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The Dayton experience : a descriptive case study of the Dayton Community School Council.

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University of Massachusetts Amherst

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THE DAYTON EXPERIENCE: A DESCRIPTIVE CASE STUDY

OF THE DAYTON COMMUNITY SCHOOL COUNCIL

A Dissertation

Submitted to the

University of Massachusetts

School of Education

in partial fulfillment of

the requirements for the degree of
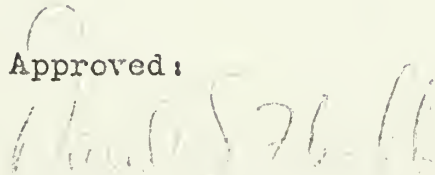
Doctor of Education

by

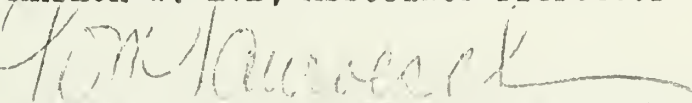Ruth Wilson Burgin

1971

Approved:

_____ Chairman
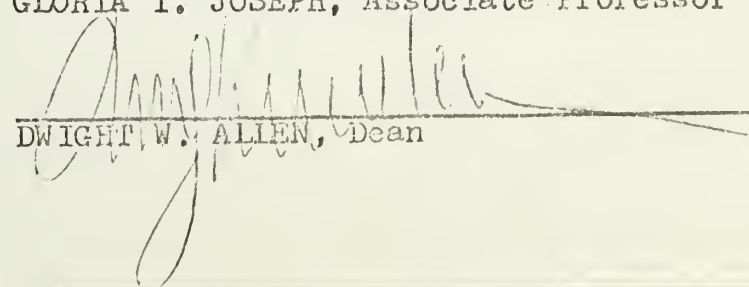DAVID S. FLIGHT, Assistant Professor

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ARTHUR W. EVE, Associate Professor

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WILLIAM LAUROESCH, Associate Professor

_____
GLORIA I. JOSEPH, Associate Professor

_____
DWIGHT W. ALLEN, Dean

DEDICATION

This Study is Dedicated to

Mama

and

Art

ACKNOWLEDGMENTS

LIST OF TABLES

LIST OF ILLUSTRATIONS

ABSTRACT

THE DAYTON EXPERIENCE: A DESCRIPTIVE CASE STUDY
OF THE DAYTON COMMUNITY SCHOOL COUNCIL

June, 1971

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OBJECTIVE AND PURPOSE

The objective of this investigation was to undertake a
case study of the first year's program of the Dayton Commu-
nity School Council as a means to identifying the touchstones
of success (as well as pitfalls) for inauguarating and im-
plementing community programs toward improved education for
the heretofore systematically deprived and disenfranchised
poor and minority group people.

The purpose of the study was to examine various aspects
of a selected education-citizen participation program in
Dayton, Ohio, a program which is presently funded by the
U. S. Office of Economic Opportunity. It was the intent of
the research and critical analysis to accomplish at least
three major tasks:

1. To determine identifiable effects of the designed
    program upon program participants.

2. To conceptualize aspects of the training program
    potentially useful in other inner-city areas.

3. To record the interaction and interrelationships
    between local education-related events and a
    structured training program and to determine the
    extent to which each set of activities tended to
    modify the other.

To accomplish the tasks listed above required close

analysis of the following:

1. The organizational and programmatic changes taking
    place as a direct result of administrative process,
    political activity, policy decisions, and federal
    "intervention" within the program and decision-
    making bodies affecting the Dayton Community School
    Council target area.

2. The working relationship between and among staff
    and citizen participants and selected school per-
    sonnel responsible for public school education in
    the Dayton Community School target area.

3. The review of various actions taking place in the
    program as related to citizen participation in
    program and policy-making.

4. An examination of the character of citizen involve-
    ment in the program as a continuation of the Commu-
    nity School Council program.

Ultimately, this investigation sought to derive signifi-

cant data that would inform and direct any community action

program with goals similar to those of the Dayton Community

School Council:

1. To give the individual in the target area an oppor-
    tunity to participate meaningfully in the develop-
    ment of programs that will shape his own destiny so
    that he will feel an involvement in his "fate con-
    trol."

2. To meet the educational needs of the child in the
    target area through development of programs that
    will raise the level of his aspirations for life
    goals and give him a healthy psychological outlook
    toward the future.

Program Summary of the Dayton Community School Council

A two-year program was designed to train elected school council members in connection with their ongoing participation in community-school functions. The Council encompassed the Dayton, Ohio, Model Cities area and included six members from the eleven school neighborhoods, a total of sixty-six persons. Council members were trained in concert with school principals, teachers, community school directors, and board of education personnel to understand the objectives of the Model Cities Educational Program, to appreciate the scope of problems to be faced and to work on matters of effective school council organization, communication and community representation. The training format included a series of bi-weekly seminars to present professional problem analysis, action recommendations, and opportunities for discussion and action.

TABLE OF CONTENTS

Statement of the Problem; Significance of the Study;
A Case for Community Control through Citizen Parti-
cipation; Assumptions of the Study; Limitations of
the Study; Methodology and Design of the Study

Community Action; Model Cities Education Program
Planning

Introduction; Objectives; Participants and Staff;
Structure; Training Approach; Training Design;
Background; Training Program Phases I, II, III, IV,
and V; Evaluation: Goals, Objectives, Indices, Output
Measures and Forms; Evaluation of the Education
Leadership Program for Elected Community Council
Training Design: The Basic Outline for the Evalua-
tion, Staff Responsibilities, and Final Report;
Summary

Part I - Community School Council: Objectives,
Election of the Council; Part II - Philosophy of the
Community School: Broad Goals, The Community School
and Its Relation to Community Strata, Program Con-
cepts Applicable to the Community School, Services
Provided by the Community School, and Leadership in
Changing Culture of the Community; Implementing

Program Concepts of the Community School: Organi-
zation and Adequacy of Program, Occupational In-
formation, Correlation of Activities, Occupational
Laboratory, Practical Working Experience Provided
by Productive Jobs, Guidance, Placement and Follow-
Up, The Home Economics Laboratory - Productive
Learning, Variety of Materials; Improving Poten-
tialities of Home and Community; Enrichment of
Pupil Experiences: Human Relations Between Adults
and Youth; Coordination of the Home and Community
through the Community School; Activities in the
Community School Relate to Real Community Institu-
tions; Productive Service; Active Investigation;
Tools of Learning as Tools for Thinking; Program
of Sports and Recreation; Coordination of the
Home and School

Phases of Activities; Program Development; Training
and Orientation; Dayton Board of Education Estab-
lishes School Councils; Planning Events and Inter-
ventions; Partnership for Education; Crisis Inter-
vention Beyond Community School Council Control;
Dayton Community School Council's Action on the
Superintendent's Suspension of the Council's Di-
rector and Related Events; Events in Dayton Related
to School Crises; Consolidation of Local Action and
Formulation of City Wide Contacts; Individual Roles
of Councils; Roles of Individual Task Forces;
Summary

Development of Black Community Sensitivity; Col-
lection of Objective Information; Collection of
Data for Use by Technicians; Attainment of
Political Objectives; Evaluation Documents:
Part A - Community School Council Evaluation Report,
Part B - Evaluative Analysis of Demographic Survey
Data, Part C - Evaluative Feedback Session, Part D -
Additional Reports -- 1. Clarifying the Black Ex-
perience, 2. Crisis on Dayton's Educational Scene

Objective of the Study Restated; Summary; Conclu-
sions: Considerations for the Continued Operation

of the Dayton Community School Council; Recommendations for the Dayton Community School Council;
Elements of the Dayton Program for Future Use

APPENDIXES

CHAPTER I

INTRODUCTION

You cannot outlaw one part of the people
without endangering the rights and lib-
erties of all people. You cannot put a
chain on the ankles of bondmen without
finding the other end of it about your
own neck.

You degrade us and then ask why we are
degraded. You shut our mouths and then
ask why we don't speak. You close your
colleges and seminaries against us, and
then ask why we don't know more.

If there is no struggle, there is no
progress. Those who profess to favor
freedom and yet deprecate agitation, are
men who want crops without plowing the
ground. They want the rain without thun-
der and lightning. They want the ocean
without the awful roar of its many waters.
This struggle may be a moral one; it may
be a physical one; or it may be both moral
and physical; but it must be a struggle.
Power concedes nothing without demand. It
never has and it never will.

Men may not get all they pay for in this
world, but they must pay for all they get.
If we ever get free from oppressions and
wrongs heaped upon us, we must pay for
their removal. We must do this by labor,
by suffering, by sacrifice, and if need
be, by our lives, and the lives of others.

Experience proves that those most often
abused who can be abused with the greatest
impunity. Men are whipped most often who
are whipped easiest.

I esteem myself a good persistent hater of
injustice and oppression, but my resentment
ceases when they cease, and I have no heart
to visit upon children the sins of their
fathers.

--Frederick Douglass

The rapid growth of large cities in this country has brought about an unparalleled exodus from the city by the predominantly white middle class population to less crowded suburban areas. Concurrently, the exodus has been accompanied by the in-migration of specific ethnic groups - Black, Mexican-American, Puerto Rican, Indian, and southern white Appalachians - into the city. The minority groups enter the metropolitan areas less skilled, less educated, and generally less prepared to cope with the complexities of urban living.

The urban public school system, like the city itself, finds that it is ill-equipped to handle the problems which arise from large concentrations of ethnic groups attempting to participate in educational programs previously designed to meet the needs of a more economically elite group. Because of the difficulties of language barriers and dialects, ethnic customs, and differences in values, attitudes, behavior, and expectations, most administrators of urban schools have found it quite taxing, if not impossible, to provide an educational program which results in the readiness of minority ethnic group children to participate successfully in the school program and in the urban living environment.

Consequently, during the past few years, the emphasis in federally funded programs has been on the importance of citizen participation in the process of making decisions which vitally affect the planning and implementation of comprehensive community programs. Research indicated that early

citizen involvement was essential. Cahn and Cahn were among those who, in recent years, presented supportive evidence to this fact.[1]

The need for citizen participation sprang from an increased awareness that the early and meaningful involvement of citizens, especially the poor and minority ethnic groups, may significantly affect their life chances and those of their children. Instead of being the constant objects (or victims) of social forces over which they had no control, full participation as rightful members of the community enabled them to exert some active influence upon their own social, political, and economic growth. Concentrated and coordinated efforts on the part of federal, state, and local agencies became necessary because of the political pressures and conflicts generated aginst the government as a result of the conditions of poverty and hopelessness for millions of Americans. Therefore, comprehensive programs were developed to address the educational, economic, and social needs of this segment of the population.

Comprehensive education projects were among the first of citizen participation programs. The record shows that the Economic Opportunity Act of 1964 sought to involve poor par-

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[1]Edgar S. Cahn and Jean Camper Cahn, "Maximum Feasible Participation: A General Overview," Citizen Participation: A Case Book in Democracy, ed. by Edgar S. Cahn and Barry A. Passett (New Jersey: The New Jersey Community Action Training Institute, 1969), p. 7.

ents in the education of their children through policy-making procedures, continuous programming, planning, development, implementation, and evaluation. As some observers suggest,

> The Community Action Program of the Office of Economic Opportunity has sought - in a thousand community programs across the land - to work out the definition of participation. Model Cities programs, Elementary and Secondary Education Act programs, and innumerable private ventures have broadened the scope of the examination, until the definition and the understanding of citizen participation has achieved recognition of paramount importance.[2]

No real understanding of the process and potential outcome of citizen participation is possible without examining the dynamics of change as they occur close to those whom the program affects. In this case, the Dayton Community School Council is a vehicle for that examination.

The Dayton Community School Council was developed in December, 1968. The project actually began when the citizens of the target area, the Dayton Model Cities Planning Council Education Committee, and the Model Cities Education Director, Mr. Arthur E. Thomas saw a need to develop a mechanism of organized effort so that they might be able to broaden the base of citizen participation in the operation of the Dayton Model Cities Education program.

Its essential purpose was to train local residents to assume the initiative in achieving educational reforms within

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[2]Ibid., p. 4.

their inner-city schools. As a part of the operational procedure, a carefully designed training program was established at the beginning of the project. The training program was designed particularly to provide a carefully structured series of learning experiences for Model Cities residents. The most important work of the Council was developing the capability to monitor effectively the Dayton Board of Education and its personnel in the operation of the Model Cities Education Program and to develop ways and means for the involvement of more parents with school operations.

According to the proposal for the Model Cities Education component, the councils were organized to provide a citizen participation structure which would enable participants to develop an understanding of the public education system as it exists for Black children on the part of those who are seeking ways to achieve a quality education for these children, provide certain technical information for those persons who are interested in effecting change within the system, develop accountability, stimulate the thinking of persons interested in developing community school councils, and inspire those who would work toward providing and implementing a better model for parent community involvement and community school control for the minority groups and especially the Black people of this country.

Statement of the Problem

Citizen participation programs receive much attention.

However, because they are still very new in their stages of development, there remains much work to be done in order to bring about major public acceptance. More importantly, the efforts of members of the community to become involved in and assume control of their own lives revives a much honored but little practiced American ideal, democracy, which may yet offer our last single hope for survival.

The most recent movement toward greater community control of schools by those who, for all practical purposes, have been disenfranchised, ought not to be confused with a similar and more general trend toward decentralization. According to one analyst, the community school movement:

> ...derives not so much from the general crisis of effectiveness of the schools, but rather the specific failure of the schools in dealing with the poor, and more particularly, with Black children.[3]

This fundamental problem has been accompanied and aggrevated by a host of bureaucratic procedures which, deliberately or unwittingly, have blocked the changes necessary to the education of truly free and resourceful human beings.

One of the major difficulties faced in almost any of the governmentally financed social programs which resulted from the Economic Opportunity Act is its stipulation for a one-year

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[3]Leonard J. Fein, "Community Schools and Social Theory: The Limits of Universalism," Community Control of Schools, (Washington: The Brookings Institution, 1970), p. 84.

funding period. This holds for community school councils. Uncertainty of funding from one year to the next has a major impact upon the character of citizen involvement and the expectations of the larger community for pilot projects which might later, under certain circumstances, be funded on a more permanent basis. What is more frequently demonstrated is that there is a need for more time and funds to give the program participants, the community, and the funding agency the opportunity to develop a broad base of support in terms of human and financial resources.

In addition, it is often difficult to predict and prevent the obstacles which arise politically, administratively, and programmatically; such problems can easily deter the attainment of goals and objectives which are originally proposed for the program. Funding decisions for less than five years, though made with the best intentions of protecting the public interest and the public treasury, often militate against the short and long term effectiveness of social action projects. It was believed that comprehensive planning and citizen participation would bring the poor and members of minority groups into great control of their own affairs because, as it is stated by Wilkins and Passett,

> if the past is truly prologue, we are amply
> forewarned of the futility of seeking a
> final solution, in a nation where each day
> works changes and interactions which subtly
> but surely alter the dimensions and propor-
> tions of the problem. Shall we then aban-
> don the problem altogether? Surely out of

the growing experience of the past decade
we can abstract some principles, some few
constants with which to prepare our plans
for the future.[4]

Significance of the Study

The significance of the study is inextricably bound to
the processes, values, and goals of the community school
movement throughout the nation. Its meaning is derived from
the meaning of the community school movement itself, and from
the pride and power of human beings choosing for themselves
and for their children, to have control over their own lives.
For Black and poor people such power represents a chance not
only to survive in our society, but survive with dignity; it
represents a presently unattained but attainable ideal for
every child in America to grow to be all that he can be.

Because there is a very small amount of literature avail-
able which deals directly with either community school coun-
cils, or, more broadly, with community control of schools as
it relates to people in society who formerly had no voice in
shaping education, the study helps to clarify the issues in-
volved. Moreover, while there exists a respectable amount of
literature about the processes and values of community control
of schools, despite the field's infancy, scholars and would-be
activists alike are hard-pressed to find case studies which
bring life to the theories of citizen participation in this

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[4] Joseph Wilkins and Barry A. Passett, "Introduction:
Citizen Participation," Citizen Participation, op. cit., p. 4.

area.

Armed with the political education gained from the civil rights movement and the war on poverty, and since then, severe employment crises, people have become more sophisticated in their understanding of their own condition, and are able to connect their troubles as individuals to larger social problems. It was the intent of the study to deepen those understandings, to record what happened in the past in order that action in the future will be more rational.

Finally, the significance of the study bears a relationship to the specific goals of the Dayton Community School Council:

1. To give the individual in the target area an opportunity to participate meaningfully in the development of programs that will snape his own destiny so that he will feel an involvement in his "fate control."

2. To meet the educational needs of the child in the Model Cities neighborhood through development of programs that will raise his life goals and give him a healthy psychological outlook toward the future.[5]

Pragmatically, the study yields a sense of options that was the outgrowth of analysis. A larger view of options underlies the Council objectives, and provides the basis for effecting changes once only dreamed of.

A Case for Community Control through Citizen Participation

The idea of citizen control of schools is not a new one;

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[5]"The Education Component," Model Cities Demonstration Project, Dayton, Ohio, August 23, 1968. pp. 38-39.

it is new only in the cases of non-whites and the poor. The white middle and upper classes have historically and traditionally exercised both direct and indirect control over the schools their children attend, and ironically, over the schools which their children do not attend; that is, those attended by the dark-skinned and the poor.

By means of various control mechanisms, comfortable and well-to-do white people have exerted powerful influence over who will teach, what will be taught, who will manage the schools, and how the schools will be managed. Among these control mechanisms have been their power to appoint and dismiss superintendents; their power to appoint school boards, or in the cases of elections to provide funds for election campaigns and for mass media publicity, which in turn, significantly influence election outcomes; their presence on state and local committees which determine policy related to teacher certification and employment, curriculum and textbooks, the expenditure of local, state, and federal funds, and the employment of various contractors who serve the schools - building contractors, food service contractors, medical and dental services, and even such services as janitors, window washers, and garbage disposers.

They exert indirect influence through their station in life which is a constant reminder to principals, teachers, counselors, and others, that the children of these parents are important human beings who are expected to learn. Edu-

cational personnel know that their jobs depend on performance. They know that white affluent parents expect their children to attend fine universities, and therefore, they know that they had better take care of business or be prepared to move on.

This network of powerful elements, including the control of universities which train the teachers and administrators, has enabled affluent whites to control their schools and the schools of oppressed minorities in a manner intended to serve the interests of the white middle and upper classes.

Until very recently Black and poor parents had no mechanism of control. They had no way whatsoever to influence what was happening to their children in school. They knew their children weren't learning, that they read poorly and had difficulty with math. They knew their children were in danger of becoming "push outs," but, as in the case of many parents, they often didn't know what to do, and even when they did know, nobody paid much attention to them because they had no power.

The lessons of the history of civilization have taught that groups which hold power and control the destinies of others never give it up until they are confronted with enough counter-power that they are forced, in their own best interest, to give up, or at least share, the power.

Community school council movements help Black and other oppressed citizens to achieve the following:

> Develop the power and strategies to affect the educational destinies of their children,

> Assert to the white establishment the power

that Black and poor parents intend to have over the education of their children is as great as the influence that white parents exert over the education of their children, and

Demonstrate that they have the courage and the talent to organize and conduct a social change movement.

Show their children and the adult community that they are no longer part of a powerless people who can be manipulated to the advantage of and at the will of the powerful majority, and that they will develop a power base so that they can control their own educational destinies.[6]

As one writer puts it,

... the basic problem of the Black American is to gain control over his destiny, and in recent years a prospective solution has come into focus. Through racial cohesiveness and self-development Black people liberate themselves from racism and gain equality and dignity. Foremost in this drive is the quest to redirect and reform those institutions that have failed Black Americans or, worse, have inflicted injury and further disadvantages on racial minorities. In the Black neighborhoods of the large cities the schools have become the first of these institutions to be challenged.[7]

Another author looks at community control and participation in the following manner:

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[6]Arthur E. Thomas and Ruth W. Burgin, Community School Council: Philosophy and Framework for Educational Change, (Dayton, Ohio: Institute for Research and Development in Urban Areas, 1971), p. 7.

[7]Henry M. Levin, "Introduction," Community Control of Schools, (Washington, D. C.: The Brookings Institution, 1970), p. 4.

Citizen participation policy is a tool by
which federal officials can (1) include the
excluded (2) subsidize the exploited (3)
and provide training and technical assis-
tance for those who do not know how power
is continually fragmented and rearranged
in our society.[8]

Assumptions of the Study

1. It was assumed that citizen participation is a
   powerful and desirable instrument for effecting
   changes in the educational milieu, as well as
   in other social settings.

