enabled the program to begin on a limited basis. Especially noteworthy were the donations by the Detroit Edison Company of laundry and kitchen appliances that made the hoped-for community room a reality and the donations of yard goods and sewing materials for the sewing classes by The World Medical Relief Agency.

General Motors Corporation was also very generous. The Pontiac Division contributed a 1962 Pontiac Tempest Test Car to be used in the proposed auto mechanics course. Oldsmobile Division presented the Adult Education Department with a 1962 Oldsmobile Rocket engine, Buick Motor Division contributed several manuals and booklets that contained suggestions and ideas for setting up an automotive training course as well as some information on a suggested curriculum.

Volunteer instructors were also obtained through the appeals of the Adult Education Department. The instructors represented the Carver and Oak Park professional staff. College and high school students, interested adults from surrounding communities and most important, adults from the Carver area itself.

Communications were received from United States Senators Mr. Phillip Hart, Mr. Patrick McNamara and United States Congressman Mr. William Broomfield. All pledged their support of legislation that might in anyway help the varied economic and social problems that existed in the Carver area. Though cooperation was promised, nothing definite materialized from these sources.

Establishing the Carver Adult
Education Program:

Despite the financial restrictions imposed by the lack of funds, the Carver Adult Education Program was initiated during the fall of the 1961-62 school year. The courses, were by necessity, of an avocational and recreational nature were built around the expressed desires of the residents of the Carver community as recommended by the research of Dr. Dillon.

Starting with courses in typing and sewing in September, 1961 the program expanded during the school year until a total of sixteen courses were available by January, 1962. A brief description of the nature of the courses and other pertinent information follows:

1. Three classes in sewing, utilizing the Bishop Sewing Method. Three Carver parents were trained in the use of the Bishop Method by an instructor furnished by the Mott Foundation of Flint, Michigan. Materials and other aids were furnished by the World Medical Relief Agency and the sewing machines were obtained from the Oak Park School District. The three classes were scheduled throughout the day and evening for convenience of the participating mothers.
2. Two classes in typewriting. One class was instructed by a volunteer from the Carver area; the second class was instructed by an Oak Park High School student. School district owned machines were used.
3. A class in shorthand. The class was instructed by one of the Carver School secretaries.
4. A class in woodworking. A Carver School industrial arts teacher instructed the class with the use of school district owned equipment. Restoring and refinishing of furniture and household repair work were emphasized.
5. A class in upholstering. This class was instructed by a Carver area volunteer. The participants provided their own tools when they were not available in the Carver shop.
6. A class in auto mechanics. A garage in the Carver School was made available for use by residents who wished to repair their own automobiles. The participants provided their own tools and much of their own mechanical know-how. Some equipment was furnished by the General Motors Corporation in the form of a complete car for instructional purposes. In addition, manuals and automechanic books were also provided. Retired members of the United Automobile Workers served as instructors.
7. A class in American history with emphasis on the role of the Negro. This class was instructed by an adult volunteer from the Carver area. Course materials and films were furnished by the Mott Foundation of Flint, Michigan.
8. A recreation program for young adults was started and met one night a week in the Carver gym. A volunteer from the Carver area supervised the program.
9. A nursery school program supervised by the Oak Park and Carver volunteers was established on a daily basis. The program served a dual purpose: to supplement the home training of pre-school age children and enabled mothers to participate in daytime school activities.

10. A course in home design. The class was instructed by a representative from the Township Urban Renewal office.

11. A course in piano. A local Carver resident provided the leadership and equipment was furnished by the school district.

12. A course in Bible Study. The course was taught by a lay person from one of the local churches.

13. A combo class - a small instrumental music group. A local resident provided the leadership.

These classes were received with enthusiasm by the people of the Carver community inspite of the limited facilities, equipment and materials. Mr. Dermody, the Adult Education Coordinator, in his progress report to the Oak Park Board of Education in January 1962 and again in February, 1963 indicated that approximately 135 adults participated in these afternoon and evening programs.

The Community Room:

During November, 1961, a community room was opened in the Carver School with facilities for washing clothes and cooking. This facility along with an adjacent room for informal meetings proved from the beginning to be perhaps the most important and well-received portion of the Carver Adult Education Program. The school district revamped two old classrooms, put in water and gas pipes, built in cupboards and a sink. The Detroit Edison sent washers, dryers, refrigerators, stoves, ironers and two percolators.