2. It was assumed that, generally speaking, existing
   school systems are not adequate to ensure the suc-
   cessful personal and social survival of children
   who are members of minority groups or of those
   who are reared in poor families.

3. It was assumed that the inequality of educational
   results for Black people and other systematically
   deprived minorities is a direct outcome of their
   being excluded from the decision-making process.

4. It was assumed that the beliefs of parents and stu-
   dents about the problems affecting their community-
   school life are a component of the social reality
   of the community.

5. It was assumed that provisions for training for a
   specific understanding of educational problems will
   enhance the ability of trainees to perceive the
   diverse and complex influences and forces on their
   lives and will affect their willingness to confront
   and deal with them.

6. It was assumed that the sensitivities of the select-
   ed community school council to their own backgrounds
   and human problems would enable them to make produc-
   tive decisions in planning and evaluation of new
   and experimental programs in the schools and in the
   neighborhood communities.

7. It was assumed that when predominantly Black people

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[8]Daniel M. Fox, "Federal Standards and Regulations for
Participation," Citizen Participation, op. cit., p. 329.

select their own leader in education that central
administrators will terminate the leader's em-
ployment.

8. It was assumed that the members of the selected
community school council developed a comprehensive
approach in viewing educational problems as a part
of the totally expressed community problem.

9. It was assumed that the selected community school
council would not sequentially follow the original
training program due to intervening forces beyond
its control.

10. It was assumed that the sources of information from
which the data for this study are collected were
true and accurate.

11. It was assumed that the comprehensive case study
approach is an effective means of reporting com-
plex information and a legitimate way of providing
a source of collected materials which are readily
available to students and other interested persons
who are in need of information on community school
efforts for diagnostic and prognostic purposes.

Limitations of the Study

The case study of the Dayton Community School Council

was limited to that geographical area and school district

area within the West Dayton community, commonly referred to

in this study as the target area. The population of the tar-

get area is estimated at a level of about 47,000 people, of

whom ninety-nine percent are Black. The eleven schools to

which the study was limited include two high schools, eight

elementary schools, and one primary school. In addition, of

the eleven schools which are included, ten schools are part

of the Dayton public school system and one elementary school

is a Catholic parochial community-board-controlled institu-

tion. While it is understood that many of the experiences

of the selected community school council have general utility
and applicability for the entire community school movement,
it must also be recognized that specific individuals and cer-
tain institutional arrangements are unique to the Dayton
situation.

Nevertheless, this study provides a collection of data
covering a broad range of information which could be useful
to positively-oriented community and educational change
agents who seek to effect quality education for minority
children in urban areas throughout the nation.

The study was limited because of the lack of research in
the area of community-school councils specifically designed
to work in coordination and in conjunction with the local
boards of education, administration, parents, students, and
community interest groups. Most minority groups are organized
to work against the school system. In this case, the Dayton
program was designed to train Council members in company with
school principals, teachers, students, PTA representatives,
Model Cities Education Program staff, and Board of Education
members.

The study was limited because it does not explicitly
deal with all the elements and causes of unequal educational
opportunity which necessitate the concern of parents to move
to a position of the formation of community school councils
in order to exercise some kind of control which hopefully
will in some way afford, in the long run, their children an

"equal educational opportunity." Some of the issues which

were not dealt with are the following:

1. Unequal economic resources and school finance,

2. Rural educational disadvantages,

3. Urban education problems including "resegregation" and middle class "white flight" from the inner-city or of comparative case studies of urban and metropolitan problems or councils,

4. Educationally deprived groups - an examination of the reasons for the lack of equal educational opportunity for various ethnic and racial minorities,

5. The comparative effects of socio-economic differences upon educational opportunity,

6. The effects of integration and racial isolation on both the priveleged and systematically deprived students, and

7. The economic, human, and social costs of educational inequality.

Since the issues and problems listed above are not dealt

with in the study, there is no attempt to propose alternatives,

experiments, or remedies in those areas.

Methodology and Design of the Study

The conduct of this study was achieved through a com-

prehensive case study of the Dayton Community School Council

during its first program year in relation to the need and

effort to train local residents to assume initiative in re-

forming their inner-city schools.

The objective of this investigation was to undertake a

case study of the first year's program of the Dayton Commu-

nity School Council as a means to identifying the touchstones

of success (as well as pitfalls) for inauguarating and imple-
menting community programs toward improved education for the
heretofore systematically deprived and disenfranchised poor
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The purpose of the study was to examine various aspects
of a selected education-citizen participation program in
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the research and critical analysis to accomplish at least
three major tasks:

1. To determine identifiable effects of the designed
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2. To conceptualize aspects of the training program
   potentially useful in other inner-city areas.

3. To record the interaction and interrelationships
   between local education-related events and a
   structured training program and to determine the
   extent to which each set of activities tended to
   modify the other.

To accomplish the tasks listed above required close
analysis of the following:

1. The organizational and programmatic changes taking
   place as a direct result of administrative process,
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   "intervention" within the program and decision-making
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2. The working relationship between and among staff
   and citizen participants and selected school per-
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3. The review of various actions taking place in the
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4. An examination of the character of citizen involve-
    ment in the program as a continuation of the Commu-
    nity School Council program.

Ultimately, this investigation sought to derive signi-
ficant data that would inform and direct any community action
program with goals similar to those of the Dayton Community
School Council.

Immegart's <u>Guides for the Preparation of Instructional</u>
<u>Case Materials in Educational Administration</u> was the tool used
to construct the case study.[9] The writer, through the utili-
zation of the guides, attempted to portray a picture of real-
ity of the Dayton Community School Council in a historical
manner, combining the conveyance of a problem demanding solu-
tion and the variables impinging on the problem solution.

Substantiated disclosures included:

1. How and why the Council came into being;

2. What goals the Council attempted to achieve;

3. What problems the Council addressed;

4. What process and program the Council followed in
    preparing to work toward problem solution and to
    deal with intervening problems unpredicted at the
    outset of the process and the program;

5. What evaluation tools were effective and useful
    in measuring the Council process and program;
    and

6. What the overall program, process and evaluation
    indicated in terms of changes taking place within

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[9]Glenn L. Immegart, <u>Guides For the Preparation of In-</u>
<u>structional Case Materials in Educational Administration</u>
(Columbus, Ohio: The University Council for Educational
Administration, 1967).

the program year which indicated utility of the
Council model for continued use in Dayton and
elsewhere as well as factors which could be
modified, added or deleted which might make for
more positive, productive and prolific involve-
ment of citizen participation in the educational
process.

Five perspectives were included in the development of
this study in order to bring to the fore the above mentioned
disclosures needed to facilitate and effect the instructional
purposes of the case as outlined below:

Perspectives	Purposes
1. Historical	1. To illuminate social science concepts as applied to educational change
2. Problem	2. To describe human behavior and interaction in program and policy development
3. Thematic	3. To explicate relationships between groups and individuals
4. Process	4. To provide decision-making situations as they evolved in program and policy development
5. Causal	5. To precipitate the collection of data for situational analysis as related to events occurring as a result of program and process development

The general methodology related to the tasks in the de-
velopment of the perspectives included direct observation and

participation, verbal reports, and exploration of records.
Sources of data included authority figures, community and
professional leaders, newspaper articles, formal records, and
other appropriate documents.

The descriptive survey method of research was used to
collect data for analysis and to produce a general descrip-
tion of the Dayton program. Because of the process involved
in the expedition of the methodology in connection with the
broad range of specific and general policy and program de-
velopments which occurred from the Council initiation through
the program year, the following outlined procedure used to
gather data conveys the scope of approaches requisite to syn-
thesize the simultaneous convergence and proliferation of
historical, problematic, thematic, processural and causal
perspectives essential to the complex and comprehensive gen-
eration of the study. The following procedure was used to
gather data for the study:

1. The review of a series of events leading to the de-
   velopment of the Dayton Community School Council
   through the examination of literature and specific
   official local and federal documents leading to the
   formal establishment of the Council. Basic refer-
   ences include:
   a. Education Leadership Program for Elected Commu-
      nity School Councils for Dayton, Ohio
   b. The Education Component, Model Cities Demonstra-

tion Project, Dayton, Ohio

c.   Minutes of Dayton Community School Council
     Meetings

d.   Minutes of Individual Council and Task Force
     Meetings

e.   Reports of Council and Task Force Chairmen

f.   Newspaper Accounts

g.   Progress Reports I and II from the Dayton
     Program to OEO

h.   Interviews with persons involved with the
     Dayton program

2.   The description and presentation of the program,
     proposal, training and evaluation design as origi-
     nally conceived to serve an impetus for the parti-
     cipants to formulate for themselves and to inject
     into the immediate social process of the Dayton
     Model Cities plan a reconceptualization of the
     community and its educational delivery system.

3.   The review and presentation of results of evaluation
     documents made by consultants and evaluators of the
     Dayton Community School Council during its first
     program year. Basic references include:

     a.   "Community School Council Evaluation Report" by
          Richard Linzer, Antioch College, Yellow Springs,
          Ohio

b. "Evaluative Analysis of Demographic Survey Data"
    by Bernard Qubeck, Southwestern Ohio Regional
    Conference, Middletown, Ohio

c. "Evaluative Feedback Session" by Preston Wilcox,
    Afram Associates, Harlem, New York

d. "Clarifying the Black Experience" by Arthur L.
    Bouldin, Chief, Office of Equal Educational Op-
    portunity, Ohio Department of Education, Colum-
    bus, Ohio

e. "Crisis on the Dayton Education Scene - Report
    of the Suspension of Arthur E. Thomas" by
    Stanley Crockett, Ph. D., Western Behavioral
    Institute, La Jolla, California

4. Extractions from published and unpublished docu-
    ments of expert opinion related to expected out-
    comes of efforts of local citizens involved in
    citizen participation in community education de-
    cision-making outcomes.

5. The examination and recording of the Dayton Commu-
    nity School Council activities and related events
    during its first program year. This was done by re-
    viewing the reports presented to OEO, contributions
    made by consultants, informal and unstructured in-
    terviews with persons having knowledge of the pro-
    gram, direct observation and participation, and

other appropriate sources of information.

The case study provides the basis for the formulation of the summary, conclusions, and recommendations for further study and for utilization by the community and education publics, the Dayton Community School Council, their counterparts, and any other change agents seeking to solve the milieu of urban education problems prohibiting the quality education of all children in this society.

The format for this study, accordingly, assumes the following general form.

In view of the critical nature of outside events and their effect on the proposed training program, an understanding of program history is essential to an appreciation of its influence on the initial training design. Thus, the first section of this study is an interpretive description of events leading to the development of the Community School Council.

The training and evaluation design are contained in the second section of this study.

The third section provides a descriptive conceptualization of the community school model which is divided into two parts - the Community School Council and the philosophy of the community school program.

The fourth section is devoted to program development and implementation that took place during the year - both Dayton Community School Council activities and related events affecting the Council program - which led to the modification

of the training program and the program's subsequent changes.

The fifth section is composed of an analysis of the evaluations made by outside consultants whose goals were to register the effects of the program upon the participants.

The sixth section contains a summary, conclusions, and a number of specific program recommendations directed toward the on-going Dayton program, as well as implications for similar efforts elsewhere.

The final two sections of the document contain the bibliography and an appendix. The appendix is composed of documentary materials including a summary of Council meeting minutes and educational policy statements which can be helpful when read in conjunction with the narrative sections. Sample copies of the evaluation questionnaires distributed to the program participants are also included.

C H A P T E R   I I

EVENTS LEADING TO THE ESTABLISHMENT OF THE COUNCIL

In order to understand the events recorded in the study, some background history will place the specific Community School Council program in a more general political perspective based upon the origins of the Model Cities program in Dayton. By the time the Demonstration Cities and Metropolitan Development Act of 1966 had been enacted, Dayton, Ohio had already put together a rather detailed plan of action drawn up by the Special Committee on Urban Renewal, (SCOUR), out of the office of the City Manager of Dayton.

With full knowledge of the contents of the Act before its passage in Congress, a local consultant had drawn up a Model Cities plan which was ceremoniously laid on the desk of officials in the Department of Housing and Urban Development (HUD) in Washington by a huge delegation of Daytonians associated with the City Manager's Special Committee. The poor were not involved in the plan which first hit the HUD desk, and were only later written into the proposal in a token advisory way. In the original plan the major power of the program was to be concentrated in municipal agencies and private social welfare agencies.

The plan neglected to acknowledge the existence of the local community action agency, Supporting Council on Preventive Effort (SCOPE). SCOPE, as the local anti-poverty planning agency, had been operating since 1965, had specific re-

sponsibilities for working for and with the poor, and served
as the official body in Dayton for representing and securing
the resources for the needs of the low income population.
Additionally, the regulations of the Demonstration Cities and
Metropolitan Development Act called for active involvement
in planning, funding and implementation of programs developed
under the Act by the Office of Economic Opportunity. SCOPE
was funded by OEO.

When the Model Cities program became law, the city offi-
cials accelerated their efforts to convert the program plans
into an official application for planning funds. The selec-
tion of a new city manager, Graham Watt, added a new dimen-
sion to the development of the program. Despite the discon-
tent and blatant rumblings from the Black community which
would be affected by the plan, Watt proceeded to follow the
Model Cities plan which he had inherited. Explicit admoni-
tions from SCOPE that the proposal was unworkable and unsat-
isfactory, given the social, economic, and racial context of
Dayton, failed to convince Watt that the target area resi-
dents should share the planning and decision making process
effecting the plan. SCOPE had refused to concur in the earl-
ier proposal which was required in the Model Cities Act's
coordinating "check point" procedures.

Moving solidly onward with the authority accorded his
position, Watt presented the proposal for the planning funds,
proclaiming that "the key innovation concept is to assure

participation of the residents of the target area through
establishment of a Model Cities Planning Council." What, on
the surface of the proclamation, would seem to have been a
concession by Watt, was a feeble attempt to satisfy the stip-
ulation that citizen participation was mandated before a plan-
ning grant could be awarded by HUD. His view of the Planning
Council's role was that it would give its views on what had
already been drawn up by his Policy Committee, with no target
area resident input in the actual planning process.

Dissent was growing in the Black community, for they had
copies of the Model Cities Act with accompanying regulations
and of the Watt plan and recognized that they would have no
real voice in a plan which would have been dropped from above.
They recognized the implications of the city manager's state-
ment that their power would consist of "authority to review
and comment on all staff ideas and proposals before they were
transmitted to the Policy Committee for final review and ap-
proval." The Black community residents had learned to read
the small print and between the lines; Watt had proposed a
Model Cities Policy Committee which would have included only
three of the target area residents with the remainder of the
thirty one Committee membership to include professionals from
the Chamber of Commerce, various white power structure elites,
and the Dayton Board of Education. Further, they found them-
selves flanked by still another element of the proposal, the
Technical Advisory Committee, to be staffed totally by dele-

gates of traditional type city agencies; theoretically the
delegates or technical advisers would assist target area res-
idents, however in fact the Watt cadre would use that commit-
tee as the point of leverage to assure dominance of the Model
Cities program by the existing agencies within the Dayton city
government. By this time nearly a year had passed, for it was
the early months of 1967.

By 1969, however, an entirely different structure had
been created which superseded the Watt plan and reversed the
role to which the area residents had been assigned. The major
contours of the citizen plan were described by one observer
as the following:

1. The key planning and policy-making function
   is vested in a council drawn entirely from
   the target area and elected by the residents
   of the target area. It is called the Model
   Cities Planning Council. This Council is
   not a public governmental body; it is a
   private, nonprofit corporation with staff of
   its own, resources to hire technicians and
   consultants to assist in the design of var-
   ious program elements, and legal authority
   to enter into agreements with private agen-
   cies, such as the Board of Education, to de-
   sign and implement specific programs in spe-
   cific areas. Though legal responsibility
   ultimately rests with the municipal govern-
   ment, this delegation of planning authority
   goes as far as the Model Cities Act permits
   in providing for resident control of the
   planning and administration of the Model
   Cities program. In terms of power reali-
   ties, representatives of the residents are
   at the hub of the process.

2. Technical assistance and consultants are to
   be provided to this Council by city agencies
   and by private groups. But the Council re-
   tains the right (and is provided with funds)
   to select its own consultants and staff and

is under no compulsion to accept those offered
by the city or by private groups.

3. Priority program areas Have been selected--em-
ployment, education, health, housing, crime
and delinquency, etc. - - and subcommittees of
the Planning Council are charged with respon-
sibility for drawing up the program components.
The basic principle for each component will be
community control, using the community corpor-
ation as the chief vehicle for insuring control
by the residents of the target area.[1]

The citizens had recaptured the Dayton Model Cities

program, for it was their plan which was accepted by HUD.

The city reluctantly gave its approval; it had lost a battle,

but the war ahead would be long and fierce.

The process by which this feat was accomplished is

equally significant as the organizational structure that

evolved.

The core of firm resistance to "status quo operation"

had existed in the target area for quite some time. An Alin-

sky-modeled, militant protest group had operated there for

four or five years with some success. It had been funded by

SCOPE and had been assisted by professors and students from

nearby Antioch College, Central State University, and Miami

University. The group, Moving Ahead Together, had consisted

of a formally structured neighborhood social-civic improve-

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[1]Ginger Rosenberg, "Model Cities - Dayton Plays the Game,"
Citizen Participation: A Casebook in Democracy, ed. by Edgar
S. Cahn and Barry A. Passet (New Jersey: The New Jersey
Community Action Training Institute, 1969), p. 258.

ment oriented persons from within and without the immediate
area. However, that group had gone out of business for lack
of funds when the Model Cities effort came about. However,
the Model Cities program served as a catalyst to bring to-
gether a citizens group which called itself the Steering Com-
mittee for the Model Cities program. Spearheaded by the ef-
forts of Roger Prear, Arthur E. Thomas, and Floyd Johnson
the Steering Committee took on the relentless task of resis-
tance to the token participation of residents provided for
under the Watt proposed plan for the Dayton Model Cities pro-
gram. Roger Prear, later elected to be the chairman of the
Model Cities Planning Council, was himself a resident of the
target area. In addition to his being a resident of the area
he brought other attributes to the Committee; he had politi-
cal acumen gained as a result of being an active member of
the Republican party, his business sense of formal organiza-
tion and negotiation came from his experience as a real estate
broker and his having earned a degree in accounting, and fi-
nally his ability to persuade and to provide insight and vi-
sion to the neighborhood must have come from his possessing
a degree in theology and his eloquent speaking ability.

Floyd Johnson, later to become program coordinator of
the Planning Council, had taught in the Dayton public school
system for several years, and he, too, was a resident of the
target area. Additionally, he had worked with the Moving
Ahead Together program and been active with other social pro-

test groups operating in the area.

Arthur E. Thomas, though not a resident, had taught in the area for six years and was at that time an assistant principal at one of the area schools. Repeatedly branded by the newspapers as a "controversial civil rights leader," he later became the director of both the Model Cities Education Program and the Dayton Community School Council and was destined to become the central figure in a dispute between the Model Cities Planning Council and the Dayton Board of Education over his concern and actions for children as Director of the Model Cities Education Program.

Community Action

The Steering Committee contacted SCOPE to secure help in devising strategies for community control of program and to inquire into the possibility of funding for the resident group whose primary purpose would be to insure meaningful resident participation in the Model Cities program. SCOPE funded the group as a delegate agency for this purpose, but not until the group had a recognized status, both within the area and the city at large. SCOPE gave technical and other assistance to help the group broaden its base of community support and to win full recognition from the city.

When the City of Dayton received the planning grant from HUD to plan the Model Cities program, it hired a white director and in doing so incurred the wrath of protest from the predominately Black target area community; they wanted a Black

director.

Because the city manager and commissioners had grown
tired of the battle with the area residents, when the new di-
rector was hired, he was given the citizens plan for the
Model Cities program as well as complete responsibility for
dealing with the residents. In a sense it seemed the city
manager was negligent in his duty by not providing back-
ground information to the new director which would have given
him some support and knowledge of how best to function in his
role. Some of the local private and public agencies felt that
the City of Dayton had "given away" the program. Few took
into consideration the fact that the program was intended to
help the residents and that they were required by law to have
a major role in its planning. They, too, were reluctant to
give assistance to the new director; their professional pos-
ture was one of curious and indifferent interest. By this
time it was early 1968, and the condition of the planning
grant was that the Dayton plan be submitted to HUD by Octo-
ber of that same year. The new Director had no alternative
but to turn to the citizens group to work out a workable plan
of cooperation for program development.

Part of the plan of cooperation necessitated the selec-
tion of a procedure for selecting the membership of the Model
Cities Planning Council to insure that it would be represent-
ative of the target area. The powers that the Planning Coun-
cil would exercise was left open by design.

The selection procedure was a careful one, but heatedly hammered out. It provided for election of twenty seven members from the nine census tracts which comprised the target area. Those nine census tracts were then sub-divided into twenty seven geographic units; a representative would then come from each of those units.

Private agencies which had established "block clubs" were astounded that "their" existing clubs would not automatically become the Planning Council. The fact was that the clubs included people who did not live within the area, and they had always been the middle men between the target area residents and city hall or any other traditional agency. But the most prohibitive factor to acceptance of the outsiders - clubs and private agencies - was that it would have destroyed the whole concept of representativeness of the area which in turn would absolutely obliterate the ultimate ideal of community control of the program.

The writer, who had just become deputy director of the Health and Welfare Planning Council of Montgomery (HWPC) and Greene Counties, was to hear the director of that private agency say, "All we have to do is to wait and see the Model Cities Planning Council fall on its face. They don't know what they are doing. I think it's a shame that the City has just given the program away, after all we've done to build those block clubs. Instead what it (the City) should have done instead of coöperating with them (the area residents)

was to let the clubs and the residents fight it out; then
they wouldn't have had to worry about any planning at all."
His statement appeared to be a basic reflection of his vested
interest in the area - HWPC provided funds for some limited
amount of staff service to the clubs, and in turn he was kept
informed about what went on in the area. Through this mecha-
nism, he was able to strategize in advance of any progressive
movement attempted by the residents. With the election of a
representative group, he would lose this element of control.
Perhaps it should be noted that the new director of the Model
Cities program had contracted with HWPC as one of the agencies
to provide technical assistance to the City Demonstration Agen-
cy (CDA) which had been created to serve as the administering
agency for the City of Dayton. Further, it had been decided
that the citizens group and the CDA would utilize the servi-
ces of the same technicians when it was mutually agreeable.

After the procedure of election was agreed upon and in-
corporated into the Model Cities plan, the critical issue of
the power of the group, the Model Cities Planning Council,
surfaced.

The confrontation on the power of the Planning Council
required an almost overwhelming amount of homework. The
basic strategy had to be mapped out; this was accomplished by
the citizens working in conjunction with SCOPE. Then the
timing for presentation of the demand had to be politically
set, and the citizens group had to be sure that its community

organization support would fortress the demand. The commu-
nity organizational tactics zeroed in on the election proce-
dure for members of the Planning Council. Through a series
of public meetings held in the area, the residents became fa-
miliar with the issue of power through community control as
well as with the Model Cities plan. Perhaps the most signi-
ficant feature of the meetings was that they became aware of
their needs and the opportunity for deciding how to solve the
problems causing them; this process more than anything else
helped to solidify the community behind the Steering Committee
which by now had become an Ad Hoc Committee.

In February 1968, the Ad Hoc Committee, led by Roger
Prear, Arthur E. Thomas and Floyd Johnson, and a small num-
ber of citizens representing the area met with the city com-
missioners and the city manager. They walked into city hall
with considerable bargaining power; they had solid citizen
support behind them; they had a carefully designed plan worked
out; and they had decided assurance that SCOPE would fund the
Model Cities Planning Council as a delegate agency to insure
that the citizen participation element of Model Cities was
effectively implemented.

The city manager listed a number of technical and legal
points as to whether delegation of any authority to the Plan-
ning Council constituted an improper delegation of govern-
mental power to a private, non-profit corporation. The group
plan demanded full voting power as an equal partner with the

city of Dayton on all Model Cities activities.

A heated discussion took place between the group and the city manager and the mayor. However, the group's most decisive answer to city officials' objections to the partnership agreement was the threat that if the City did not enter into the agreement on the terms proposed by the citizens, there would be no election of a Model Cities Planning Council, no citizen participation (required by HUD), and no Dayton Model Cities program. The commissioners voted to enter into the partnership agreement on the terms demanded. This was the pivotal document giving legal status to target area residents elected to the Model Cities Planning Council. The agreement stated:

> WHEREAS, While it must be understood that the Commission carries the ultimate responsibility for final decisions in this and all other neighborhoods, it is imperative that the City Commission and the administration of the City of Dayton recognize the elected representatives of the target area residents, the Model Cities Planning Council; now, therefore,
>
> BE IT RESOLVED BY THE COMMISSION OF THE CITY OF DAYTON:
>
> That the Commission of the City of Dayton, Ohio, declares that the Planning Council shall be a full partner in all programs, decisions and planning related to the target area and the decisions of the Planning Council shall at all times be given full consideration in all decisions made by the Commission affecting the welfare of the target area residents.
>
> Be It Further Resolved, that all proposals from either the City Commission or the Planning Council affecting the welfare of

the target area residents shall be set forth
in written memoranda and transmitted to the
City Commission, the Planning Council and
the City Manager.

Roger Prear later summed up the target area resident
strategy: "It was important to find a type of leadership
for the residents that could draw support for the Model Cities
program, include the militant element in the area and work
with the element that was not. This kind of support of mili-
tant and non-militant cooperation provides force behind the
policy making component. This type of leadership has to
emerge in the target area.

"They (white people) can't believe that Black people can
represent and interpret for other Black people. For the first
time in the history of this city, we (the area residents) took
their document and the Model Cities Act and implemented it
as it should have been. We moved swiftly with an action pro-
gram of letting our people know what we and they had to gain
and/or lose. It was not too hard to plan; we were aware of
the greed of the white establishment and that they would com-
promise anything to keep that money in Dayton. When we went
to meet with the commissioners, the city manager was holding
forth with various types of legal and technical protests
which he hoped would convince them not to sign the partner-
ship agreement. Within fifteen minutes after we posed our
threat, one of the city commissioners simply told the city
manager to shut up because he did not run the city; all of

the commissioners and I signed the document. It had been
hastily written in pencil and was typed some days later. On
the same night the document was signed, we took the commis-
sioners with us to Wesley Center (located in the target area)
to assure over 1,000 waiting residents that the document had
actually been signed, because they intended to accomodate the
City by complete and instant urban renewal if the demand had
not been met."

When the agreement was final SCOPE entered into a con-
tract with the Planning Council making it a delegate agency,
the terms of the contract included:

... that the Model Cities Planning Council (MCPC) would
review all Model Cities (MC) programs submitted by
any agency submitted in the community ...

... have the authority to also approve said programs
before submission to any Federal funding source,
e.g., HUD, Labor Department, etc. ...

... have the perogative to initiate its own action pro-
gramming and submit for funding as part of the five
year MC master plan ...

... be the "Advocate" of the target area residents; it
will be the "connector," the "linkage," the "agent,"

... between the consumer of the MC programs and the
"Establishment."

The MCPC in its role of representing the target
area residents, will be concerned about knowledg-
able matters, and involved in all MC programming.
Among its areas of concern and involvement will be:

- Physical Improvements of the area

- Housing Choice and Supply for residents

- Public Facilities available to the area

- Employment Opportunities for the residents

- Health Services for needy residents

- Social Services for the area

- Education Services for the students and their
  community

... In order for the MCPC to effectively carry out its
responsibilities to the target area it represents,
and to the total MC effort, it must have a staff ...

... Their major function will be to provide a variety
of staff services for the MCPC and to act as con-
tinuous linkage between the target area neighbor-
hoods and the MCPC. Such functions do not include
the delivery of direct services ...

Once the partnership agreement and the contract with
SCOPE had been worked out, the MCPC was given both legiti-
mation and funding from three sources - the City of Dayton,
HUD and OEO, the next step in the developmental process of
policy and program was to work out similar agreements for

each component of the MCPC areas of concern. Controversy
later erupted most dramatically over the control of the edu-
cation component.

Model Cities Education Program Planning

To address the various problem areas of concern, the
Planning Council set up committees of which the Education
Committee was a part. The MCPC Education Committee included
Edward E. Campbell, Mrs. Fannie Cooley, Mrs. Virginia Arnold,
and Willie Mills. They were members of the Planning Council
and in being so were residents of the target area. None had
had previous experience in community educational planning.
In fact their experiences were limited to the education of
their own children, involvement in the PTA and an occasional
visit to the schools which their children attended.

Mr. Campbell was elected to be chairman of the committee.
The qualities he brought to the position were his business
acumen acquired as a result of having held the position of
manager of the Dayton based, target area located Chicago
Mutual Life Insurance Company; his ability to sell ideas for
general improvement of the life styles of Black people; his
knowledge of the need to negotiate differences; and his keen
insight into both community power structure development and
individual personality constructs and motivations. He once
said, "If I had not had some training and knowledge in these
areas, I would never have recognized the qualities of Art
Thomas as a talented educator and community-oriented person."

Mr. Cooley's attributes covered a range of experiences:
PTA involvement, church related activities, youth program de-
velopment in social and recreational areas, civic improvement
in the target area and a thorough knowledge of the community
and many of its problems.

Mrs. Arnold and Mr. Mills brought with them knowledge of
their community and the people who lived there, a willingness
to work to improve the general and educational conditions of
the area, and latent talents for analyzing and dealing with
the organizational problems which the committee was to face
in the months to come in the development of the MC Education
Program.

One of the first tasks the committee had to carry out
was the hiring of staff to help them with the planning of an
educational program to fit the needs and desires of the tar-
get area community. After much deliberation, it was decided
to work with the Dayton Board of Education in the selection
of an education coordinator. That decision involved the con-
sideration of several factors: the CDA had contracted with
the Board to provide technical assistance in the development
of the education component, the Planning Council and the CDA
director had agreed to utilize the same technical assistance
where it was mutually agreeable, and the Board had many of the
resources needed by the Planning Council for program develop-
ment and general planning - one of the most important was var-
ious statistics including comparative student achievement

scores, dropout rates, attendance records, and other vital
information over which the Board had absolute control. With
those considerations in mind, the MCPC chairman, Roger Prear;
the Education Committee chairman Edward E. Campbell; the
other members of the Education Committee, Mrs. Cooley, Mrs.
Arnold and Mr. Mills; and the MCPC program coordinator met
with the superintendent and the assistant superintendent for
instruction.

The first meeting was more or less mental exercise for
the representatives of the Planning Council and the school
administrators; both groups sought to project its own expec-
tations of what the education coordinator qualifications, job
responsibilities and salary should be. Roger Prear later
remarked, "It was clear to us that they wanted complete con-
trol over the educational planning process; that they wanted
a person who would be more concerned with what the school ad-
ministration thought best for the people and their children
in the target area; that they wanted to hire a coordinator
with a Ph. D.; and that they were not interested in what we
had to say, although they recognized that we would not accept
anyone who was not capable of meeting our needs. We did learn
that the person they had in mind would earn $22,000 for the
position. I don't know what they learned from us.

"We took the information back to the Planning Council.
We already knew whom we wanted for that job: Art Thomas. He
had already demonstrated to the residents that he was a com-

petent educator, was interested in our children having a
quality education that would enable them to have an opportu-
nity to improve their life styles."

"When the other members of the Planning Council heard
what the school administrators expectations were, they con-
curred that we should make another appointment to let them
know of our choice for the coordinator's position.

"At our second meeting with the superintendent, we an-
nounced our choice and asked for the $22,000 salary. He
and his assistant were quite upset. After they learned that
they could not convince us to accept their choice, they re-
fused to pay more than $15,575. Now this was grossly unfair
since our man had considerably more experience, was able to
relate to the Black community and was just a few months away
from receiving his doctorate in educational administration.
At any rate that was a minor case of discrimination compared
to all the hassles we were to face. However, we had to begin
the hard work of planning the program, and to negotiate with
HUD in determining where our priorities would be. We went to
work harder than ever."

In the view of the writer, HUD officials from the Chicago
Regional office seemed eager to fund urban renewal efforts.
The Model Cities Planning Council voted against the use of
money for that single purpose and chose to look more compre-
hensively at the problems of the target area. As a major
problem identified by the target area residents, education

was not only one of the most pressing concerns of the Planning Council, but also was one of the components most heavily funded. (Of the $3,000,000 HUD grant to Dayton, over $600,000 went into the education component.)

The Education Committee and the coordinator outlined a number of project areas that were approved by MCPC, the target area residents, the Board and the city commissioners:

1. Administrative Structure for Model Cities Education Program

2. School Renovation and Modernization of Target Area Schools

3. In-Service Training for Teachers, Administrators, Parents and Students

4. New Careers Development Returning Vietnam Veterans of the Target Area

5. Community Schools

6. Visitation of Renowned Black Americans

7. Pre-School for Three and Four Year Old Children

8. College and University Consortium (Technical Assistance)

9. Administrative Intern Training

10. Juvenile Delinquency Prevention

11. School Drop-out Prevention

12. Community School Council

(See appendix for an elaboration of each of these projects.)

To develop the projects was no small task, since citizen concern had continued to manifest itself from the beginning of the MC program in 1967 in the determination of the MCPC and its education coordinator, Mr. Thomas, to see that parents and students would gain an effective voice in the development of program and policy for the community and schools with which they were involved.

At the outset of the MC Education Program there were confrontations between the superintendent and the target area residents. A clear trend of constant disagreements had developed after the Planning Council successfully sought the appointment of Mr. Thomas as coordinator. These disagreements did not make the task easy for him to plan a one-year action and a five-year master program for target area education. In addition to this problem, the superintendent who had worked with MCPC on the coordinator's appointment retired, and a new superintendent was appointed during the summer of 1968. Immediately prior to his appointment, Mr. Thomas had taken the coordinator post on June 3, 1968. So the Planning Council and Mr. Thomas had new problems to deal with.

The new superintendent was not necessarily a welcome figure to the Black community of Dayton and particularly to

the Model Cities target area residents. His first public ap-
pearance, prior to his appointment, was made at a Dayton Hu-
man Relation Council annual meeting in May 1968. At that
time, he had made a very short speech which indicated that
he was a proponent of the neighborhood school concept. His
speech was made immediately following the keynote speaker,
Dr. David K. Cohen, who had given a rather lengthy presenta-
tion on the findings of the U. S. Civil Rights Commission -
that quality integrated education was the answer to racial
isolation in the public schools and that the basis of social
reform lies in improving the schools.

The apparent conflict between the two speeches gave the
impression to the Black people and the white liberals in the
audience and those in the community who read the statements
in the newspapers that the superintendent-select was a dyed
in the wool racist. Further investigation revealed that he
had had little contact with Black people - he grew up in a
town where the only Black people he ever saw were pullman
porters on the trains that occasionally passed through; that
he attended Brigham Young University and had been converted
to the Mormon church while a student; had taught in a school
where there were only seven Black students; later became an
assistant superintendent to Martin Essex in Akron, Ohio, where
his responsibilities were main speech writing and development
of school publications; and finally, before coming to Dayton,
he became an assistant superintendent to Martin Essex who had

been appointed superintendent of the Ohio State Department of Education; and his duties there were parallel to those which he had carried out in the Akron position.

In addition to the above findings, word preceded him that he did not believe in citizen involvement in educational planning and policy making, and Dr. James Pelley, professor of educational administration at Miami University in Oxford, Ohio reported that the superintendent-select had heard about the militancy of the newly appointed Model Cities Education Program coordinator and had stated that either the coordinator would have to change his ways or he would have to go. None of these discoveries served to improve the climate for the possibility of cooperative planning and implementation of the MC Educational program. The disagreements and confrontations escalated as soon as the superintendent took office.

In order to provide background information in defining the problems of education in the target area certain statistics were needed from the Board of Education. The superintendent refused to release the student achievement test data on students in the Model Cities area. Consequently, Mr. Thomas employed the use of the MCPC resident power and exposure in the newspapers to successfully persuade the school administration to release the data.

Another concern of the Planning Council and the coordinator was that the people of the target area have immediate

access to his services and decided that his offices should
be located in the area instead of in the Board of Education
Building in downtown Dayton. This concern when discussed
with the school administration brought on additional con-
flict. Again the residents, MCPC and the news releases
proved helpful in convincing the superintendent that it was
the intent of the people to plan their own program and to
have the resources that were a part of the process.

"They (the superintendent and the assistant superin-
tendent for instruction) said I should work out of the down-
town office," Thomas recalled, "But I said that's ridicu-
lous. I'm working for Black people, and I'm going to work
in the Black community." He operated his first office at
Roosevelt High School, then shifted it to the office of the
City Demonstration Agency and finally moved to Louise Troy
Elementary School. All of the offices were located within
the target area.

While the Education Committee and the coordinator were
engaged in program planning and working through problems with
the school administration, Edison Elementary School which is
located in the target area was firegutted. Students and
their teachers were bussed to a predominately white school
where there were empty classrooms available for their use.
All classes remained intact as they were at Edison. The
school administration decided to build a new school outside
of the target area. The residents were upset and asked the

coordinator's help. He persuaded the parents, other resi-
dents in the area and the Planning Council to prevail upon
the Board of Education to rebuild the firegutted structure
on its existing site rather than relocating it in an area
not accessible to the immediate Black student population.
Consequently, parents, students, MCPC, and other interested
citizens showed up at a Board meeting, about two hundred in
number, and presented their demand.

Approximately two weeks later, the president and vice-
president of the Board, the superintendent and the administra-
tion's architect came to a meeting at Edison (one small part
of the school had been untouched by fire). They brought with
them architectural drawings for the rebuilding of the school.
After taking a tour of the firegutted section of the school,
the parents and other residents, the coordinator, interested
citizens outside the area and the writer discussed the draw-
ings, suggested certain changes in the plans which were in-
corporated, recommended that the teachers and the janitors be
given the opportunity to see the drawings since they would
have the major role in using and maintaining the facility (the
principal was present), and gave our tentative approval to the
Board members and the administrators to proceed with the plans.
At this writing, it is not known whether the teachers and jan-
itors ever saw and discussed the plans.

Mr. Thomas described the planning process for the develop-
ment of the Model Cities Education Program as presented in the

following paragraphs.

Immediately after taking the education coordinator's po-
sition, he and the Education Committee of the Planning Coun-
cil set out to do a survey among the 47,000 residents of the
target area, including students in the ten area schools -
Roosevelt and Dunbar High Schools, and Edison, Troy, Greene,
MacFarlane, Whittier, Weaver, Irving and Miami Chapel elemen-
tary schools - and their teachers and administrators, many
of whom lived outside the target area.

By asking individuals to undertake such tasks as listing
the ten things they liked best about the schools, the ten
things they liked least, and ten improvements or innovations
they would like to have in the schools. Mr. Thomas and his
team were able to come up with sixty ideas which were then
put before the Dayton-Miami Valley Consortium of Colleges and
Universities, Community Research Incorporated, and other re-
source bodies for development into a full comprehensive educa-
tion program.

Thomas said, "We collected all this data from the people
in the area by going door-to-door, by having meetings in
school yards, by having meetings in the schools, by having
meetings in homes, and by having meetings in the Planning
Council offices.

"We also took data from the principals and teachers to
find out what they wanted in the schools by way of change.

"We had constant meetings with the Planning Council, and

after getting all these ideas down, we consolidated them in-
to sixty solid ideas ... We put these ideas down and started
putting them into technical educational form, working with
the residents ... every step of the way.

"The Consortium representatives and the technical assis-
tance team always came to the target areas for meetings when
we asked them to, and we went to their colleges, universities
and offices when we found it necessary. We, the Model Cities
Planning Council, the Education Committee, the residents, Con-
sortium representatives, the technical assistance team and I
worked together all the way to develop those projects for the
Education program. One of the most important ones was the
Community School Council."

By August 1968, the education coordinator, the Education
Committee and the Planning Council had completed the compre-
hensive Model Cities Education Program component. The next
biggest job was to seek funding for projects within the edu-
cation component which HUD funds would not cover; the Commu-
nity School Council was one of those projects.

Because of the conflicts which the Planning Council had
had with the city manager and the commissioners, the superin-
tendent and some of the private agencies, it was decided that
funds should be sought immediately so that more residents
could be involved in the program. In addition, the concept
of community control of programs as set forth in the partner-
ship agreement had to be implemented for three very specific

reasons: (1) the Planning Council wanted to keep its promise
to the citizens that more residents of the target area would
be involved in the program, (2) the city officials, although
they had officially recognized and funded the Council, were
closely watching the planning phase to see if the Council
could deliver a plan and what initiative it would take beyond
that stage of development, and (3) the Community School Coun-
cil was given top priority because of the need to educate the
community to its needs, prepare them to accept the responsi-
bility for the conduct of projects within the Education Pro-
gram, and to organize the community around educational and
related problems.