A group of twenty mothers hand-picked by Carver principal, Dr. Joseph Hudson, were the first to receive instruction in the use of the equipment in the community room. Later these women, all PTA

members, were put in charge of the community room and scheduled the use of the equipment for other mothers who later registered.

Programs of the lecture-demonstration type were also established centered around such topics as food preparation, family budgeting, use of low cost foods, child care, and home nursery. Instructors were furnished by the Detroit Edison Company, the Women's Auxiliary of the Oakland County Medical Society and members of the Oak Park School District Health Service staff. These programs were conducted twice a week and mothers were able to leave their pre-school children at the nursery that was established to enable the mothers to participate in the program. The nursery program was also made available for use by groups of mothers at any other time during the week.

Involving Carver Adults in the
Health Education Project:

One of the first and most obvious problem areas to be identified by the school district officials was the concern for the health of the children attending the Carver School. It was also recognized that a public health project, if it was to have any lasting effect and widest possible meaning should also involve the adults of the community as well.

With the aid of an initial grant of \$36,000 from the McGregor Fund and medical and dental equipment donated by The World Medical Relief Agency, the Health Education Project was started during the fall of 1961.

1/2

Preliminary screening indicated the need when it was discovered that most of the children had never received any form of physical examination and the immunization level was dangerously low despite a state law requiring such immunization prior to public school attendance. Carver administrators reported an exceptionally high absentee rate due to illness and lack of adequate clothing.

The health needs of the school children were being served by the Oakland County Health Department which reported a disproportionate expenditure of funds for the area in relation to the balance of the county. Even though a major effort was being made to cope with health problems, these were quite inadequate.

Six rooms adjacent to the established community room were renovated and converted into a medical and health clinic. Starting on December 6, 1961 and continuing for three days a mass screening program was organized by the Health Service staff of the Oak Park School District. With the help of the Oakland County Medical Society sixty-five physicians were recruited, including all major medical specialists, to participate in the project. The project and the work of the volunteer medical specialists received widespread publicity. The New York Times noted this in their December 7, 1961 issue.

Sixty-five physicians, aided by a corps of specialists, gave 668 physical examinations today in a concentrated drive to raise the health level of adjoining Royal Oak Township, a predominantly Negro area. The physicians and specialists were volunteers from the Oakland County Medical Society and their aim was to make the free examinations equal to those in the doctor's office.

The plan is to follow-up in treating any illnesses and defects found. This too, will be free to the recipients - the children of the all-Negro George Washington Carver School.

The examinations and diagnosis have been followed by providing remedial treatment for the children with physical defects. All the work was done on parental consent basis and all parents of children who needed immediate specific treatment were called for personal interviews and given detailed instruction for the necessary procedure.

The final tabulation of students who received medical treatment was 226 with seventy-eight involved in long range medical treatment.

The cooperation of Carver School room mothers, P.T.A. members, Health Council members were enlisted to help carry out the three day mass screening project. Later they also assisted in the daily operation of the Medical Clinic by serving as runners, supervising children, and aiding in simple record keeping.

A dental clinic, with the aid of McGregor Funds, was also established. During the spring of 1962 with the aid of the Oakland County Dental Society, a Jewish dental fraternity, and the State Health Department, all children in the Carver School were given dental examinations.

Approximately forty volunteer dentists have continually donated their service for treatment of dental problems as discovered by the examinations. The Oak Park Health Service staff initiated a course for dental assistants. Though not designed to produce professional hygienists, it did enable the Carver mothers to develop

enough skills to assist the dentists. Eighteen Carver mothers completed the course several of whom became rather skillful, have continued to serve in the Dental Clinic.

The medical and dental clinics have a record of successful operation for the past three years and are continuing to offer medical and dental aid to the children of an under-privileged area. The school clinical program has met with such success that representatives of the Wayne County Medical Society have studied its applicability to depressed areas of Detroit.

Part of the aftermath of the original screening project has been the involvement of the parents in preventive health care as well as remedial. Several informal health related programs co-sponsored by the Adult Education Department and the Health Service staff have been offered to the Carver mothers. Instructors were recruited from the Oakland County Medical Society Auxiliary and the Michigan State Extension Service. Topics such as child care, dental and medical health, basic cooking, and family budgeting were presented during school hours so that the mothers could participate. The popular community room served as the center for the programs.

A Carver Community Health Council was formed during the fall of 1962 and is sponsored by the Oak Park Health Service staff. The Health Council has complete responsibility for organizing and administering the various health projects offered in the Carver School. They assist the technicians in the various school-wide screening detection programs for possible discovery of vision and

and hearing defects. They sponsor the Dental Sodium Florida Program for the Carver children and of course assist in the dental and medical clinics. In addition they serve an important role as liaison to the community: by keeping it informed and identifying health needs of the Carver area.

Many of the adults living in the Carver area have long been chronic free clinic participants and much of the educational work accomplished by the health service staff is to prevent this from becoming the inevitable problem for their children.

The primary effect of the health project for the Carver children, is not only the tremendous success it has accomplished, but it resulted in opportunities for adult participation as well. For the adults it allowed them to assume a greater responsibility for the volunteer services necessary for community and individual betterment.

Cooperative Planning with Other Community Agencies:

A major problem which existed prior to the school attachment was the lack of cooperation among the many agencies providing services to the Carver area residents. Dr. Harold Dillon, while serving as a research consultant to the Oak Park Board of Education, determined that more than twenty agencies were making major investments of funds and staff in direct or facilitating service programs. Despite the duplication of programs and services and excessive specialization, there was a general reluctance to engage in cooperative planning.

There still exists a lack of total comprehensive and coordinated approach to the economic, social and educational problems of the Carver area, but some positive steps have been taken. The Oak Park School District has attempted a facilitating role in referring of problems to the appropriate outside agencies and bringing together agencies which have mutual concerns.

The attachment process resulted in universal public attention on social and economic problems of the Carver area and prompted county and state officials and private citizens to organize themselves for concerted action. A coordinating committee was formed early in 1961 and assumed the title "Royal Oak Township Coordinating Committee." The membership included officials of Oakland County and Royal Oak Township, a former state senator, and private citizens of neighboring communities. One of the early undertakings was an attempt to place some of the unemployed. A community-wide survey was conducted and a listing made of work skills of the persons included in the survey. Prospective employers both public and private, were contacted and urged to provide employment for those whose skills could be utilized. This effort accomplished only limited success. The coordinating committee has concerned itself with various social problems of the township and has been instrumental in focusing attention of county and state officials on some of these. Their main contribution has been the supportive position they have taken in regards to the school attachment and the related problems of school integration. This committee continues to function and includes in its membership a representative of the Oak Park Schools.

The Oak Park School District carried the work of the "Royal Oak Township Coordinating Committee" one step further in attempting to secure employment opportunities for the Carver adults. At the request of the Adult Education Coordinator, the Michigan Employment and Security Commission was invited to conduct a Testing and Counseling Program for the Carver area unemployed with the goal of eventual employment or retraining. Approximately one hundred adults indicated an interest in the program. Unfortunately, less than twenty were found to be capable of job placement or qualified for then existant retraining programs. The survey work conducted by the M.E.S.C. indicated that the counselees, in most cases, were virtually unemployable due to the lack of basic education and job skills.

School officials negotiations with state and federal authorities for possible sponsorship of programs for basic education and vocational training for the Carver adults thus far have not been fruitful.

The Area Service Association, long a contributor to working with the problems of Royal Oak Township, increased their concern and energies towards helping the residents of the Carver area and thus supplementing the work of the schools. The agency agreed not to enter into competition or duplicate programs and projects now offered to the residents by the Carver Adult Education Program. Instead they concentrated on family problems and programs that were not within the framework of the Carver Adult Education Program. Following are examples of their contributions.

1. Organization of Block and Street Clubs with emphasis towards improving communication channels to citizens in the community. They have enabled close-to-home discussion of certain renewal, rehabilitation, relocation and senior citizen problems.