CHAPTER III

METHOD AND PROCESS FOR DEVELOPING THE COMMUNITY
SCHOOL COUNCIL PROGRAM AND THE EVALUATION DESIGN

The Dayton Community School Council was funded through
the Office of Economic Opportunity.

The Model Cities Education Program coordinator spent a
considerable amount of time in Washington seeking funds for
projects which the HUD money did not cover and discovered
that OEO would fund the Community School Council. When the
officials who funded the project learned that he was a school
administrator with a masters degree in educational administra-
tion and that he had tremendous experience in community or-
ganization, they made it a special condition of the grant
that the Dayton Community School Council be directed by him;
any change in the directorship had to be approved by OEO.

Rudy Frank, Director, Division of Education Program,
Susan Barton and William Watman, program officers of OEO
Community Action Programs, were helpful in funding the Coun-
cil project under CAP Grant 8716. The project was administer-
ed by the City of Dayton's Demonstration Agency for the Model
Cities Planning Council.

The Community School Council was funded in the amount of
$63,395 for the purpose of seeking to "unite the students,
principals, teachers, and the community...to provide the best
possible education for our children (and) the best possible
educational services for our community."

The grant application stressed communication, coordina-
tion, and participation in policy making and planning with
linkage between citizens, school personnel - including the
central administration and students. Needs were to be iden-
tified, problems were to be aired, and hopes to be hoisted
but not without training for Council members, in order to en-
able them to more effectively play their parts in the over-all
decision-making process. However, OEO needed some tangible
evidence of assurance that the Community School Council would
have a definite process to follow in meeting its objectives
as well as a plan for evaluating the results of the process
and its effects upon the participants. The mandate seemed
exceedingly clear: produce a successful program in one year.
To meet this challenge the coordinator, the Model Cities Ed-
ucation Committee and the deputy director of SCOPE provided
the evidence, in turn the Model Cities Planning Council ap-
proved it; and the training and evaluation plan was sent
forth to OEO, in essence, as presented in the following pages
of this chapter.

Introduction

The Dayton Model Cities Program would serve as an impetus for the community to formulate for itself, and to inject into the vitals of the immediate social process a reconceptualization of schools and education. Thus conceived, the educational process becomes the major catalytic agent for social reconstruction for economic betterment, and for the vital new hierarchy of positive self evaluation and estimations of the total social matrix in which the individual must develop his function and relationship.

In an effort to broaden the base of citizen participation, the Community School Council would enable the people in the target area to better seek and achieve both individual and community aspirations. Additionally, the Council would present the opportunity for building the Community School Program which, when sub-divided into centers of education, would effect the chance for study and learning, without age limitation, to all members of the community:

1. As centers for community recreational activities, a wide spectrum of leisure time programs made available to children and adults of all ages;

2. As centers for personal services, individuals within the community would obtain assistance in the areas of employment, health, legal aid, as well as counseling and social services;

3. As centers concerned with the whole community life,
    it would be an important institution for the study
    and solution of salient neighborhood problems; and

4. It should be available to the community twenty four
    hours each day, seven days a week, and twelve months
    a year.

A program of this magnitude and comprehensiveness requires
unusual sophistication on the part of members of the community
in order to operate effectively. Through the involvement of
community members in each step of the process of establishing
the Community School Council, and through intensive training
focused on the key points in the process, the expertise and
competence needed to make this program work would be obtained.

Objectives

The over-all objective of the training program would
equip the members of the Community School Council with the
ability to assume key roles in the operation of the Community
School Program and to participate fully in the development of
new educational programs for the entire community.

The training activities focus on the development of both
understanding and skills, so that Council members would be able
to comprehend, accept, and implement the scope of change-action
necessary for the program to meet its goals. Specific areas
of training emphasis would revolve around the following needs
of the members of the Dayton Community School Council:

1. To develop understanding of the educational system, in light of the Community School Council,

2. To develop expertise and the ability to function effectively in terms of:

   a. how to communicate effectively,

   b. how to widen the base of participation in the community,

   c. decision-making in the following areas:

      (1) expenditures of funds

      (2) site selection and naming of schools

      (3) design and construction of schools

      (4) purchasing of books, supplies, food services, etc.

      (5) setting educational policy, school and community curricular and educational programs and activities

   d. distinguishing measures and levels of educational quality.

3. To develop understanding of the organization and operation of city, state, and federal government;

4. To develop a system of information and idea feed-in to assist the target area

   a. in defining more precisely its own problems,

   b. in comprehending and accepting the scope of change action which will be necessary, and

c. in selecting alternative goals and programs.

To the extent that the Community School Program would call for new roles, with new demands and new functions for the people living within the target area, it would be necessary to assist them in developing the skills necessary to effectively carry out these functions. The training program would assist the individuals on the Council in recognizing and responding to felt needs and critical problems - his own, those of other members of the educational system, and those of the wider community.

The training program also would assist the Council in understanding the relationships and roles which would emerge or be changed within the context of the Community School Program. The training functions would seek to create effective group behavior within the Council and to relate group functioning to specific tasks which would need to be performed throughout the Community School Program.

Special concern would be given to increasing the effectiveness of the Council in making and implementing decisions. The training sequence would pinpoint the essential need for a program based on a developing policy of service to the community, and would assist the Council in distinguishing between policy and procedure, so that program direction could result from clearly defined policy objectives, rather than from procedural concerns.

In addition to meeting the needs of the Community School

Council, this training program would serve as a demonstration program - to lay the groundwork and provide a model for use by other cities interested in achieving similar goals. The model that emerges would be of immediate reference to community school and similar educational programs, but could be readily abstracted for application in areas other than education. The basic elements of the model would be the positions of the various roles, relative to each other - both at the outset of the training program and at the conclusion.

Participants and Staff

The members of the ten Community School Councils would form the initial group of participants for the training program. This group would include ten school principals, twenty teachers, ten students (elected by the various student bodies), sixty community residents (PTA presidents would be appointed to this group; the remainder of the representatives would be elected by the community members in the various council areas), and ten community school directors. Four members of the Model Cities Education Committee would also participate. Seven members of the Board of Education would participate, if a satisfactory association could be worked out, for a possible total of one hundred twenty one participants.[1]

The program staff, consisting of the project director,

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[1]The four participants from the Model Cities Education Committee were added to the original group of one hundred seventeen proposed in the original grant application.

a secretary, and the adviser to the Director, who would also function as the community development technician, would be involved in the development, direction, and administration of the program.

There would be a group of ten task force leaders, members of the ten individual school councils, who would work with the project Director in the planning and implementation of the training sessions.

As members of the Community School Council move into work related to specific program, the Model Cities Education Program staff of the individual programs would be included in the training program.

Consultants would be used in three capacities and would form an integral part of the program. First, consultants would perform a training function. They would assist the participant group in the development of understanding and necessary skills in the process of training. Second, consultants would serve as resource persons, providing content inputs for a number of sessions in the program. Finally, consultative services would be used in the research and evaluation components of the program. Consultants would aid in the development and the implementation of these functions.

Structure

Training activities would be carried out through a combination of full-group seminars and meetings of the individual school councils. During the Council meetings, the participants

would be able to react to each other and to the material presented in lecture form to the larger group. Views and ideas developed in the Council meetings would be shared, in capsule form, in the larger group.

The use of both full-group seminars and smaller council meetings, with relatively "impersonal" lecture presentations to smaller groups would result in a maximization of both the range and depth of content coverage.

During the action phase of the program, task force groups would be developed. They would be composed of representatives from each of the councils, and staff persons, working with specific projects in the Dayton Model Cities Education Program.

The task force groups would hold separate meetings and would be responsible for the development and implementation of projects within the context of the Community School Program.

Training Approach

Training within the program is oriented around the assumption that people need not only information in order to understand the program with which they are associated, but that they would also need an opportunity to put that information to work within real situations as a means for reinforcing learning and developing new skills. It is imperative in any program that training not only provide the trainee with "what" needs to be done, but also with the "how" to do it.

The training approach presented here is an action-oriented one, coupling learning related to all aspects of the

Community School Program with effective community action in specific areas of the Dayton Model Cities Education Program. This approach is composed of the following four elements:

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Development ————————— Inquiry

    Training              Feedback
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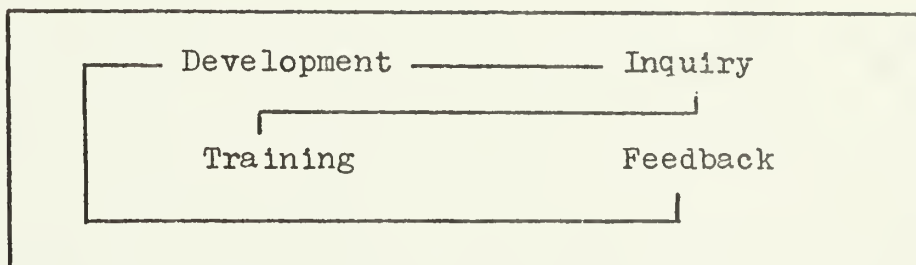
1. Development - the identification and specification of questions in collaboration with practitioners and policy makers.

2. Inquiry   - the collection, analysis and inter- pretation of information.

3. Training   - the preparation of participants to receive and to deal with the infor- mation collected.

4. Feedback   - the on-going process of communicating information to the participants.

These four items are interrelated and represent a part of the process. They are not necessarily sequential stages.

Training Design

Training for the Community School Council takes as its starting point that which is closest at hand to the indivi- duals living within the target area in West Dayton, namely

the Dayton Community School concept. Using this concept as
the frame of reference for all training functions, the ini-
tial thrust is the examination of the Dayton Community School
model.

Training would include the generation of task force
groups to work on specific components of the Dayton Model Cit-
ies Education Program. These task force groups would continue
to work on specific components throughout the program year.

The training process then moves to an analysis of the
roles which currently exist within the educational system in
Dayton and the identification of new roles which the Commu-
nity School concept would require. Comparison of these roles
is stressed. A shift from information and decision-making
flowing from the "system" to the community, to an information
and decision-making pattern which is fully reciprocal, with
a two-way flow, would be designed by trainees.

The Community School Program would be examined in terms
of its relationship to other educational auspices and agen-
cies - for example, the federal, state, and local educational
resources available to the program, special attention would
be given to assessing and altering the component projects on
which the individual task forces would work. Implementation
of projects is required and trainees would have an opportunity
to learn new skills and to refine already acquired skills with-
in the program.

Throughout the training program emphasis would be given

to the following points:

1. The use of "live" experience as a means for learn-
    ing, rather than simply relying on classroom
    methods.

2. The development of understanding, coupled with the
    ability to effectively implement.

3. The critical assessment of alternatives through
    comparison of various other models with the Commu-
    nity School Program as they are emerging in Dayton.

4. The creation of efficient learning and operating
    functions which maximize on the skills and strengths
    which the trainee brings to the training program.

5. The use of "real" criteria in evaluating the pro-
    gram, rather than non-operational impact as the
    focus for assessment.

This emphasis is based on the prime assumptions being
made here about learning:

For maximum learning to take place, a climate must be
created whereby:

-   people feel free to express their own views and
    their feelings and reactions to the views of
    others

-   people are encouraged to test new ideas and express

emerging concerns

- disagreement and conflict are expressed openly
and constructively worked through

- individuals develop a concern for helping others
to learn.

For learning to be effective, the learners must be
fully involved by utilizing a process that:
- deals with their needs and the problems that are
being felt

- relates cognitive learning to actual experiences

- emphasizes the more immediate and personal sub-
ject matter with which the group may empathize

- provides flexibility to meet needs emerging from
the experience

- enhances the opportunity for an encounter between
the learner and some other person.

Methods and techniques for learning contribute to the
process when they:
- are relevant to both learner and teacher

- reflect basic assumptions and learning philosophy

- provide for a variety of experiences since indivi-

duals learn in different ways

- utilize the involvement of peer group learning
derived from a group experience

- are an outgrowth of the learner's individual
self-evaluation of developmental needs.

The learning experience should be one that would rapidly
develop attitudes that:

- increase the sense of involvement and commitment
to the program and the community

- heighten awareness of one's own sense of worthi-
ness and responsibility

- improve relations with family and peers

- increase the willingness of the individual to face
his problems in order to take necessary action

- develop individual confidence in the possibility
of success in life opportunities.[2]

Background

Before entering the first phase of the training program

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[2]A Syllabus For The Training of Community Aides Through
The Development of an Adult Education Program for an Urban
Poverty Area, in cooperation with the Laboratory for Applied
Behavioral Science, Newark State College, and CAFEO, for
New Jersey Community Action Training Institute.

the Council is to experience a preliminary training period
consisting of four meetings.

Introductory Session 1

    a.   Introduction of the total Model Cities program

    b.   Functions of the City Demonstration Agency

    c.   Functions of the Model Cities Planning Council
        offices

    d.   Goals and programs in each of the component
        areas

Introductory Session 2

    a.   Attitudinal evaluation designed to get members
        to look at themselves and their attitudes

    b.   Spotlighting of issues the Council should work
        on to make Dayton the kind of place in which
        they want to live.

Introductory Session 3

    a.   Toward an understanding of policy and programs
        of the school system

    b.   Local and federal policy contrasted

    c.   Development of a position statement on integra-
        tion

    d.   Administration of the attitudinal questionnaire

Introductory Session 4

    a.   Education from birth to age three

    b.   Implications of early childhood education

These first meetings would serve as a background for the training program. Emphasis would be placed on orientation, to both the Model Cities Program and the Dayton school system, as well as an examination of the educational environment in these areas. These sessions would serve to introduce the group to areas which would be dealt with more specifically within the context of the Community School Program.

Training Program Phase I

Completing the setting up and preparatory work necessary for training in the first four meetings of the Community School Council, the groundwork would have been laid for the first phase of the training program. The first phase of the program focuses on the Dayton Community School Program. Special attention would be given to explaining the concepts underlying the program and the implications which the program has both for the community and for the educational system in Dayton.

Session 1 Training Program Phase I

A. Presentation of the Dayton Model Cities plan.

B. Community School Program presentation and discussion.

C. Discussion of the elements and specific conceptual foundations on which the program was planned and established.

The Community School Program represents the frame of

reference for the training which would take place throughout the year. As the context within which training would take place, it would be essential that each member of the Community School Council become familiar with the program.

As an extension of the first session, the second session would concentrate on other school programs. Speakers would be brought in to discuss the experiences which groups in other cities have had in the mounting and operation of community school programs. Council members would be asked to critically evaluate these other programs. Special emphasis would be given to the development of insights into the models which have developed in other communities and reasons why these programs take a particular form.

Session 2 Training Program Phase I

    A. Presentation of other community school programs.

    B. Discussion of these programs and critical examination of these models.

Following the discussion of community school programs in other communities, a session would be devoted to comparing the Dayton Community School Program with other models. Assessments would be made as to the form or shape which community school programs across the country have taken in response to unique or unusual conditions which exist in those communities. Comparisons of these programs would be focused by attempting to identify the specific aspects of the West Dayton

community which would have contributed to the development of
the Community School Program. Discussion would focus on link-
ing up the experiences which community members have had with
educational programs in the past and the differences between
these programs identified in the different community school
projects.

Session 3 Training Program Phase I

A. Comparison of Dayton Community School Program
with models from other communities.

B. Discussion and comparative analysis of simi-
larities and differences

C. Specific community influences recorded and
evaluated, as contributing to the shaping of
the models.

During each of these sessions, an on-going process of
evaluation would be conducted by the staff. The purpose of
this evaluation would be two-fold: (1) to provide critical
feedback to the group on its functioning with regard to the
problems at hand, and (2) to establish a means for self-cor-
recting and self-monitoring activities designed to use ex-
periences as a means for teaching and learning. Photographs
and tapes would be used to record activities and as a means
for re-enacting specific events which take place within the
training sessions.

Training Program Phase II

The community-centered school depends largely for its success on the degree to which the participation of community members is geared to problem-solving, community development functions, program evaluation and communication between groups. For this essential reason, the focus of the training within the program must include participation in problem-solving and project oriented work in order to effectively develop the skills and insights necessary for the actual operation of the program.

The emphasis within the training program would be shifted, at this point, to incorporate specific action-oriented activities, which would continue through the end of the training process. The introduction of this "parallel" track would be accomplished by devoting a session to a description of the major projects which are to be mounted during the first year of the Model Cities Program. Among others, these projects include:

Community School Program

Schools should be open throughout the day and week to serve as centers for education, recreation, personal services, and information on jobs, family life, health, citizenship and culture. Attempts would be made to recognize the wishes of the people in programs to be conducted at the schools.

Classes for 3-4 Year Olds

Pupils should begin school at age three with
health and related educational programs starting
at birth for all children. Close relationship
with family and home would be maintained and
special training conducted for teachers and para-
professionals. Emphasis would be placed on the
development of necessary basic skills.

College/University Consortium

A consortium of area colleges and universities
including the Kettering Foundation's IDEA would
try to apply regional college and university re-
sources to problems in the target area. The
consortium would serve as a sounding board for
new ideas and evaluation of current problems.

Renovation and Modernization

Study would be undertaken to determine needs for
new elementary schools, middle schools and high
schools, and/or renovation of existing buildings,
including use of carpet, air conditioning and new
lighting to improve learning environment.

In-Service Training

To update and improve teacher competencies a ser-
ies of ten to twelve presentations with follow-up
workshops would be conducted the first year. A

review of the practices of other communities
also would be conducted. A continuing in-ser-
vice training program would be implemented.

Visitations by Renowned Black Americans

A list of desirable visitors would be compiled
and invitations extended so that ten to twelve
visitations would be scheduled each year. The
visits would help children appreciate and iden-
tify with exemplary Black Americans from all
walks of life.

Session 4 Training Program Phase II

A. Presentation of the projects to be developed
    during the First Year Action Phase of the
    Dayton Model Cities Program.

B. Discussion to center on the projects and on
    the creation of task force groups to assume
    responsibility for working with individual
    projects during the coming year.

Since the Community School Council would have repre-
sentatives from each of the "interested parties" in the Day-
ton education system, i.e., school board members, administra-
tors, teachers, parents, students, PTA representatives, and
community members, it is possible to conceive of a full arti-
culation of all the roles which are present in the educational

system. This representation would be used as a training aid
and insofar as possible, as a means for exploring the actual
role relationships and potential conflicts which emerge and
would continue to emerge and develop in the total Dayton sit-
uation. The creation of the task force groups to address
themselves to specific projects would be oriented to the full
representation of each of the groups identified above.

Session 5 Training Program Phase II

A. Establishment of task force groups to address
    specific projects.

B. The mechanics of setting these groups up and
    the selection of projects would be valuable
    experience and could be used as a training
    function to teach group decision-making, and
    the implications of group composition in ad-
    dressing problems.

The work on the projects by task force groups would be
an on-going function of the Council members. It provides a
real focus for learning about decision-making, planning, the
development of strategies and tactics in the quasi-political
work of educational program development. Moreover, the task
force groups would be staffed by the individual responsible
for directing the project once it is mounted. The staff per-
son would be responsible for assisting the group, helping it
to evaluate its functioning and defining roles among group

members as a means for "getting the job done." The impor-
tance of this approach lies in two related areas: (1) there
is a need for cooperative and immediate action and inter-
action fostered by having the different groups work together
to develop the program, and (2) the learning potential for
group members is enormous since each task force would deal
directly with the actual problems and issues involved in the
generation of the program.

Session 6 Training Program Phase II

A. Presentation of techniques for work within
the community.

B. Discussion and skills development.

In order for the task force groups to function effec-
tively, they would have to relate their activities to the West
Dayton community. For this reason, a session would be devoted
to work within the community, the appropriate tactics and tech-
niques to be used in organizing the community for action.
The movement into the community and the confrontation with
local people would be difficult for some members of the task
force, even though most are members of the community. Special
care would be taken when dealing with the anxieties of some
members of the groups.

One immediate pitfall to be avoided is the restructuring
of the value postures of the community members receiving in-
tensive training as part of the Community School Council pro-

gram. Some of the members of the Council might come to view themselves as apart from the wider community, or as an elitest group, somehow co-opted and socialized into a professional area, with the subsequent exclusion of the wider community.

It is important that this obstacle be dealt with and overcome within any training program, since one of the unfortunate consequences of skills training and the heightening of awareness on the part of local people is the tendency to demean one's peers and one's past reference groups. This can be avoided within the training by carefully emphasizing at all turns the willingness of the staff to perform service tasks, to meet the needs of the people before the needs of the staff. Two interesting dynamics can arise from this process: (1) the value posture of the trainees can be oriented to service goals, and (2) the competition which normally exists between the staff and the community can be set aside and the needs and wishes of the community identified as the principal focus for the program.