2. Citizens Advisory Committees. Two were formed and consist of the following:

a. A senior Citizens Committee conducted a series of public information meetings to discuss the problems of health, housing, recreation, budgetary needs, social security benefits, and the "Medicare" programs. The committee prepared a booklet outlining the purposes of the committee and distributed it to all residents sixty years of age and older.

b. The Relocation Advisory Committee concerned itself with extending the deadline for closing of the remaining temporary housing units. They were successful with the aid of other forces in extending the deadline until July of 1963. This enabled a more practical relocation process to develop. Clinics were arranged to acquaint residents with mortgages and insurance information.

3. Teen Clubs were established by the Area Service Association and the Carver School facilities were made available for these programs and activities. Both boys and girls groups were organized with emphasis on developing social skills and giving individual and group counseling where needed and recognized. Parents and agency workers work cooperatively in offering weekly dance programs and other related activities during the school year.

The Human Relations Committee of the Oak Park Council of Community Organizations was formed by a small group of Oak Park citizens early in 1961. The committee's express purpose was to promote better relationship between the citizens of the two communities. The committee received guidance in the formation of the program from Dr. Robert Fachse and Mrs. Sarah Calvin of the Detroit Round Table of Catholics, Jews, and Protestants. One of the first projects sponsored by the committee was a series of teas for parents of the Carver children who would transfer to the Oak Park High School in the following fall. These teas were held in various Oak Park homes, and each was attended by a small number - 10 to 15 - of Carver and Oak Park parents. The Human Relations Committee organized a speakers' bureau and provided the members with current information, and plans for integration. These speakers were made available to the religious, service, and social organizations in Oak Park and Royal Oak Township. Soon after the organization, school district representatives and lay citizens from Royal Oak Township were invited into membership. Several public meetings were sponsored to disseminate information and to influence public opinion. The Oak Park Adult Education Department assisted the committee in their work by using their communication with the community in announcing the time and places of the meeting and making available school facilities for their use.

Many area-wide organizations with an interest in inter-group relations were active in their support of school attachment and

integration. Among these were: The Detroit Round Table, the Oakland Chapter of the Round Table, the Anti-Defamation League of B'nai B'rith, the Jewish Community Council of Detroit and the South Oakland Chapter and the Catholic Arch Bishop's Committee on Human Relations. None of the Negro organizations demonstrated an active interest in the situation.

There is a rather strong indication that the various community organizations played a decisive role in the molding of public opinion toward school integration. Many of these organizations assumed a positive position prior to the legal attachments of the two school districts and actively supported their position throughout the crises which followed attachment.

In addition to their supportive role for the attachment process and related problems the Human Relations Committee recognized a need for a recreational program for the adults and teenagers of the Carver area. After planning with the Adult Education Coordinator and a sub-committee of the Carver P.T.A. a Carver Film Forum Committee was established. This group planned a series of monthly evening programs for adults and youth. These programs were of a cultural-educational nature and were started during the spring of 1962. The series proved very popular and was continued throughout the 1962-63 school year.

Expansion of Recreational Opportunities:

The recreation program for young adults that was part of the Carver Adult Education Program, met only one night a week and was supervised by volunteer help. Though there was a start in attempting to meet the recreational needs of the Carver area it could not meet the overwhelming demand for recreational services by the Carver community.

In Oak Park, recreation is a function of the city government. The involvement of the schools consists only of donated use of school plant and facilities to the city. In Ferndale, recreation is a shared responsibility of the city and school district. The Grant School, which services approximately half the residents of Royal Oak Township, is in the Ferndale School District and is included in the area served by the recreation program. Hence, the situation has existed for a number of years whereby some of the Royal Oak Township's children and adults have had an organized recreational program and others have had no organized program available to them.

Oak Park School officials recognized that they could not legitimately ask the taxpayers of the school district to provide funds for after-school and summer programs for the children and adults in only one of the district schools. In an attempt to meet their need, without having to involve the school district as the official sponsor, contacts were made with officials of Royal Oak Township, the Oakland County Probate Court, United Community Service, and other private

and government agencies for the purpose of initiating an inter-agency sponsored program. After many joint meetings over a period of several weeks, a plan was evolved in the spring of 1962 for a recreation program to commence in June 1962. A full-time director was employed and the year around program has continued up to the present. Agencies which are contributing funds, personnel or facilities to the program include: the Oakland County Probate Court, Area Service Association, a private V.F. Agency, the Birmingham Junior League, the Ferndale School District, Royal Oak Township, and the Oak Park School District. Over-all coordination of the program is provided by a committee consisting of representatives of the organizations named above.

In an attempt to involve Carver citizens in determining the future of their community and accepting responsibility for a leadership role a Carver Citizen Advisory Board was established during the spring of 1963. The Advisory Board's membership is composed of recognized adult lay leaders of the Carver area and includes Dr. Joseph Hudson, the principal of the Carver School. Mr. James Dermody, the Director of Adult Education for the Oak Park School District serves in an advisory capacity. Through the efforts of the Advisory Board there has resulted a greater involvement and coordination of existing social, health, and welfare agency service in the Royal Oak Township. They are designed primarily for the Carver area residents but in some cases are for all township residents.

They have been successful in expanding the existing Carver Health and Dental Clinic to include all township residents rather than just the Carver area children. This was accomplished by the Carver Advisory Board when they enlisted the aid of the Oakland County Health Department who agreed to furnish dentists two days per week and payed for the service of a local parent who served as an assistant.*

The Family Service Society was encouraged by the Advisory Board to assign a worker who was given space in the Carver School. The worker works closely with the school in doing immediate home visits when a family has a need for counseling. Ordinarily, this agency requests that families contact them in their office, but for the township area it was felt that a greater reaching out to families was needed.

The Detroit Urban League was contacted and has agreed to use the Carver School as a central point for employment referrals. Close contact is also maintained with the Michigan Employment Security Commission Office for the benefit of the adults of the community who make inquiries through the school. The Urban League has sponsored training sessions designed to teach young adults such things as how to apply for jobs and how to gain more confidence in themselves and their abilities.

*The local parent received the necessary training from the course for dental assistants offered by the Oak Park Health Service Staff.

It is hoped that the Carver Citizen Advisory Board will play a valuable role in helping to reflect both community and agency thinking. There appears to be a real effort being made to avoid duplication of services and wider use of resource agency programs may result. The creation and acceptance of the Carver Citizen Advisory Board of planning and assuming responsibility for community improvement has been one of the most encouraging signs of community growth.

Assessment of Progress:

The Carver Adult Education Programs were continued during the 1962-63 school year. Two areas of the program were expanded and an additional activity was added.

The recreation program, with the aid of a full-time director, became a comprehensive year around program designed to meet the needs of children as well as adults. This was made possible, as described previously, by the contributions of several community agencies who have continued to share the costs of the program.

The nursery school, formerly staffed by volunteer help, was taken over by the Oak Park School District when school officials recognized that Carver children needed earlier school experiences to help eliminate the social and educational deprivation that exist. A full-time teacher was employed in January, 1963 and all three and four year old Carver children are eligible for enrollment. The Nursery School Program is now under the supervision of Dr. Joseph Hudson, the Carver School principal.

Volunteer help is still available when babysitting services are needed to enable mothers to participate in the various programs.

Teen Clubs, a program recommended by Dr. Dillon, were formed during the 1962-63 school year. Co-sponsored by the Adult Education Department, the Area Service Association, and Carver parents they now have the use of school facilities for their programs and activities.

The Community Room Projects and the Dental and Health Clinics were also continued throughout the 1962-63 school year. The success of these programs has resulted in increased interest by other agencies who now wish to devote their resources to the Carver area. In anticipation of more activity within the Carver School it was felt that a full-time Community School Coordinator was needed.

Mrs. Mary Reiss was employed in this position during the spring of 1963 and her salary is shared by the Oak Park School District and the McGregor Foundation. It is expected that she will work cooperatively with the Adult Education Director, the Carver Community Council and the various agencies who are involved, or wish to be involved, in the Carver School towards improving present programs and planning for future community needs. It is hoped that with direct supervision and control by the Oak Park School District the former duplication of efforts will be deminished.

In retrospect, the Carver Adult Education Program and related portions of the Community School Program has developed at a fairly satisfactory rate considering the handicaps under which it has had to operate. There is no doubt that sufficient funds to pay instructors,

buy equipment and provide materials would have enabled the Oak Park School District to provide a much more comprehensive program. One positive aspect of this handicap has been the necessity of more community involvement particularly in the areas of volunteering their own equipment and materials which has helped involve the people of the community and made them more self-reliant than if all these services were provided from outside sources.