The importance of community relations, publicity, organizational activity, and engagement with the community can be reinforced by the actual contact or confrontation between the task force groups and members of the local community. In order to use these experiences as teaching situations, another session would be held to help task force members "de-brief" and to assess the roles which they played in

the preceding work as exponents of a community school educational program attempting to elicit support for their program. This exercise deals with the issues raised by local people and the ways in which these issues relate to the on-going development of the projects.

Session 7 Training Program Phase II

A. Discussion of experiences in encountering the community by task force members.

B. Evaluation of the experiences and generalization of these experiences in light of the projects and their development.

The establishment and initiation of community related activities by the task force groups would serve to introduce the pattern of activity which would continue throughout the program. The desired outcome of these activities would be the development, funding, and establishment of specific projects. Criteria for effectiveness would be oriented to the ways in which the task force groups operate, and the success and failure, which they experienced in attempting to set up their respective programs. Throughout the training program, the movement which these task force groups experience, coupled with the degree of effectiveness with which they fulfill their responsibilities to set up the projects would be monitored. On-going evaluation of the processes which take place within the task force groups would be the responsibility of

both of the staff members assigned to the groups and the participants themselves.

Training Program Phase III

The community-centered school differs from the traditional public school in that it deliberately shares power with the community it serves. It attempts to define and identify those powers which belong only to the local community, those which belong only to the professionals, and those which should be shared.

This sharing of power is designed to build into the local community the skill and ability to develop and establish educational policy and to acquire the skills to measure the effectiveness of the educational program. On the other side of the coin is the opportunity it affords the staff to learn of the community's interests and goals and how to help it acquire the means to achieve them.[3]

The roles which professionals and community members have within the educational system need to be examined in terms of the specific functions they serve within the traditional educational program. For this reason, the training program would move directly from the outfitting of the task force groups to the analysis of roles within the school system.

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[3]Wilcox, Preston R., "The School and the Community," in CAP/School Seminar Papers, New Jersey Community Action Training Institute, pp. 13-14.

Session 8 Training Program Phase III

A. Delineation of roles within the school.

B. Presentation by members of the Council, following definitional meetings by each of the represented groups (administration, PTA presidents, teachers, students, parents, and school board members).

C. Analysis of these roles, particularly as they relate to the structures which exist within the school and the functions which they serve.

One of the most important training objectives is to shift information and decision-making functions from a one-way process -- from within the educational hierarchy, down to students and parents and, finally, to the community -- to a pattern or organization which allows for sharing and two-way communication and joint decision making. Following the articulation of these roles, as they are currently perceived, the next session would be devoted to the assessment of roles for each group within the Community School Council. Again, each group would be asked to define its role within the program and discussion will center on the different role perceptions of the various groups.

Session 9 Training Program Phase III

A. Definition of roles within the Community School

Program.

B. Presentation by members of the Council, and outside experts, following definitional meetings by each group.

C. Analysis of these roles in terms of the functions to be served by the Community School Program.

The administrators and school board members should be in a position to factor out the elements of their current roles which will change as a result of the Community School Council. Principals should meet with teachers and attempt to show how roles will be altered for each group in terms of the Community School Program. Students and parents should also be engaged in role definition with particular emphasis given to new roles in relation to the wider community. As an adjunct to this process, the functioning of the task forces should provide a basis for realistic assessment of the cooperative interactions necessary for mounting and establishing new programs. The discussion of role change, therefore is carried out on two levels, in the abstract by discussions within the specific groups and within the seminar sessions, and in actuality within the task force groups.

Session 10 Training Program Phase III

A. Presentation of new roles within the Community

School Program.

B. Speakers discussing the emerging role of the para-professional and special and supporting services within the Community School Programs.

C. Evaluation of the new roles, and the changes which will be brought about by the Community School Program.

The expanded and new functions which the Community School Program calls for would require that new roles be developed. These new roles will be discussed and changing roles examined. For example, in order to operate a program which keeps the schools open for longer hours, or on weekends, as a means for servicing the broader community, the custodial services which are provided in schools throughout the system will have to be reassessed. Failure to consider the implication of program changes on existing roles can result in the development of programs which encounter so much resistance that they are unsuccessful. Therefore, attention must be given not only to the new roles, but also to existing roles which would be changed, however slightly, by the Community School Program.

Session 11 Training Program Phase III

A. Analysis of the school system in light of the Community School Program.

B. Presentation of alternative patterns of or-

ganization for making the transition between the traditional school program and the new Community School Program.

C. Discussion of the implications of these changes.

During this phase, professionals operating within the schools would be encouraged to draw up case studies from their experience to present to the group. The seminar groups will discuss and evaluate the case material and attempt to assist the professional in problem solving related to the cases. A teacher will be asked to present a profile on two children (both nameless), one of which represents a child who appears to be progressing normally within the program and one who is experiencing special difficulties. Discussion should focus on the specific problems which the teacher has in dealing with these children and suggestions should be sought on the alternative courses of action available to the teacher in dealing with the situation.

Similarly, a principal would be asked to draw up a case record on some of the critical issues which he has to deal with as a function of his position. The Council would be asked to analyze the problems with the principal and recommend options to him.

The purpose of this approach is to familiarize the groups with the type of problems which emerge in the current program and to stimulate a sense of how these problems might be dealt

with in the context of the Community School Council.

Session 12 Training Program Phase III

A. Presentation of case studies by teachers and principals.

B. Discussion of the case material and the development of options for dealing with these problems.

Following the development of case records by the administration and the teachers, the same exercise should be developed for students and parents, using prior experiences as a guide in the development of material. These problems might include a parent's difficulty in dealing with a teacher or a principal, or a student's problem in matching his goals with those of the educational institution which he attends. The seminar should deal with these problems and attempt to suggest alternatives as a means for dealing with the situation.

Session 13 Training Program Phase III

A. Presentation of case material by students and parents.

B. Discussion of the material and the analysis of the degree to which these are shared problems, on the part of other parents, students and community members.

The process of role definition, the evaluation of new roles and changing roles, and the examination of case material, all serve to pinpoint the areas within which changes will be fostered by the Community School Program. The experiences which task force members are having with the operationally re-defined roles brought about by cooperative action on specific projects can serve as a guide at this point, and introduce into the next session a means of sharpening the focus of council members on the developments taking place within the program and those which are anticipated in the future.

Session 14 Training Program Phase III

A. Examination of task force roles and the experiences which members of these groups are having with new roles as part of a small, action-oriented group.

B. Analysis of the potential for generalization which these experiences provide.

Throughout Phase III, the internal evaluation function would be of critical importance. By careful monitoring and adjustment of both the seminars and the task force groups, experiences can be used to teach the difficulties in shifting over from one system to another, and certain conflicts and pit-falls can be brought to the surface, so that they can be resolved and effective functioning maintained. The

redefinition of roles is a difficult task and only through sensitive and immediate feedback can obstacles to the process be noted and overcome.

Training Program Phase IV

Having defined and dealt with the new roles which emerge out of the Community School Council, it is imperative that the fully articulated program be linked with other institutions and programs so that the relationship between the program and public and private resources can be established.

Four sessions should be devoted to this question - two on state, federal, and local government, one on local colleges and universities, and the fourth session on the private sector - foundations and business.

The seminar sessions will provide the focal point for the discussion of the relationship between the Community School Program and the various governmental auspices; however, it is equally important for the task force groups working on specific projects to engage in the same activity. Within the task force groups, there would be a need for information regarding resources. Appropriate techniques for working with governmental and other agencies will be included as necessary training functions at that time in the program.

Session 15 Training Program Phase IV

A. Presentation of federal and state educational

programs and services and their relationship
to the Community School Program.

B. Discussion of the most effective ways for work-
ing with federal and state agencies to secure
programs and funding for the Dayton Community
School Program and Council.

C. Analysis of the implications of funding through
state and federal educational offices for the
Dayton program.

As educational programs are increasingly being funded
by state and federal agencies, the relationship between these
agencies and the Community School Program and Council is an
important one to spell out. The session devoted to local
government should concentrate on existing or to be developed
programs within the public domain.

Session 16 Training Program Phase IV

A. Presentation of local educational resources and
board of education activities.

B. Discussion of relationship of Community School
Council and Program to the board of education.

The next session covers the resources of local colleges
and universities and the ways these resources can assist the
Dayton Community School Program and Council.

Session 17 Training Program Phase IV

    A.   Presentation of local college and university
facilities and services.

    B.   Discussion of ways these resources could be
utilized.

The final session of this phase of the training program
introduces the private sector - exploring the possibilities
of using local foundations and private enterprise as finan-
cial and expertise resources.

Session 18 Training Program Phase IV

    A.   Presentation of foundations and business
structures.

    B.   Discussion of ways of approaching the private
sector.

As a means of uniting the Community School Council with
potential allies, this phase is particularly important.

Training Program Phase V

The final phase of the training program is devoted to
evaluation on a variety of levels of the progress being made
by the task force groups on their specific projects, the ac-
tual training program and its effectiveness in meeting its
objectives from the standpoint of the Community School Coun-
cil and the changes which have taken place within the indivi-

duals participating in the training program.

While training is a process which can hardly be viewed in terms of specific and discrete ends, the attention to evaluation provides an opportunity for bringing the Community School Council to the close of one phase of its development with preparation for the next developmental sequence.

Session 19 and Session 20 Training Program Phase V

A. Presentation by task force members of the progress which each group has made in establishing and operating its project.

B. Discussion of the specific projects by the total group.

C. Critical and evaluative assessment of the obstacles to change encountered by the groups, and illumination of particularly successful approaches which have been found to be useful in effecting change.

These two sessions will provide an opportunity for Council members to relate the experiences which the other task force groups have had to those of their own group. Emphasis is on the identification of the emergence of leadership within task force groups, the restructuring of roles which has taken place as an outgrowth of cooperative action by members of the task force groups, and the specific problems and

achievements which have marked the progress of implementation.

These two sessions would provide the basis for discussion of the issues and problems which individuals perceive in the development of the Community School Program. Members of the Council should be in a position to use these sessions to obtain new insights and an understanding of alternatives in the organization of Community School Programs.

The next session is devoted to an evaluation of the Council training program and its effectiveness in providing the members with the understanding and skills necessary for effective functioning. Materials would be used which highlight specific activities from previous sessions, tapes, and pictures would be presented to assist in the process of identifying changes in role, orientation, and approach by members of the Council. An evaluation of the total training program should serve as a vehicle for discussion of the direction the Council should take in the future, based on an assessment of past experiences. Moreover, as a process for assessing the validity of training, the process provides a check for the Council on the degree to which the training program has effectively met its goals and the needs of the group.

Session 21 Training Program Phase V

    A. Evaluation of the training program:

        1. An opinion and attitude questionnaire will ask the Council members to rate the effectiveness of the sessions as well as the fa-

cilities and training materials. Trainees
will also indicate the content and approach
for a follow-up program.

2. Observation by the staff.

3. Analysis of reports prepared by the task
forces.

B. Critical discussion of the training program's
effectiveness in meeting the needs of the Coun-
cil, and the goals of the program.

The final sessions would be devoted to an evaluation of
the Council for the purposes of scoring the effectiveness of
the training, and for determining the point that the Council
and its members have reached. Since evaluation serves to pin-
point the needs of the group that has been trained, it can
be used to develop a "sense of history" so that stop-gap cri-
sis method of operation can be averted and long-range thinking
and planning encouraged in the future.

As an extension of the on-going evaluation built in
throughout the entire process, Council members would be in a
position to assess their own functioning to the end of a more
interesting and meaningful involvement in the program.

Session 22 Training Program Phase V

A. Evaluation by the staff of the Council and its
growth during the training program.

B. Discussion will be used to highlight the cen-
tral issues which have emerged in the program
and to lay the groundwork for planning and fu-
ture action in the area of program development
and administration for the second year program
operation.

Evaluation

As the description of Phase V of the training design in-
dicates, the final four sessions of the program are devoted
to evaluation. As part of the on-going evaluation built in-
to the training design, these functions, plus the over-all
program evaluation will be described in detail in this section.

The evaluative process linked with the training design
is a multi-dimensional, multi-level evaluation system. It is
best characterized as having three separate, but related, foci.

First, there is the internal or in-process evaluation
system used by the staff in working with the groups to pro-
vide critical feedback. The emphasis within this evaluative
system is on self-corrective or self-monitoring activities.
The staff will deal with such issues as: attitudinal change,
perceptual change, ability to relate to group processes, ef-
fective functioning within the group setting, the dynamics of
the task force groups and the relative success or failure of
the specific groups in meeting the goals within the individual
projects. On-going evaluation serves to identify and change
aspects of functioning. Some material will be abstracted from

the tapes and records of staff to be used in the over-all
program evaluation.

Second, there will be evaluation of the training program
and the extent to which it was successful in arriving at its
stated objectives. Evaluation within this context includes
the participants and their reactions to the training program
and the thoughts and feelings which staff had about the pro-
gram. Critical evaluation of the training program by the
staff responsible for carrying out the over-all evaluation of
the total program is also anticipated.

Both the first and the second type of in-process evalua-
tion are designed to alter and change the process while it
is going on. The Phase V sessions represent the culmination
of this evaluative process and serve to assess the partici-
pants and the program with an eye to future functioning and
the need for extended training. Materials from the on-going
evaluative sessions will be lengthy and it is urged that a
summary of the evaluative materials be presented to the Office
of Economic Opportunity in lieu of the complete record of
all the proceedings.

The third area of evaluation is concerned with identify-
ing the extent to which the total program was able to meet
its goals. The section discussed in detail below incorporates
some materials from the other two areas of evaluation, in
addition to specific objectives, indices, and measures rele-
vant to over-all program assessment.

Goals

Goals have been developed for the program which speak to the key issues which undergird the Community School Council in West Dayton. The emphasis is on the process of redefinition and change which the Community School Council requires to work effectively along with the development of a two-way flow of information and a shared process of decision-making between the community and the school system.

Changes are most accurately measured by actual outcomes and observable changes, although the question of change within the community is a complex one, implying more than simple quantitaitve measurement of indices of change. Therefore, the model for evaluation contained here has two principle parts: (1) the assessment of empirical data related to the goals, and (2) the subjective sense of change on the part of participants and staff, as it relates to the stated goals of the program.

Objectives

In order to measure progress toward achieving these goals of the program, objectives have been selected which by and large can be expressed in qualitative and quantitative form. The objectives will provide measurable indications of whether or not the program has been successful in achieving its goals.

Indices

The indices included under the objectives have been iden-

tified as indicative of specific change toward achieving the
objectives. Indices have been pinpointed which are measur-
able in quantitative terms, and represent a partial listing
of the dimensions of change which are most relevant to cali-
brating progress within the program.

Output Measures and Forms

During the initial phases of the program the evaluation
staff will be recruited and will prepare a detailed format
for the program evaluation. This manual will include proto-
type forms for the collection of data and will contain spe-
cific instructions on the sources and ordering of the data.

Among the measures to be employed in the evaluation of
the program are:

1. Survey forms for selective sampling of community
    attitudes and base data.

2. Diagnostic and follow-up questionnaires for all
    participants in the training program to assess
    perceptions of change.

3. Narrative, citing the process history of the pro-
    gram and recording and analyzing important events
    and incidents.

4. Charts to map out the relationship of events to
    planned changes over time.

5. Design for the coding and interpretation of data

collected on tape and in written reports from the
task force groups.

6.   Observation by the staff of the training program
     and by the evaluation team.

Evaluation of the Education Leadership Program for Elected Community Council Training Design

In essence, evaluation of the program is a process of
observing and recording actions taken to achieve planned re-
sults, identification of areas of difficulty and the assess-
ment of results actually achieved. The evaluation is to be
carried out by the director of the program and his staff
along with the participants of the training program and the
evaluation team.

The Basic Outline for the Evaluation

I.   Goal: To change the role of the school within the
             community so that the schools become the focal
             point for a community-centered educational
             program.

     A.   To give the individual in the target area an op-
          portunity to participate closely in the develop-
          ment of a program that will shape his own desti-
          ny so that he will feel an involvement in his
          "fate control."

     B.   To provide for community participation in the
          decision-making process of the school.

     C.   To help parents build a community spirit as they
          identify with and develop pride in and concern
          for their schools.

          1.   Objectives:

               (a)   Increased use of school facilities

through the development of a community
school program sub-divided into centers
of education, the objective being to
increase the use of schools:

- as centers for community recreational
activities, a wide spectrum of lei-
sure time programs will be made avail-
able to children and adults of all
ages.

- as centers for personal services, as
all individuals within the community
obtain assistance in the areas of em-
ployment, health, legal aid, as well
as counseling and social services.

- as centers concerned with the whole
community life, as an important in-
stitution for the study and solution
of salient neighborhood problems.

- as facilities become available to the
community twenty four hours each day,
seven days a week, and twelve months
a year.

(b) Increase in the number of policy deci-
sions made by school officials as a
result of meetings with parents.

2. Indices:

(a) Number of people taking part in the com-
munity school programs.

(b) Number of requests for programs using
the schools and number of acceptances
of these requests.

(c) Number of policy decisions made which
included resident participation in the
decision process.

3. Measures:

(a) Record number of requests and accept-
ances made to the Community School
Council, the principal, the school
board.

(b) Observations by staff.

(c)   Historical account and event analysis.

II.   Goal: To change the role of parents on the Community School Council from relative non-involvement to one of active involvement in the community-centered school program.

To the extent that the Community School Council calls for new roles with new demands and new functions for the people living within the target area, it is necessary to assist them in developing the skills necessary to effectively carry out these functions. The program will assist the individual on the Council in recognizing and responding to felt needs and critical problems - his own, those of other members of the educational system, and those of the wider community.

A.   Objectives:

The over-all objective of the training program is to equip the members of the Community School Council to be able to assume key roles within the operation and development of new educational programs for the community.

The training activities focus on the development of both understanding and skills so that Council members will be able to comprehend, accept, and implement the scope of change action which will be necessary for the program to meet its goals. Specific areas of training emphasis revolve around the following needs of the members of the Dayton Community School Council:

1.   To develop understanding of the educational system, in light of the Community School Council.

2.   To develop expertise and the ability to function effectively in terms of:

(a)   how to communicate effectively

(b)   how to widen the base of participation in the community

(c) decision-making in the following areas:

    (1) expenditures of funds

    (2) site selection and naming of schools

    (3) design and construction of schools

    (4) purchasing of books, supplies, food services

    (5) setting educational policy, school and community curricular and educational programs and activities

(d) distinguishing measures and levels of educational quality

3. To develop a system of information and idea feed-in to assist the target area

    (a) to define more precisely its own problems

    (b) to comprehend and accept the scope of change action which will be necessary, and to select among alternative goals and programs

B. Indices:

Records of action which take place suggesting achievement of the specific objectives.

1. Number of people contacted within the community

2. Number of residents taking part in the decision making process

3. Number of decisions made through task force and Council actions

4. Number of residents mobilized on specific issues

5. Number of resident problems clearly defined by residents

6. Number of people taking part in the community

school programs

7. Number of requests for programs and number of acceptances of these requests

8. Number of policy decisions made which included resident participation in the decision process

9. Number of residents taking part in decisions on policy

10. Number of residents contacted by task force members

11. Number of task force decisions made

12. Number of resident problems identified by residents

13. Number of resident problems resolved by residents

14. Number of parents contacting teachers, principals, school board members

15. Number of requests made by residents of school officials and the number of requests granted

16. Incidences of publicity used to encourage or discourage participation in the Community School Council

C. Measures:

1. Reports made by task force program staff

2. Attitudinal surveys of participants (before May 10 and after)

3. Analyses of proposals and alternatives prepared by Council

4. Staff observations of task force functioning

5. Task group self evaluations

III. <u>Goal</u>: To redefine the role of school board members, administrators and teachers within the Community School Council to allow for greater communication and involvement with parents and students and PTA representatives.

A. <u>Objectives</u>:

Through participation in the program and the experiences built into the structure of the training design which encourages the participants to increase or further develop:

1. Ability to communicate within and across groups

2. Ability to organize and form needed task groups

3. Ability to change and accept change

4. Ability to understand the Model Cities Education Program

5. Emergence of leadership

6. Specifically for school board members:

   (a) increased confidence in people's abilities and judgment

   (b) learn to share responsibility

   (c) increased power through delegation

   (d) ability to accept role change and re-definition

7. Specifically for principals:

   (a) accept role redefinition and change

   (b) ability to act as an agent of change stimulating change

   (c) understand services from other agencies to the schools

   (d) identify and encourage new talent

8. Specifically for teachers:

    (a) accept educational innovation and change in the classroom

    (b) accept role changes and redefinition

B. Indices:

Records of action which took place suggesting achievement of the specific objectives.