The formation of the Carver Adult Education Program and other portions of a Community School Program has attempted to meet many of the needs of the people in the Carver area. Most of the suggestions and recommendations resulting from Dr. Dillon's research and planning have been accomplished with some degree of success, either by direct sponsorship by the Oak Park School District or in cooperation with other community agencies. There still remains, however, a need for basic education and job retraining for many of the Carver adults. Federal legislation in regards to various poverty programs seems to offer promise for future involvement in these areas.

Future planning for the Carver Adult Education Program and related Community School Programs are subject to factors which at present are not entirely known. For example:

1. Urban renewal, long delayed, is replacing the sub-standard housing at a rapid rate. Many families have moved from the area and at the close of school in June 1963 less than 400 children were enrolled. The adult population has also declined to the point that it may not be feasible to continue the present program in the future.

2. Much of the new housing is designed to attract middle class Negroes. Their interests and needs for adult education can be expected to be quite different than the present participants.

3. At present there are no additional funds available for upgrading or expanding the present programs. Can the rather elementary classes continue to interest and hold the participants?

4. Will the present program continue to attract the volunteer instructors or will there be a "halo effect" once the glamour of working in the Carver area diminishes?

5. At what stage of readiness can the participants and portions of the Carver Program be incorporated into the older more established Oak Park Adult Education Program?

6. The Oak Park Board of Education suffered two successive millage defeats in 1963. Can they be expected to continue even the minimal support necessary when their primary responsibility is the education of the children?

The answer to these problems, if obtainable, will have a great effect on the future progress of the Carver Adult Education Program.

CHAPTER VI

SUMMARY AND CONCLUSIONS

This study consists of an historical treatment of two communities representing backgrounds located on the northern boundary of Detroit, Michigan. It describes the factors which prompted state and county officials to dissolve the school district in one of these communities and forced its attachment to the school district of the other community.

The events leading to the forced consolidation are chronicled and documented. Descriptive techniques are provided for the steps taken and problems encountered in effecting the physical merger of the school districts and in dealing with the problems and actions of providing adult education programs for the Carver School adults.

The basic study approaches are historeographical and descriptive. Both primary and secondary records provide the sources for documentation of the material. In addition, the writer, by the fact of his employment by the Oak Park School District in an administrative capacity, participated in many of the deliberations preceeding the attachment and subsequent attempts to provide adult education opportunities for the Carver area adults. As a primary observer, the writer has formed impressions which may not be readily documented, but for him constitute the essence of reality.

Principle Findings and Conclusions:

Prior to November 10, 1960 Oak Park was no more responsible for the substandard conditions of the Carver School than the other neighboring communities and shared less responsibility than the state and county governments with whom the evaluative function rested. The federal government, who created the Carver community to house defense workers during the period of World War II accepted little, if any, responsibility for the future of the Carver community once the need for defense workers had diminished.

Political expediency rather than a planned orderly procedure proceeded the dissolution of the Carver District and its subsequent attachment to Oak Park. Attempts by local school officials to enlist the support of the State Superintendent of Public Instruction in forming a study committee to consider long range rather than an immediate solution to the status of the Carver School problems was not successful. Consequently, Oak Park School officials were provided with little information regarding the circumstances of the school district for which they acquired responsibility.

The attachment process required Oak Park to assume full financial responsibility for the newly acquired district that resulted in a shrinking tax base for the education of the expanded student body without assurance of compensatory aid from county, state, or federal sources. Citizens and school officials of the Oak Park School District felt, with justification, that insufficient planning preceded the dissolution of the Carver District and its subsequent attachment to Oak Park.

Sincere requests for legal and financial interpretations of the problems were frequently interpreted as evidence of racial prejudice on the part of persons who expressed them. Critics of the attachment were usually reminded of their own minority group membership resulting in issues that assumed religious as well as racial overtone.

Many fears were expressed by Oak Park citizens who were concerned with the problems of racial integration and the wide difference in the social-economic levels of the two communities. These fears were often turned into hostility and directed at school officials and members of the Oak Park Board of Education for not taking firmer action in resisting the attachment process.