1. Number of administrative changes made and people remaining within the system

2. Number of changes proposed

3. Number of residents chairing committees

4. Increased hiring of school staff

C. Measures:

1. Task group self evaluations

2. Staff evaluations

3. Group leader evaluations

4. Task force tapes

5. Historical record of events

IV. Goal: To change the role of students and parents within the community to include a greater identification and involvement in the Community School Council.

A. Objectives:

Through the experiences in the training sessions increase or develop:

1. Ability to communicate within and across groups

2. Ability to organize and form needed task groups

3. Ability to change and accept change

4. Emergence of leadership

5. Understanding of education, specifically the Model Cities Educational Program

6. Confidence in own self and ability

7. Knowledge of educational innovation in other communities

8. Positive attitudes toward learning

9. Techniques to mobilize residents on issues

10. Increase the community's ability to respond to critical issues in the area of education

11. Increase the use of the schools

12. Participate more fully in the education of their children

13. Make demands on schools for better educational services

B. Indices:

Records of action which took place suggesting achievement of the specific objectives.

1. Number of task groups which achieve the present goals

2. Number of local residents rising to leadership positions

3. Number of residents using the schools

4. Number of parents contacting teachers and principals and school board

5. Demands made and accepted by teachers, principals, and school board

C. Measures:

1. Task groups' self analyses

2. Evaluation team analyses

3. Staff evaluations

4. Historical record of events

5. Attitude survey of program participants (before May 10 and after)

Staff Responsibilities

The evaluation team assigned to work with the training program of the Community School Council will gather information in a systematic fashion, organize it and present it to the decision-making bodies within the Community School Council. Moreover, the team of evaluators will be responsible for preparing a final report for submission to the Office of Economic Opportunity.

The team of evaluators will be supervised by the program director and work out of offices provided by the program. The evaluators will be responsible for developing appropriate measures to obtain information, for conducting interviews and surveys within the program and in the community, and for the development and utilization of questionnaires designed to collect data pertinent to the program assessment.

Final Report

Once all the data is collected and analyzed, a final report will be drafted which will include: (1) summaries of the in-process evaluation taken from records from the task force groups, (2) specific results of evaluation sessions and questionnaires distributed to participants assessing the training program and its effectiveness, (3) statistical indices which provide summary measures of the progress achieved during the program, and (4) assorted charts, and narrative pinpointing the key events which took place during the program and relating them to the planned changes.

The final evaluation report will be developed in a
manner which will make it possible to identify the success
or failure of the program in meeting the specific objectives
under each goal.

Summary

Once the Office of Economic Opportunity training and
evaluation plan was approved, the Education Committee and
the Planning Council gave the education coordinator the re-
sponsibility for implementation of the Community School
Council program. In addition, he had the continuing respon-
sibilities of seeking funds for some of the other Education
program projects, continuing liaison with the school admini-
stration and obtaining the support of groups and agencies
outside the target area. The Planning Council most willingly
delegated these responsibilities to the coordinator, since
they had a continuing responsibility to complete the planning
of other program components.

C H A P T E R   I V

CONCEPTUALIZATION OF THE COMMUNITY SCHOOL MODEL

The Community School Council and the Community School Program[1] are intimately interwoven; and since one without the other would be meaningless if one is truly committed to the ideal of building a community spirit of cooperation and productivity; the two programs are presented in two parts and are described in such a way as to provide the reader with basic information to guide him through the remaining sections of this document.

PART I

COMMUNITY SCHOOL COUNCIL

Research indicates the need for community citizenry involvement in the inner-city schools if desirable changes are to evolve. This involvement should result in minimum time lag in correcting the social ills which have added to the total educational problem.

Samuel Bowles, Harvard University, in the Harvard Educational Review, Winter 1968, stated the need and possible approach one could take in the pursuit of improving Negro education.

"We can, of course, continue to make recommendations di-

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[1]"The Education Component," Model Cities Demonstration Project, Dayton, Ohio, August 23, 1968.

rected toward particular causes of low achievement among
Black children, ignoring the underlying dynamics of the sys-
tem which produces the results. Or we may broaden our attack
and attempt to increase the degree of participation in edu-
cational decision-making and to transfer power to groups pre-
sently excluded from influence.

Many of our policy decisions in education can have little
effect on the distribution of political power. But there are
many options open to us that could have the effect of mobili-
zing poor communities, particularly of mobilizing Black com-
munities to exert their interests more effectively in the
making of educational policy. The immediate effects of such
programs on the scholastic achievement of children in school
is, of course, unknown. But if the above analysis is correct,
the immediate effects on scholastic achievement must be con-
sidered along with the long-run effects on the distribution
of political power, on the attitudes of parents and students."

Utilizing the previously stated information a Community
School Council would be established. In addition, a school
council would be established for each of the eight elementary
and the two secondary attendance areas in the Model City
Project.

As additional incentive, the Director of the Model Cities
Education Program would rally the support, seek advisement,
and solicit involvement of the various church groups, youth
groups, social organizations, labor unions, merchant organi-

zations, governmental agencies; federal, state, county and local.

This approach and involvement of the various groups and citizens would aid in the establishment of a foundation on which the educational program of the target area schools could develop, particularly, in giving the community solidarity which seems to be lacking.

Objectives

It was imperative that some long range goals be established. However, the functional implementation on a day-to-day basis would need the leadership of an individual who really "believes."

These objectives are both long range and general because of the need for the development of guidelines to solve problems which may be indigenous to one or more schools in the target area. Furthermore, the latitude of implementation of the objectives is necessary for the consideration of the different personalities involved.

1. To support the educational program of the inner-city target schools

2. To foster good communications between the school and the community

3. To keep the Director of education and the Model Cities Education Program informed about school activities

4. To relay community needs to the school

5. To help the school establish priorities

6. To interpret to the community new and experimental programs

7. To help the school board secure adequate financing

8. To gather feedback from other organizations

9. To encourage lay participation in the schools

10. To develop a basic faith in the target area schools and all of the Dayton city schools.

The initiation of the various councils would be the responsibility of the Director of Model Cities Education Program. His responsibility would entail the securing of nominees and developing the necessary machinery and implementation of the election of the council as outlined. The initial orientation and purposes of the council would be explained through various and related educational meetings after the members had been elected to serve.

Election of the Council

I. Qualifications of Candidate

A. Must be a resident of the school attendance area.

B. Must present to the election committee a petition

with ten signitures of parents who have students in school.

C. Must be twenty one years of age.

II. Election Committee

A. Should consist of the building principal, one teacher, one parent (Chosen by the school), one member of the Model Cities Planning Council, one school board representative and the educational director of the Model Cities Component.

B. Should prepare for elections to be held in each school -- serve two purposes, one to fulfill election requirements, two, encourage people to participate in the school activities.

C. Should make arrangements with Board of Elections to use voting machines.

D. Should publish and distribute a list of the nominees with a brief resume of their qualifications: home, address, place of employment, marital status, civic and church affiliations.

E. Should declare elected those six persons from each school attendance area who receive the largest number of votes.

F. Should screen the initial petitions for candi-

date qualifications.

G. The term of office should be two years in order to study, plan, and implement community school needs.

H. In the event a vacancy occurs the remainder of the Council would appoint a person to fill the unexpired term.

I. Elections would be held every two years to elect three parent representatives.

J. First election would: elect three parents for one year term and three parents for two year terms. This would necessitate an election at the end of the first year to elect three parents for a two year term. Thereby three members would be up for election each year.

This procedure would allow continuity with the retention of at least three members each year. But more important it would keep an on-going interest and the spot light on education and community involvement.

The Board of Education would designate their representative to serve on the election committee. The Model Cities Planning Council would designate their representative to serve on the election committee. The teacher representative would be elected by the professional staff of the school.

The election committee would supervise all nominations, elections, and certify to the Planning Council those persons elected for each school attendance area.

Various community groups as a foundation of grass roots business and social organizations would advise and counsel for the betterment of the educational community. The line of authority from each of the school councils would be directly to the director of education and indirectly to the Model City Planning Council. There would be a direct line of communication from the director of the Model Cities Education Program to the superintendent and the central staff of the Dayton city schools, a direct line from the Director to the Model City Planning Council to the Dayton Board of Education. An indirect line would be established reciprocally between the superintendent and the Model City Planning Council. The elementary councils would communicate directly with the secondary schools. This is designed so that the elementary councils will not feel a direct obligation to the high schools.

This council should serve the purpose of involving the total community in a functional line of communication relaying community needs directly to the legal authority for the purpose of evaluation and determination.

Chapter 25.05, Baldwin's Ohio Revised Code -- There is no statutory authority for the establishment of lay committees. When such organizations do function, it is because it is well within the discretionary powers of a board of education to

appoint and cooperate with such groups. Authority Revised
Code of Ohio (3313.20, 3313.47).

Section (3313.47) Ohio Revised Code, Management and Con-
trol of Schools Vested in Board of Education:

"Each city, exempted village, or local board of educa-
tion shall have the management and control of all of the pub-
lic schools whatever name or character in its respective
district."

Section (3313.20) Ohio Revised Code, states, "The board
of education shall make such rules and regulations as are
necessary for its government and the government of its em-
ployees and the pupils of the school."

The superintendent and the Board of Education of the
Dayton City Public School District could recognize the Commu-
nity School Council according to their interpretation of the
legal codes, and their philosophical beliefs of the inner-
city school operation.

PART II

PHILOSOPHY OF THE COMMUNITY SCHOOL

People can achieve only what they learn to achieve - to
make the choices they perceive and understand, and contribute
only what they have to offer.

If, as Americans have always believed, education in our
schools (which is basically a function of the state) is a
preparation for life - we must qualify this statement today

by saying that education is preparation for life.

The school must bring into harmony all the means at its disposal in fulfilling its obligation to society; however, the accepted fact that the school is an integral part of the community necessitates the corollary that the philosophy and policies of this school are a direct concern to the community.

Although the state, in delegating responsibility and authority to local communities, has set up minimal standards and often set definite requirements regarding such areas as teacher certification, period of school term, subject matter and pupil attendance; a great deal of latitude is indeed left to the community. The choice of curriculum, beyond the state requirements, the selection of teachers, specialists and staff, the provision of the physical facilities and a large part of the financing of education are responsibilities of the community.

The task of the policy-making group of local citizens, as it is understood today, is the administration of the school system - thus, the establishment of educational goals, plans for achieving these goals and the development of plans and policies for their attainment lie incumbent upon the local community. This is as it should be if the school is to serve the community and the community to serve the school.

In conclusion, it was believed that the nature and character of the target area schools should be drawn from the people living in the community and the children who become a

part of that school, rather than an institution which accepts
only those children and adults who already fit a particular
definition - for it is a further belief that all should work
toward the community goals and should be willing to help when-
ever that help is needed. From this interaction a true com-
munity spirit ought to evolve, taking its place within the
larger community interaction in a chain reaction of national
and even international interaction as the ultimate goal.

Broad Goals

In the philosophy, broad and basic principles were sta-
ted. But what, more specifically still, did the community
school of the target area of the Model Cities Education Pro-
gram seek to accomplish? Since true education must be de-
fined in terms of behavior changes, just what kinds of educa-
tional achievement did the community-centered school hope to
motivate?

It was hoped that a motivation for understanding of our
evolving culture, because of the conviction that in every
community, the basic social arrangements of our way of life
are found in operation; and in each are reflected the climate
of attitude, opinion and the value standards which dominate
American life. It is granted that while tools, techniques,
ideologies, and values may vary somewhat from community to
community, the mobility of population, the automobile, the
metropolitan newspaper, the national periodicals, the films,
stage, radio and television have produced a large degree of

similarity throughout America - hence the community offers the raw materials for an understanding of our total culture as well as overtures to sub cultures.

It is important to say that understanding is not enough. Knowledge without ethics is at best indifferent to values and at worst destructive to them. Accordingly, the Community School Program presupposes the development of a wholesome framework of values through a sense of ought.

As children and adults participate in their community activities, they should not only be gaining an understanding of what is, but they should also be building a concept of what ought to be. Experience has taught that value standards cannot be established apart from life activities. The guidance of youth (both individual and group) in community participation offers excellent opportunities to develop attitudes and ideals commensurate with the democratic way of life. In coming to grips with real problems, citizens in the target area would be enabled to formulate intelligent purposes to which one could dedicate his life.

Full knowledge and high ethics cannot stand alone for without personal skill developed in group work technique, the young student as well as the adults will surely remain ineffective and in most cases blunderingly destructive.

The notion is that as the citizens gain an understanding of the evolving culture and build a framework of values and sense of ought, they will also acquire the social competence

necessary to participate effectively in the activities of their culture, so that they may achieve the values deemed desirable. The attack upon community problems also gives an opportunity to learn to think by thinking. Problems are constantly recognized, analyzed and defined; relevant data are collected, evaluated, and organized; and appropriate conclusions are formulated, verified and applied. This process is effective and can be directed to all levels of development.

Understanding, ethics, and group work skills together and only together can produce that community "know-how" which can bring enduring, desirable results.

Thus, can the community centered educational program contribute meaningfully and effectively to the attainment of that triple aim which lies at the very heart of modern, democratic life-centered education: social understanding - developing knowledge about the evolving human culture; social attitudes - establishing value standards of judgment upon contemporary affairs; and social skills - increasing personal competence in effective community participation.

The Community School and Its Relation to Community Strata

In direct application of the community school concept to the Model Cities Target Area one must encompass the original concept and statement of philosophy - that of the interaction of school and local community - larger community (regional) - national and international community.

It is quite evident that in the modern complex society,

each individual, each family and each school "belongs" to several overlapping communities and membership in each may serve different purposes, or the same purpose under different circumstances. Therefore, each and every activity envisioned for the community school as related to the target area, may also be viewed from any one of the levels mentioned in the following paragraph. This interaction should eliminate the establishment of terminal programs within the community school concept. If a close relationship is to be effected between the school and the community, the earlier community level sociological concepts can be identified for program direction as indicated below.

The Physical Level. This is the external civilization, the things people use or have made, as well as the people themselves. This level may include the industries and service occupations which produce and distribute goods and services, the physical setting of the community - its housing, streets and transportation system, its parks and playgrounds, its water supply and sanitation service, its communication facilities, its protective services such as fire and law enforcement, housing projects and the like. The children in the elementary school may appropriately be involved on this primary level, beginning with its simpler and more tangible aspects.

The Institutional Level. Here is found the organized ways of living, the mass habits of the people in the community.

This second level is less tangible, but extremely significant in understanding community behavior; it is the "cradle of custom" into which each child is born. Marriage customs, family form, governmental practices, religious rituals, the vernacular language unique to the community, the common arrangements for economic exchange and typical monetary usage. Also included is deep rooted attitude toward educational institutions.

The Psychological Level. Determining both the customs and the material creations of the community are the motivations of the people. These are the desires that produce activity, the fears which inhibit behavior, the attitudes which pattern acceptable conduct, the sterotypes, ideas, ideals, loyalties, values and taboos which influence and direct human behavior. The initial approaches of the community school program on this level might well limit itself to the young adult continuing education group and above. The community school staff may develop programs as inroads to understanding of this community level down through the elementary grades.

Program Concepts Applicable to the Community School

It is realized that community activities are always carried on by people for the fulfillment of their basic human needs. The social processes which make up the on-going life of the community directly reflects these needs and are maintained to satisfy them. The problem analysis of this proposal leads to recognition of the following ten avenues of ap-

proach to program concepts applicable to the community school.

Making A Living. The physical needs of all people for food, clothing, and shelter must be met, and such additional goods and services provided as have come to be considered desirable by the community group in question. Today economic life has become so complex, and the work a man does may be so many steps removed from the actual feeding, clothing, and sheltering of his family, that the process of "making a living" has come to involve many intricately interrelated aspects of community life. Anything which relates to the production, distribution or consumption of economic goods is a part of "making a living" and has a direct place in the community school program. In considering the study of how a community makes its living, perhaps the following items would be considered as project areas: occupations, industries, commerce and professional services, placement services, conditions of work, labor, organization, business organizations, technological trends, and assistance to the needy and dependent.

Maintaining Health And Safety. The community's health status is disclosed by statistics on infant and maternal mortality, incidence of disease, number of deaths from various diseases, average length of life, the accident rate, the insanity rate, and the like. Community authority is usually charged with the maintainance of a safe water supply, safe standards of purity in the milk and food supply, adequate

sewage and refuse collection and disposal, and protection against hazards to life and safety in homes as well as public buildings.

It should also be pointed out that such controls are most necessary for the control of communicable diseases as well as maintaining desirable housing conditions.

The examination of such facilities as hospitals, clinics and dispensaries; physicians, dentists and other such medical specialists; registered and practical nurses; and some type of general community health program offer many interesting areas for this type of community school program. In considering health status in these communities, its services to the physically and mentally handicapped must not be ignored. The incidence of mental illness, mental defectiveness, blindness, deafness and physically crippling are all factors to be considered, as are the provisions available for the total care and special treatment of all persons in the community.

Provisions for the public safety include police protection and traffic supervision, fire prevention and control, accident prevention and first-aid facilities which present exciting and interesting settings for projects and programs.

Improving Family Life. The community promotes family life by setting up legal controls to govern the establishment and dissolution of family units, that is, to regulate marriage and annulment or divorce. It may further protect and promote family living by offering opportunities for pre-mari-

tal instruction, and by providing individual and group guidance in family affairs to persons desiring it after marriage. The community school activities in this area will be directed in strengthening family life in particular by offering a stronger "father image" in many of the other avenues of approach directed at improving family life. Further strengthening of family life in the community may result from public assistance with such special problems as maternal health, child spacing and care, home management, budgeting and finance and the selection and preparation of foods as well as sewing and design. Home improvement will also be reinforced by activities in the school shop and drafting room as well as the machine shop. Interior decorating and art may also be included in concepts applicable to improving family life in the community.

Adjusting To People. The adjustment which people of a community make to each other influence the entire community pattern of life. Such adjustments are simple or complex, easy or difficult, direct or remote -- all depending upon the community's physical setting, social structure, and basic mores. Just how well the community school program might work into this area depends to a large extent upon community understanding of the program.

The presence of differences within a community is not in itself undesirable. Variations and contrasts lead to the stimulation and enrichment of personal and community life and

present challenging programs for the community school project.
But deep seated differences may, on the other hand, prove ser-
iously disruptive of effective community living and prove to
be a problem to which some type of school community activity
might well give some attention toward positive goals. Here,
the student can discover what the divisive factors of the
population pattern are, what organizations deliberately or
unwittingly promote group conflict, and what agencies are at
work to bring about wholesome group adjustment. Our school
concept emphasis upon intercultural education is one reflec-
tion of growing awareness of this need.

Sharing In Citizenship. The people need to understand
that in one sense, citizenship is the quality of daily living
by people in the community - how they meet their responsi-
bilities, get along with their neighbors, and contribute to
the maintenance of needed services. In another sense, citi-
zenship is a more formal matter of personal participation in
the political activities of the community - membership in
a political party, campaigning, voting and office holding.
Both aspects of citizenship are important and must be brought
out to our students, and each affects the other. The latter,
however, is the more public aspect and the more easily studied
objectively; it usually indicates also the adequacy of the
community's corporate functioning.

Citizenship has a still further responsibility, which is
to improve the process and the conditions of group living.

Since the nation is founded upon the belief that the demo-
cratic process is the best means of achieving the greatest
good for the most people, and since this process is not yet
perfected and must be constantly strengthened and adapted to
changing conditions, every American community shares in the
responsibility of improving that democratic process. That
is why all people must see whether the community's citizens
contribute positively to this strengthening process, or
whether they weaken it through indifference or even active
opposition.

Meeting Religious Needs. The tangible aspects of a
community's religious life include its organized churches
and missions and its social-religious agencies. The inter-
faith community association as well as the inter-denomina-
tional groups forming as positive movements within the com-
munities offer counseling and guidance services to congrega-
tional members and non-members alike.

Exchanging Ideas. Communicating with one's fellow man
is necessary, not only to gratify a fundamental desire for
this type of human association, but also in order that people
may function more effectively in carrying on other social
processes. The efficiency with which the people of a
community are able to understand each other, and their abili-
ty to improve their thinking and practices through the vari-
ous media of communication available to them are both impor-
tant attributes of the community's development. This may be

learned even in the pre-school years and directed to very positive results. Effective communication, ideas, expressed clearly and effectively can be one of the most cohesive factors within our community interchange.