Support emerged from several sources in the community. Established organizations concerned with the improvement of intergroup relations assumed responsibility for molding positive public opinion. Among these were: The Detroit Round Table of Catholics, Jews and Protestants; the Jewish Community Council of Detroit; the Anti-Defamation League of B'nai B'rith; and the Catholic Archbishop's Committee on Human Relations. Three local groups were organized after the attachment for the specific purpose of supporting the district's efforts to racially integrate. These were: The Human Relations Committee of the Oak Park Council of Community Organizations; the Carver Study Committee of the Citizens Advisory Committee to the Oak Park Board of Education; and the Coordinating Council of Royal Oak Township. In addition, there were individuals who supported the attachment process. Particularly noteworthy were members

of the various professions, college instructors, lawyers, doctors, dentists, and clergy. Without the community support represented by these organizations and individuals, school officials and staff would have been seriously handicapped in their efforts to maintain objectivity in the midst of general confusion and emotionalism.

The crucial vote taken by the Oak Park Board of Education in its meeting on December 15, 1960 was very significant. By their positive action of a five to two vote majority ended the possibility of extended litigation towards resisting the attachment order. From this period on the Board and school officials could use their energies toward developing educational plans for the Carver area.

The positive and unequivocating leadership provided by Oak Park School officials and influential persons and organizations in the community were crucial factors in the physical implementation of the attachment order, but there still exists an unfinished task of developing the best possible educational program for the Carver area. Some recommendations may be useful to school authorities who may in the future be confronted with forced attachments of dissadvantaged school area:

1. Information regarding the status and needs of the district to be attached was deficient at the time of the attachment order. Not only should a more thorough investigation have been made by state and county authorities, but the attaching district should have been involved with state and county authorities in planning a course of action prior to issuance of the order.

2. The Oak Park School District did not have the needed personnel and other resources necessary to assume the responsibility of an enlarged school district. The agencies forcing attachments should be required to furnish specialists and funds for the initiation of necessary programs and studies. The state should assume this responsibility and provide a systematic approach for providing funds and services.

3. There was an absence of effective planning towards solving the social and economic problems of the distressed community. Many public and private agencies were active in the Carver area, but a coordinated approach was lacking. It has long been recognized that community influences can determine the relative effectiveness of educational effort. Planning at the state or county level should be provided and should be in harmony with the school towards total community betterment. The Oak Park School District through its Adult Education Program has attempted with some success towards greater involvement and coordination of existing social, health, and welfare agencies within the Carver community, but lacks the necessary resources to provide vocational re-training for the adults residents who now possess some measure of vocational aptitude and basic education for those who have little or no present employment potential due to illiteracy. There has been no provision for a continuing health service now provided by the school district. Many of these services will be discontinued when the private foundation grant expires. The Carver area is part of the urban renewal project of

Royal Oak Township which has progressed slowly due to incompetent local leadership. The local school district has a responsibility of becoming a participant, but should not be expected to assume the major responsibility for solving these problems. Federal and state leadership is necessary in the solution of these problems.

4. Little outside financial assistance was provided for the development of the Carver Adult Education Programs. The limitation of funds has limited the possibility of establishing a more comprehensive adult education program. Funds and continual consultant services should be provided at the state and federal levels. Provision for this resource help should be assured prior to future school district attachments.

5. Research into problems of educating disadvantaged adults is in an infancy stage. There should be greater recognition of this problem and appropriate help provided by federal agencies for basic research and improvement of coordination of efforts.

It is significant that despite the general apathy and discouragement resulting from questionable municipal government practices, high unemployment and a bleak and negative public image, there was, as discovered by Dr. Dillon, an untapped reservoir of spirit and feeling for personal and group betterment within the Carver area.

The community did desire, contrary to popular opinion of surrounding communities, wish to improve its lot. This untapped reservoir proved to be the basis for the establishment of the Carver adult and related community school programs. It is also apparent that

Carver adults despite their disadvantaged background will participate in adult activities when they are designed to meet their needs and are operated in the world of experience as they see it. In addition, by having the activities located within their own neighborhood allowances were made not only for "physical" accessibility, but "psychological" accessibility as well.