In modern life, the exchange of ideas depends not only on language, but also upon the devices which have been developed as aids to communication. The telephone and telegraph, the radio, television, press, movies and the like serve as common means of communications between people distant from each other. It is therefore desirable for the student of community life to be aware of what communication aids are available; how widely they may be used and what their effect, both actual and potential may be used. The classroom and social activity areas in the community can all be demonstration and training centers for such activities of energizing effective communication.

It is also important to point out the fact that communication does something more than meet a personal need of individuals and serve as a means of exchanging information. It is the means by which public opinion is formed, and public opinion is an extremely potent force in determining what individuals or groups think and do, as well as in influencing group action on vital issues. It must be remembered that "public opinion" is in reality a crystallization of the ideas and values which the dominant groups accept and uphold. In part, it is the product of many information and unorganized

influences - the cultural traditions of the community, its economic interests, the informal interchange of ideas among its people - these and many others. In part, it may also be the product of carefully organized efforts by special interest groups, who either seek converts to altruistic ideals or who wish to exploit the people for personal gain. The community school can help in the exposure of the student and adult alike and could foster understanding of this significant element of public opinion. It will also aid in identifying what forces or agencies - pulpit, press business interests, political groups, labor organizations, patriotic associations and so forth - are creating or influencing opinion within the community.

Engaging In Recreation. Much of the recreational activity in the community is informal, developed by the individual himself and centering in the family and in small groups of friends. The play of little children, the reading of newspapers, sports reviews, magazines and books; listening to recordings, tapes, radio; watching television or going to the movies; having a picnic, gathering at the drug store or other popular areas - all of these recreational activities occur without community planning. Self-direction is important to any good recreational program, but complete dependence upon informal and unplanned activities is undesirable since many people may and do enter into leisure time activities which are distinctly harmful to them. The community

school director and his staff along with interested community citizens may address themselves to activities in the above mentioned areas so as to become more meaningful to the community.

Organized recreational activities are usually of two kinds: those provided by public or private agencies and not operated for profit, and those organized by commercial agencies. Among the former may be community parks and playgrounds with volunteer or paid supervisors, musical organizations offering participation and entertainment, arts and crafts programs, little theaters, hobby clubs, swimming pools, libraries, museums, community festivals, and the like. Commercial recreation may include the movies, skating rinks, dance halls, night clubs, swimming, golf, tennis, traveling circuses, professional baseball, football, or hockey, pool halls or other similar activities and facilities. The community school will help to develop these activities so they may fit into a master educational plan.

Appreciating The Past. Human beings need to have roots, to feel that they "belong." Part of this satisfaction comes from the day-to-day group life of the community, part from psychological identification with family and community traditions. A community's present outlook, values, and ideals are themselves outgrowths of tradition. It follows that a community can be better understood by its individual members when its essential history is known: how long it has existed,

how it came into being, why they came, what institutions and
enterprises they themselves have established, what ideals they
upheld, who their leaders were, what common crises arose and
what adjustments to these crises were made. To this knowledge
should be added understanding of the extent to which the com-
munity is constantly keeping alive in popular thought the
significant developments of its history and the lives of its
heroes. If, through the community school programs, a stronger
sense of identity with the past can be developed; a powerful
stabilizing and morale-strengthening force which is essential
to continued mutual activity in the common interest can be
established.

Enjoying Beauty. People need opportunities to enjoy
beauty in music, in the graphic arts, in architecture, land-
scaping and other scenic arts, in craftsmanship, and in nature
itself. Such opportunities depend upon the presence of beauty
within the grasp of the community, and also upon the develop-
ment of the people's capacity for seeing, preserving, and
creating beauty.

Inculcating a sense of beauty toward the physical make-
up of the community may be developed on all age levels with-
in the citizenry. It can be effectively pointed out that
community ugliness such as littered streets, unkept lawns and
shrubbery, unpainted buildings, and other evidences of uncon-
cern for community beauty are both an aesthetic and a civil
violation. This also very pointedly reflects in lowered land

values and lessened community morale - but to the average
apartment tenant, the above is the responsibility of the
owner and is directly related to "pride in ownership" which
does not apply to the majority of the community members with-
in the target area. It is important to establish wholesome
sets of values and to develop a "sense of ought." A study of
building codes and ownership responsibility is a civil sense
through the community school program on all levels of the
community is another approach to developing pride in the com-
munity by way of better understanding of things as they should
be and not as they are.

The Services Provided by the Community School

Making the services of the community school available
for a wider part of the community population, covering a great-
er portion of the day and offering services to individuals
covering a greater proportion of the day or year.

The realization that six hours a day, five days a week,
for nine or ten months is not a sufficient time in which to
accomplish most of the objectives of the community school con-
cept, it is conceived that the physical plant might serve the
community on a non-stop basis. With the need for industrial
and vocational community activities to be served by the com-
munity school, social interests in the early and late evening
depending on age level and type of program, the doors of the
community school most probably would not close in order to
adequately meet these needs of the community.

The range of programs and activities extend to the entire body of current knowledge available. Initial ways of accomplishing these objectives might well run from the nurseries, adult education classes, night school, after school programs, summer playgrounds, special health services and "slimnastics" as well as modern interpretative dance; formation of adult and young adult instrumental and choral musical groups, in addition to instruction in these areas. The performing arts will also include dramatic productions including the assistance of instrumental and choral groups. Adult art classes including community exhibits will develop from such an approach as will many more community activities. The end result, it is hoped, will be the physical plant of the community school as the core of the community life.

The last two concepts of the community school which are the appreciation of the past and enjoying beauty of community improvement are quite closely related in the community school concept, for they both relate to pride of the individual, belongingness and pride in ownership.

Leadership in Changing Culture of the Community

The school as the focal point among those agencies of the community whose planning and mutual interaction may lead to the improvement of patterns of community life.

The culture of man has changed tremendously during the ages. Many different institutions have served as factors for change throughout history. Never, until now, has the school,

and more specifically the community school, felt the respon-
sibility for recognizing that change, identifying it with
positive research and formulating programs to develop through
wholesome interaction within the community clear understand-
ing of cultural differences.

What happens after this clear understanding is effected
cannot be accurately predicted. What is certain is that lea-
dership and valuable use of both human and physical community
resources will emerge through a positive community school
program. With all the other concepts of the community school
program in force, that leadership within the community and
the tapping of the community resources will have a unifying
effect; without a doubt, what happens beyond that point de-
pends to a large extent upon the community development.

Implementing Program Concepts of the Community School

What are we doing with the fourth "R" today in our schools?
The fourth "R" as we see it stands for relationships of learn-
ing to living, of subject matter to the individual, of the
young and old to each other, of the school to the community
and the community to the school.

Schools have always stressed the three "R's". But better
schools use methods which to a high degree promise greater ef-
ficiency because they apply what is now known about how learn-
ing takes place. Interests make a useful tool in the hands
of a wise teacher. When interest takes part, learning is more
efficient and what is learned is more lasting.

Reading, writing, and arithmetic are taught for a purpose, and this purpose is use -- use on the everyday activities of life. Teaching of skills should give the individual practice in some of the real-life ways in which they are used. This is the reason for the belief that skills should be taught in relation to their use. With this in mind, the first doorway is opened to the community school concept of "making a living" through vocational competence.

A good program should strive to produce citizens who are economically competent, not merely in those occupations which require additional training at the college level, but also in those occupations into which a much larger percentage of people will eventually go. This field is being subjected to considerable reexamination though looking into the organization and adequacy of the programs.

Earliest attempts to develop occuaptional competence involved such practices as those which are discussed in our examination of occupational information, where a start was made in informing persons about the world of work. Good schools today still use this pattern, but have added considerably to the significance of practices in the correlation of subject matter. Here, teaching of so-called "academic" subjects is, to a degree, modified for occupational purposes.

One key to occupational competence lies in the development of the skills, attitudes, and responsibilities for specific types of jobs. Such competence cannot be developed

without actual practice. Views regarding the occupational
laboratory, involve the provision of shops and such other
arrangements where individuals may practice the development
of skills, then the concern must be with those practical work-
ing experiences provided by productive jobs; for real jobs
pursued under suitable guidance are necessary vestibules be-
tween these corridors of the program and the world of work.
In considering the program concept of "making a living," one
is faced with the question of what occupational field should
an individual enter? In part, the answer comes from a wide
range of enriching and exploratory activities, beginning
deep in the elementary school and extending through adulthood
retraining permitting the aptitudes of individuals to "come
up to the surface" through many kinds of try-out experiences
at every level of growth. In part, too, the answer comes from
highly individualized procedures for guidance, placement,
and follow-up which keep close check on the unfolding po-
tentialities of each person. In addition, the rich provisions
of the good program should have a high degree of individuali-
zation and flexibility of program to insure that no opportu-
nity is denied anyone because of the way in which the program
is organized.

Finally, the public - as taxpayers, as employers, as par-
ents, as buyers of goods and services - has a high stake in
occupational training. Through cooperation of the public, the
ideas of the public are harnessed for the betterment of the

work-training program through the doorway of "making a living."

Organization and Adequacy of Program

Providing opportunities for information, tryout, exper-
ience, and development of skill covering all important occu-
pational areas in order to meet the needs of a great variety
of aptitudes.

To initiate this program in the target area, one must
view the general over-all pattern in developing competence
for the world of work. This is the pattern which reveals the
entire plan and scope of the school's provisions for vocational
training. A school may have a very feasible plan for, say, a
cooperative training program; but its emphasis may be largely
on only one type of vocation. A community school may have
well equipped shops, but may lack provision for actual work
experiences. Still another school may have a good program
for developing vocational skills, without any provisions for
placement and follow-up. Good community schools are also re-
sponsible for carefully arranging a complete program for the
work-bound individual. This corridor toward the program con-
cept must be concerned with the whole scope, with the whole
planning and staffing of the program for all purposes.

Finally, there must be concern with the relative emphasis
on different approaches in the light of supply and demand --
so that an overabundance of typists will not be trained, or
there be an under supply of bakers.

Occupational Information

Orienting individuals to the world of work through the use of available sources of information.

The purely informational side of vocational competence has developed to a great extent in many community school oriented programs, despite the fact that the use of a text book to teach interested individuals about vocations is one of the oldest practices of this whole concept. Better programs have realized that the purely informational side is not enough, and consequently have gone on to the rich exploration of the other corridors in this program concept. Nevertheless, orientation through information has an important place in the community school program and community resources offer a vast array of direct approaches.

Correlation of Activities

The hard cleavage between strictly academic and strictly vocational teaching is beginning to break down in the schools. Two important considerations have influenced the change: (1) educators have realized that no large body of knowledge, such as science, or mathematics, or social studies, can be presented in a single course so as to meet the needs of all kinds of individual interests; consequently, these offerings have had to be "bent" to conform to differing needs, and (2) educators have realized that a vast number of purely cultural values inhere in almost every vocation. The history of the world has been written more in terms of goods, food, production, indus-

try, and transportation than in terms of politics and battles. The tools of every trade are representative of the evolution of craft.

When considering the truly productive community school, all of the "academic" subjects are useful in some degree in almost every vocation, provided their content is adapted to specific needs. As a result, such course work in some of our public school programs has leaned toward utilitarian purposes which emphasize the knowledge, mental skills, habits, and attitudes that are important for the world of work. The bending of "academic" courses to utilitarian purposes emphasizes that it is not mere knowledge that good teachers strive for, but competence in the use of the materials and skills of the following subject matter areas:

Related Social Studies. Study and consideration of the problems which relate labor and industry to society, and demonstrate the solace of work in the economic and cultural history of the world.

Related Science And Health. Study of the principles of science, health, and safety which relate labor and industry to society.

Related Mathematics. Development of the mathematical skills necessary to various occupations.

Related English And Arts. Development of skills of communication necessary to various occupations.

Occupational Laboratory

Setting up and using equipment in the community school for the development of basic work skills and experiences.

Certainly no true vocational competence can be attained without the opportunities to practice the skills of vocations. This is the purpose of the industrial arts and vocational shops which are seen in better schools all the way from elementary through the junior high school and senior high school levels. As shops are viewed from the point of view of the community school, they are actually laboratories, in the same sense that science laboratories are provided to make possible the concrete development of skills necessary for scientific competence, or home arts laboratories provide a concrete situation for the development of competence in the skills of homemaking, or clerical practice classes offer a practicable setting for the acquisition of skills needed in office work, etc. All of these are largely practice situations in which individuals go through a set course of exercises for the purpose of gaining skills.

Practical Working Experiences Provided by Productive Jobs

Using real productive jobs about the school and in the community which develop skills, habits, attitudes, and responsibilities for real work.

It is now realized that no vocational program can be completely effective (perhaps not even moderately effective) through teaching which stresses only occupational information

and laboratory skills. This is the reason for the utiliza-
tion of community resources such as shops, industries, busi-
nesses, stores, and offices as training places for community
citizens in the program.

One great psychological principle holds that training,
to be maximally effective must be close as possible to the
situation in which the training is to be used. Our modern
driver training equipment is one example of just this kind of
situation. A good community program through such devices as
the cooperative work training program, will make the "school
of experience" part of every individual's vocational training.

It is envisioned that such a program will be effective
if laymen, as model employers, become teachers, and their
place of business become "school rooms". In developing a
program of this sort the appeal is not to the instinct for
profit: that the business man or industrialist will make an
extra nickel through exploitation of these community citizens;
but that a great social service is being performed at, it is
hoped, no loss to the employer, for the total social gain that
will come about through a vocationally competent people.

Although the cooperative work program is one of the most
spectacular practices in the eyes of many, there are many
everyday uses of this principle at the disposal of the per-
sonnel within the community school program - mimeographing
notices for groups in the community, collecting salvage, op-
erating the community center switchboard, running the center

store, operating the cafeteria, and the whole series of ac-
tivities running through the extra-curricular program of the
community school.

Guidance, Placement, and Follow-up

Providing staff and facilities for a completely indi-
vidualized program of vocational guidance, aptitude testing,
survey of community resources for vocational training, and
continuing contact with former participants in the program.

The essence of this service is individualization. When
completely adequate, the program has many facets:

1. Counseling, between individual pupils and staff
   specialists, lay experts, personnel managers, and
   workers on the job.

2. Providing "career conferences" drawing upon laymen
   in local industry and business to talk with indi-
   viduals and groups. The "image" of success can have
   an exciting impact upon the community citizen in-
   volved in the program.

3. Testing and records, appraisal of aptitude, general
   ability, developmental history derived from activi-
   ties already in operation within the community.

4. Placement, contacting local employers, liaison be-
   tween community school and the job, part-time place-
   ment services to develop work experience.

5. Job analysis and occupational survey, appraisal of
    local employment patterns preparatory to course con-
    struction, and appraisal of jobs in terms of indi-
    vidual capacities and interests.

6. Follow-up, appraisal of success or failure of former
    participants in program for course of study modifica-
    tion and extension of the service of continuing ad-
    justment to those who have left the program.

The community school must strive to develop persons who
are competent homemakers - not merely cooks, seamstresses,
handymen and breadwinners, but persons who are aware of and
competent to handle the intellectual and emotional problems
incident to being worthy home members.

Competence in such a field as this must be measured in
terms of practical skills and abilities. Consequently, the
concrete, life-like activities of the laboratory mentioned
in our earlier concept of making a living appropriately has
much carry-over into this concept and must be extended to the
home economics laboratory with the same idea of productive
learning which involves responsibilities and attitudes to-
ward real work -- for making a home is work. Within the area
of productive learning the participating individual must be-
gin with useful jobs that have to be done and with the needs
of the community school for such services of a beneficial na-
ture. Attention is again brought to the Educational Research

Information Center (ERIC) and the clearinghouse on vocational and technical education at Ohio State University as an excellent resource center for materials in this area.

One of the most important aspects of developing competence for home membership has only recently come into the picture. It stems partly from the realization that home training is not something solely for the future; the roots of the future lie in the present and individuals must learn to be better home members of the homes they live in now. It stems also from the realization that, especially for training in home competence, the community school concept over the regular school idea can and will be a major influence; effecting other influences in home and community which earlier were much stronger. The focus of the community school in this corridor of program concepts is improving potentialities of home and community toward greater home competence.

The Home Economics Laboratory

Developing skills in foods, clothing, child care, home management, and social living through practical experience with concrete equipment and procedures.

Like any other laboratory set up for purely instructional purposes (distinct from the type of laboratory which is set up for research) the Home Arts laboratory is a work shop which individuals go through a pre-planned series of exercises in order to develop through practical experiences with concrete equipment those necessary skills and attitudes needed in mana-

ging and operating a home. The resourceful community school person will find and create many real life situations for the participating membership of the classes much as was described in the shop situation regarding the male members of the community school program.

Productive Learning

Using productive, real situations which occur in the normal life of community and school to teach the skills and responsibilities of home competence.

The real job situation of running the community school cafeteria is one of the greatest opportunities for the instructional staff to utilize every aspect of the cafeteria from the actual management through the experience of purchasing, storing, planning, preparing and serving. Much of this may well apply to the male members of the group as well as the female.

Variety of Materials

Using varied kinds of printed pamphlets, pictorials and other illustrative materials as a source of information in developing home competence.

There is no one textbook which can assist in such a dynamic area as homemaking where changing approaches to food preparation and menu are at the mercy of our advertisers on the mass media today. The fashion of clothing, especially for women, may well be a major area of concern and activity

for the participants in this group. In order to teach concepts and techniques which are up to the minute, a wide use of newspapers and magazines is also essential. Homemaking pages of Sunday newspapers and a wide variety of commercial magazines produced for the homemaker are valuable materials for two reasons: first, as a source of information and, second, to teach the budding homemaker as well as the adult individuals in these classes the techniques of critically reading such material -- analysis of advertisements, clarification of what constitutes sound authority in this field, the relation between magazine articles on homemaking and sales promotion schemes, etc.

Improving Potentialities of Home and Community

Using the community school's personnel to make individual home contact and securing the cooperation of parents and other competent laymen in improving the potentialities of home and community as an environment for wholesome individual growth.

The most useful device at the present time would be the community school committee which recognizes its responsibility toward the community and is organized for action. The development of teen-age recreational centers as part of the community school and extending this idea up-wards through the "golden age group" is one of the very important concepts in establishing the community school as the center of community activity. When this kind of interest is shown - the re-

lationship and identification of the individual community citizen may be drawn into active participation in the instructional areas of the program as well. As an exchange, the community school concepts as they relate to this corridor can and will have an effect on the home - the home in which the individual, regardless of age, spends most of his time has a tremendous influence upon him and upon all of his relations outside the home.

Many homes, even those most economically favored, do not use their potentialities to best advantage or do not realize the influence which they exert. In order to remedy this situation, the community school will have personnel who do nothing but make home visits, and are trained as community school counselors. The school nurse, the visiting teacher, or the attendance officer, may also be involved in home visits, however, in-service training will be necessary in order to equip these professionals with the know-how necessary to bring the services of the community school into the home in a most positive way.

It has been said that the adjustment which people of a community make to each other depends upon the community's physical setting, social structure and basic mores. In opening the doorway to the corridor of interaction between community citizens, developing character seems to present the most challenging area for the community school. The community citizen must be given the opportunity to exhibit desirable

behavior in practical situations so that they may realize
that character is a practical matter depending not upon what
is said in books, but upon what individuals actually do.
Through an enrichment process the community school can pro-
vide the aesthetic, artistic, creative experiences by which
the emotions of people are channeled into sound modes of ex-
pression.

Perhaps an important factor in sound emotional growth
is the feeling on the part of every member of the community
that he belongs. Community participation by which members
of the community are encouraged to help make the decisions
which affect them presents some of the practices designed to
secure good will, cooperation, and helpful attitudes are
sound approaches to people adjustment. This concept relates
directly to the fifth concept of sharing in citizenship. The
problem of adjusting to people necessitates an understanding
of the differences which exist between individuals and that
these differences depend upon his inheritance plus his past
experiences.

Wise help with individual problems of adjustment can
help him analyze them and see more clearly. The learning
consultant and the community social agent can, through this
wise help with the individual, help "doctor" certain traits
of the character with specific devices.

Enrichment of Pupil Experiences

Providing a wide variety of activities and experiences

for individuals at all levels in the community to satisfy human needs for creative expression, to enrich personality through development of interests, and to simulate healthful emotional growth.