It is apparent to the writer that no agency with limited funds and staff is going to erase overnight, relatively speaking, the appalling problems that were encountered in the Carver School area. The Oak Park School District in their attempts to improve the educational and social opportunities of the Carver community has undertaken an enormous task. However, the transformation of the Carver School as a community center is now well established. Most of the forbidding atmosphere that formerly existed is now in the past. Because of the various programs that have been established for the Carver citizens, there is a feeling that the school can be considered as a friend. Even more significant is the development of the Carver Advisory Council which has begun to assume a leadership role in helping to determine the future of their community. Needs of the community for social service, for employment, for expanded educational opportunity are now being expressed through the Citizen Advisory Committee. The school has become a focal point for community hopes and fears, acting as a nucleus for community agencies on such problems as adult job training and opportunities and the relocation problems of urban renewal.

It should be recognized that while direct aid from county and state sources was noticably lacking there was generated a new awareness of the long-standing problems of the Carver area by private agencies and individuals. Without the direct aid of donations and the volunteer services of literally hundreds of people, it would have been extremely difficult, if not impossible, to provide educational social opportunities for the Carver community. The widespread publicity surrounding the attachment process helped in the process of enlisting the aid of many individuals. However, this points out that in every community there are probably many individuals with skills that can be enlisted for community betterment. Perhaps adult educators and school officials should search more diligently for this available and valuable human resource.

The writer is aware that the multi-problems that exist within the Carver community are not unique. Many areas throughout the county have similar, if not identical, problems. The efforts of the Oak Park School District were recognized in November, 1964 by the Michigan Welfare League when it presented its "Community Betterment Award." In presenting the award, Dr. Uel Blank, Associate Director of the Institute for Community Development and Service, Michigan State University, cited the community-wide improvement projects which followed the attachment and commented, "Since 1961, George Washington Carver School in Royal Oak Township has become an example of what can happen with the good will and cooperation of an aggressive school system, foundation support and the aid of public and private agencies."

Future expansion of the Carver Adult Education and Community School Programs appear brighter at the time of this writing than previous periods in the past. Current federal legislation in regards to the various "Poverty Programs" suggested by President Johnson's "Great Society Theme" appear to offer a great deal of hope for communities with problems similar to the Carver area. Especially promising are the acts that provide for basic education and vocational training. It remains to be seen, however, what role the Oak Park District Schools will have an opportunity to assume.

Recommendations for Future Research:

Though this study is historical in nature and not necessarily evaluative, the writer feels that perhaps this study will encourage others to participate in pursuing research studies that will hopefully stimulate professional and public awareness of the task to be accomplished and provide positive direction to the efforts of those who are willing to assume the commitment. A suggest list of problems follows:

1. Assuming that it is desirable to upgrade disadvantaged adults, what are the most effective means to be employed?
2. What forms of adult education are indicated?
3. What results can adult educators expect from programs for disadvantaged adults?
4. How may we adequately prepare instructors and other volunteers to work with disadvantaged adults?

5. What factors present in deprivation can be influenced through adult education?

6. What changes in adult behavior are necessary to facilitate adult learning?

7. What role can adult education play in attempting to remove the barriers of racial integration?

Answers to these and other related problems associated with the education of the disadvantaged could provide direction which has been absent in present day adult education. There is much at stake in how well we succeed in this task that it is necessary to extend a major portion of our resources for the needed research in this area.

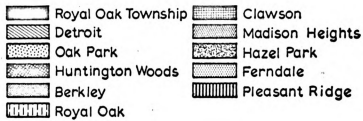
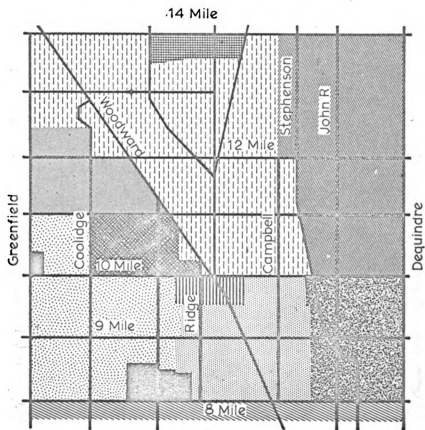
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