The activities of the community school as related to this corridor approaching adjustment to people must be based on the premise that sound character and wholesome personality are closely associated with wholesome emotional growth. Emotions are healthy when they have had full growth of the proper kind and it is the responsibility of the community school to present just these kinds of emotional experiences. The power upon character of music, art and other modes of creative expression is tremendous. On the other hand, the spectator approach to athletic competition, community wise as well as professional, is considered equally beneficial to wholesome emotional growth.

If for no other reason than to provide the kind of environment out of which spiritual and emotional growth may develop, good community school program would be justified in a general practice of offering a wide range of experiences and activities to challenge individual interest and creative recreational efforts.

These activities might include sports, art, dramatics, music, extension of supervised recreation, trips, excursions, parties, sharing experiences, leisure time activities, cooperation with such organizations as may be available within

the target area like service clubs and religious groups.

Human Relations Between Adults and Youth

Letting adults in the community exemplify desirable
character traits in thought and attitude and in their daily
relations with others.

In character, adults can give youth only what they truly
have. Youth is not easily fooled by the intolerant adult who
preaches tolerance. What they really learn from such an a-
dult is the art of deception and hypocrisy. Certainly, not
all adults are perfect, but this responsibility placed upon
the adult in the community will help him recognize his own
limitations and prejudices, and hopefully, try to overcome
them.

Coordination of the Home and Community
Through the Community School

Coordinating the efforts of the home and the community
with those of the school as a composite program in character
development.

Most homes probably have more effect for good or bad
upon the growth of the individual character than most schools.
There are likewise a tremendous number of influences in every
community which, for good or bad, have definite effect upon
the growth of character also. The role of the community
school is to evaluate the potentialities of each individual
home as a producer of character, chart the community influence
upon character and then develop procedures for utilizing and

improving these potentialities and influences.

This work of research and evaluation must be done by a
competent group of individuals skilled in such approaches --
however, the professional staff of the community school and
those in the community can prove to be a most valuable source
of manpower for such an activity. To make this evaluation
from the educational point of view, perhaps such an organiza-
tion as the Southwestern Ohio Educational Research Council,
Inc., might well apply its professional know-how to such a
task. Its findings then could be directly included into the
program of the community school.

Sharing in citizenship opens the door to the corridor
of civic competence and all that that term implies. The com-
munity school must address itself to such questions as: How
are citizens made? Will knowledge about the history of our
country make good citizens? Will talking about the problems
of citizenship make a good citizen? Reading and talking are
important, but it is very important that citizen development
as related to the program of the community school must be
taken beyond the talking stage and into action. Creative
planning and dealing with live problems as well as experi-
ences in cooperative group action, observing civic develop-
ment and finally individual and group involvement in real com-
munity-civic activity is the entire corridor of civic compe-
tence viewed by the community school concept.

Activities in the Community School Relate
to Real Community Institutions

Social and political action provides practical experiences in those modes of civic behavior which participating individuals may carry over into their everyday life.

A thorough knowledge of existing social and political experiences is fundamental to the exercise of responsible citizenship in the community. The community school will serve as a laboratory of social and political experiences so that the community citizenry becomes thoroughly competent in the processes of the democratic procedure which is basic, necessary and vital to the continuance of our form of society.

The specific activities along this corridor are elections, taxes, city government -- discussions of policy and procedure of such a government. A study of the courts and the citizens' responsibility to law, order, and justice are just a few of the varied activities which may be included in this area. Almost every activity of the community school program may be introduced and studied under this concept.

Meeting religious needs in an area of the community school program which might well be directed to the creation of an awareness of the need for "inspirational lift", though there is perhaps little transfer or abiding value in the "lift" itself, its effect on character development and the establishment of true values which, in the chain reaction of the complex operation of the individual is reflected in the whole man is a force to be reckoned with.

In determining the responsibility of the community school program it must be understood that religion is a primary determinant of a people's culture. Dealing as it does with the deepest convictions concerning the meaning and value of human life, religion affects not only standards of conduct but also everyday patterns of behavior. It provides superhuman sanctions for living the good life and promise of basic satisfactions to those who keep the faith. These principles hold whether the religious cult is that of a nomadic people, a primitive tribe, a medieval clan, a modern community or a particular sect.

Here in America the Judaeo-Christian tradition has been a significant factor in social control from the earliest colonial days. One notes its influence in precepts of law and observances of government, in works of literature and the fine arts, in popular recognition of holy days and seasonal events, and in the extensive programs of local churches and kindred institutions. While it is true that the forces of secularism have penetrated deeply into the local community and spread widely throughout the country in recent decades, there remains multiple evidences in large sections of our communities of the appeal of organized religion and the potential power of that leadership.

Just how this leadership might be related to the community school program depends largely upon the individual leader's interests in the community welfare and the tie-in to the com-

munity school projects.

The seventh concept held that public opinion was formed largely by the exchanging of ideas. Through productive services, life-like activities, presentation of stimulating problems and active investigation the community school program may lead the citizen to think and to develop the tools necessary for critical thinking.

Productive Service

Involvement of community citizenry in the performance of productive services in and about the community.

In carrying out many community activities the individual gets continually and naturally many opportunities for making decisions. These decision happenings range all the way from those calling for quick and intuitive decisions to those requiring a complete act of thought: (1) analyzing the problem, (2) taking pertinent facts into account, (3) suggesting possible solutions, (4) testing possible solutions by imaginative trial and error, and (5) deciding.

Active Investigation

Much of the work of the community school in its early years of operation will require investigation, fact gathering and evaluation of community situations.

The actual leg work of much of the research within the community will serve as an active involvement in community problems and thus will lead into active participation in the

formulation and evaluation of statistical data related direct-
ly to the community school programs with which the individual
is involved.

The experience of witnessing actual decision making and
the basis upon which these decisions are made, as well as the
process, is one of the most practical approaches for labora-
tory experience in this area.

Tools of Learning as Tools for Thinking

Using the basic skills as tools for the solution of
problems.

Problems, especially those involving verbal elements,
cannot be solved without the use of precise language and term-
inology and a rich vocabulary; those involving quantitative
elements cannot be solved without fundamental skills in deal-
ing with quantitative symbols (as mathematics); those involv-
ing information cannot be solved without techniques for the
securing of thoughts on paper in a clear and precise form of
writing.

The interest generated by this area of concepts will
most certainly lead the community school director in structur-
ing classes to assist in developing adequate competence in the
areas of need.

There has always been a general agreement that recrea-
tional activities have helped individuals expand their inter-
ests and develop the means for having fun in a manner consis-
tent with the rights of others.

Program of Sports and Recreation

There should be a concern for providing a wide variety of recreational and physical activities suitable for all individuals at every age level and for every ability.

The overemphasis of varsity sports has meant careful coaching of the few at the expense of the majority. Without de-emphasizing the importance of the competitive aspect of the recreational area, an appropriate activity to fit each and every group interest as well as individual interest may be found.

"A sound mind in a sound body" is a principle enunciated over two thousand years ago. But schools have done little about it until recently. The most consistent effort has been in the health examination, however, little has been done in the area of treatment and correction of discovered physical and mental defects. In order to understand somewhat the concepts of health and safety in the community, we must look at the general approach used by most schools toward this concept.

The approach toward health examination and treatment and correction of physical and mental defects discovered in the school has been applied to such areas as health and safety instruction, practice of health and safety and the study of a healthful environment -- for these have been talked about and studied, but usually the principles have not been learned and practiced in school so that they might carry over into the home and community.

Health is a community problem, not solely a school prob-
lem. The community school should therefore extend its ef-
forts to secure the cooperation of the community on the one
hand (through coordinating their efforts with those of the
health services of outside agencies) and the cooperation of
the home on the other.

Health involves many factors -- health examination,
treatment and correction, diet, sound physical and muscular
growth. The problem of the community school providing these
services and opportunities for all citizens of the community
revolves around the question of staff and facilities. Since
this is a community problem, as well as a school problem,
public information and participation through the cooperative
working out of a health and safety program through the commu-
nity school seems the most likely approach to effective in-
roads toward this corridor of the program concept in the com-
munity school.

The program must have highly developed provisions for
physical examination and physical testing of various types
for all participants within the scope of the community school.
The typical examination staff ought to include nurses, dental
hygienists, and examining doctors as well as learning special-
ists. The periods of examination should be frequent for all
individuals involved and may occur at any time with individu-
als for whom it seems desirable. These examinations must not
be a mechanical process, but the procedures should be closely

associated with all community school activities.

Treatment and Correction

Securing correction, treatment and follow-up of physi-
cal and mental health defects.

Although most programs have developed some provisions
for health examinations, relatively few have gone very far
with correction and treatment. The reason for this may be
ascribed first to cost of treatment; second, to external pres-
sures exerted upon the institutions. It is realized that
many agencies feel that while education about health is prop-
erly a function of the school, actual practice in the treat-
ment of health (outside of emergencies) should be confined to
other professional groups. Within the concept of the commu-
nity school the issue is quite different, following examina-
tion there should be close contact between the school and the
home. Appropriately the community school counselor ought to
see that correction and treatment occurs either at the parent
or individual's expense or provided through the funds of semi-
public agencies. Special concern should be directed toward
defects relating to teeth, eyes, and nutrition. The area of
mental health might appropriately fall to the learning spe-
cialist.

Coordination of the School and Home

Making the home an agency coordinate with the school in
promoting the happiness and health of all individuals con-

cerned.

Since proper health knowledge on the part of parents is
an important factor in the healthfulness of homes, the com-
munity school must develop procedures for extending health
educational services to parents as well. The community school
program must also recognize its obligation to improve the po-
tential of the home as an agency affecting the health of the
community citizen participating in the program, and that it
must improve attitudes of responsibilities in this area.

Staff members whose sole job is to contact homes with
respect to problems of nutrition, cleanliness, quarantine,
sleeping habits, and immunization; to perform such remedial
case work as may be necessary and to call on community agen-
cies for assistance where needed.

Administration and Staffing
Requirements of the Community School

Under the Director of the Model Cities Education Pro-
gram, there would be a special administrative assistant whose
sole responsibility would be the operation of the community
schools. He would have working with him a community school
director for each one of the ten (10) schools in the model
neighborhood. These ten (10) directors would be housed on a
specific school and would have line responsibility similar to
that of an assistant principal. He would be responsible to
both the administrative assistant and the principal of that
particular building. His specific role would be the develop-

ment and administration of the activities of the community school. In each school working with the Director would be one community school counselor. He would be responsible for going out into the community and staying in contact with the people. He would work with the Director in translating the wishes of the people into programs that would be of service to them. He would also help the Director in coordinating these activities. He would give information on needs to the Director and help call in other service workers and agencies that could meet these needs.

The previous paragraph gives the design for the community school staff. There will be other people added as the program enlarges and as they are feasible, such as Adult Education Director, Health Counselor, Vocational Director and home and family consultants.

COMMUNITY SCHOOL

Community Life and Needs

COMMUNITY AREAS	(Essential Content) SOCIAL PROCESSES										COMMUNITY LEVELS
	1	2	3	4	5	6	7	8	9	10	
	Making A Living	Maintaining Health and Safety	Improving Family Life	Adjusting to People	Sharing in Citizenship	Meeting Religious Needs	Exchanging Ideas	Engaging in Recreation	Appreciating The Past	Enjoying Beauty	
LOCAL											Physical Institutional Psychological
REGIONAL											Physical Institutional Psychological
NATIONAL											Physical Institutional Psychological
INTER-NATIONAL											Physical Institutional Psychological

(Basic Educational Methods)								
Work Experiences	Service Projects	Field Trips	Special Services	Community Coordination	Interviews	Surveys	Resource Visitors	Extended Field Studies

TO MEET THE VITAL NEEDS FOR ADULT COMPETENCE
(THE GOAL)

Attitudes	Skills	Understanding

Successful Living

RELATION OF THE COMMUNITY SCHOOL WITH COMMUNITY LIFE NEEDS

CHAPTER V

PROGRAM DEVELOPMENT AND IMPLEMENTATION
CRISIS INTERVENTION AND SOCIAL ACTION

A cold little bird was so heavy and wet
that it had fallen into a deep snow and
was freezing to death. Luckily, a kind-
ly peasant farmer happened along and
found the bird. The farmer cleaned the
snow from the bird, massaged it with big
gloves and placed it under his huge coat
as he trudged the many miles toward his
home.

The warmth of the gloves, great coat,
and the farmer's body breathed new life
into the bird. When the farmer finally
arrived home, he found a fresh dung pile
in which to make the bird comfortable
and warm. The pile was even warmer and
cozier than the great coat.

By morning, the rejuvenated bird not
only felt better but began to give vent
to his happiness with a rich song of
joy. A prowling wolf from the nearby
woods heard the wondrous song, came out
of the woods, found the bird, and ate it.

Not everyone who puts you in it is an
enemy; Not everyone who takes you out of
it is a friend; and When you're in it up
to your neck, don't sing out.

                                    --Khrushchev

This section will describe actions of individual coun-
cils and the overall Community School Council events in Day-
ton which affected total Council training, actions of Coun-
cil task forces, and the relation of these events to imple-
mentation of the initial training design discussed earlier.
Sources for data include minutes of Council meetings, min-
utes of individual council meetings and task force meetings,

interviews and questionnaires furnished by Council and task force chairmen, newspaper reports, previous progress reports, and interviews with related personnel of Model Cities education activities. Interpretation will focus on self-generated Council actions and the local significance of events outside direct Council control.

The Dayton Community School Council program combined instruction and learning by doing. During the first program year eleven consultants visited the Dayton Community School Council. In addition, there were fifty seven education consultant visits as part of two Model Cities In-Service Training Workshops for teachers and residents; these workshops were financed from U. S. Department of Housing and Urban Development supplemental funds. Bi-weekly joint Council meetings began April 1969 and followed schedules established in the original training design. There was a total of twenty six meetings.

In addition to Community School Council meetings, there were well over one hundred meetings of individual school councils and task forces.

Community School Council meetings attendance averaged approximately sixty five residents, teachers, and principals, with attendance tending to dip slightly during periods of school crisis. (See Table I) Attendance at meetings of task forces and individual Councils has not, in each case, been statistically defined in detail, and must depend on

qualitative judgments of chairmen that meetings were, or were
not, well-attended.

Phases of Activities

If it is possible to classify Community School Council
activities, general actions fall into four phases: Organiza-
tion (March-April), Training and Orientation (late April-
early September), Local Discussion and Action (early Septem-
ber-early December), and Consolidation of Local Action and
Formation of Citywide Contacts (late November to May). To
a great extent these periods were defined more by events oc-
curring outside of Council control than by initial program
design. Events during these periods are reviewed below. Ma-
jor events are summarized in Table II. A chronological re-
view may be found in the appended documents.

The first period of activity involved Council elections.
The second involved a number of consultant visits, discussion
of major school problems, and review of other programs de-
signed to change or positively affect delivery of educational
services to the target area school community.

In early September an attempt by central school authori-
ties to achieve school desegregation by transfer of Black
students to white schools precipitated a major crisis in both
school-community and Black-white relations.

For the following three months, the third period of Com-
munity School Council activity, there was extensive discussion
of school problems, leafleting, school boycotts and a separate

boycott of one elementary school. A number of individual mem-
bers appeared in many city-wide meetings to give their views
on school problems; letters appeared in local papers; five
thousand signatures on petitions supporting the Model Cities
Director were obtained with Community School Council assis-
tance. Individual council chairmen met with various school
board officials to discuss problems and needed improvements
in board-community relations. In addition, individual coun-
cils began to sponsor local school activities such as commu-
nity activity nights.

During the fourth period of Community School Council ac-
tivities, tentative alliances with educationally oriented
groups from other areas of the city began to take place.
This is reflected particularly in the appearance of three
Council members on the fifteen man officers' slate and board
of directors of the Save Our Schools Committee, a previously
all-white organization generally considered conservative, but
equally interested in greater administrative accountability
to the local community. During this period of activity, in-
dividual council activities also continued, as did appear-
ances by members at city-wide meetings, and in one instance,
members participated in program development and choice of
personnel for programs developed. During the latter part of
this period there was also a council survey of interest in the
Community School Council target area which reached approxi-
mately one thousand persons, with four hundred twelve expres-

sing written willingness to provide assistance in working for educational programs.

Many of these activities are summarized in greater detail in discussions of actions of individual school councils and of task forces. To provide perspective on interaction between Council activities and other events in relation to education, a review of the program is provided which covers the program year, April 1969 through May 1970.

TABLE I

ATTENDANCE AT COMMUNITY SCHOOL COUNCIL MEETINGS

MEETING DATE	NO. COUNCIL MEETINGS ATTENDED	MEETING DATE	NO. COUNCIL MEETINGS ATTENDED
April 12, 1969	82	October 25, 1969	53
April 26, 1969	82	November 8, 1969	59
May 10, 1969	74	November 22, 1969	40
May 24, 1969	71	December 6, 1969	57
June 7, 1969	87	January 10, 1970	53
June 21, 1969	81	January 17, 1970	58
July 12, 1969	71	January 31, 1970	83
July 19, 1969	68	February 14, 1970	48
August 2, 1969	60	February 28, 1970	69
August 16, 1969	73	March 7, 1970	62
September 6, 1969	84	March 14, 1970	68
September 13, 1969	61	March 21, 1970	57
September 26, 1969	70	March 25, 1970	35
October 11, 1969	55	April 4, 1970	47

TABLE II

CHRONOLOGY OF MAJOR SCHOOL COUNCIL EVENTS

1968 – June – December – Model Cities Planning Council Efforts to Develop Broad Education Program for Target Area including Community School Council

1969 – February – Funding of Community School Council program

March 21 – Dayton Community School Council Elections

April – August – Review of School Problems and Model Cities Programs

September 6 – Resident Attendance at In-Service Workshops

September 8-9 – White Race Riots at Stivers High; Suspension of Model Cities Education Director

September 10-12 – School Boycott in Model Cities Schools

September 13 – Council Request to Meet with Board Ignored; Council Declaration of Independence

October – December – Initiation of Council Community nights. Petition Gathering in Support of Model Cities Education Director. Council Attendance at Board Meetings. Pamphleting to Support Model Cities Education Director.

December 6-15 – New Careers Task Force Participation in Career Opportunities Program Proposal Development

1970 – January – Confirmation of Three Council Members on Executive Slate of Save Our Schools Committee

January 24 – Joint Council Survey of Neighborhoods

February – Initiation of Block-Organization Efforts by Several Councils, and Local Neighborhood Surveys

March – Initiation of Evaluation Activities. Review of Model Cities Planning Council – Board of Education Contracts

March 16 – Opening of Three Community Schools – Dunbar, Roosevelt, and Whittier with Council Members Participation

Program Development

The development of the Community School Council concept within the Dayton Model Cities target area was a logical outgrowth of the required citizen participation element set forth in the Demonstration Cities and Metropolitan Act and the determination of the Model Cities Planning Council and the education coordinator to broaden the base of resident involvement in the operation of the education program. A second but equally important determination was to implement the basic principle of the Planning Council's goal: each component would be community controlled.

December 1968 marked the initiation of the Community School Council. Such figures as Preston Wilcox, Community School Control Consultant, I. S. 201 in Harlem and Kenneth Haskins, principal, Morgan Community School in Washington took part in early resource development sessions leading up to formation of the Council.

Closer-to-home individuals, among them Arthur Bouldin, Chief of the Office of Equal Education Opportunity for the Ohio State Board of Education, came in after formation of the councils. He spoke on "attitudinal evaluation," an innovative educational construct concept to prepare parents to deal effectively with their own needs and biases in constructive program development for Black communities.

Bouldin's participation reflected words of support for the principle of citizen participation from State Superinten-

dent of Education Martin Essex, who in so expressing himself was following positive action from local groups such as the Dayton Classroom Teachers Association, the Dayton Federation of Teachers, the Dayton Urban League and the League of Women Voters and from federal officials.

During the planning period, there were three meetings in each of the target area schools with teachers. There were two meetings in each of the schools with students, and there developed a series of bi-weekly meetings with principals, members of the Planning Council Education Committee, other residents, representatives from Miami University's Department of Educational Administration, the education coordinator, and deputy director from SCOPE. Other meetings were held for residents and other interested persons, including school board personnel, at the Planning Council offices. The primary intent of the meetings was to familiarize every possible sector of the target area and those outside which would either be expected to assume some role in the implementation of the Education Program and the Community School Council or would be affected in some way by their existence.

Initial reviews of projects were held in subject areas such as drop-out prevention, paraprofessionals, tutoring, crime delinquency prevention, all directed toward building a positive feeling of effective citizen participation.

The principle of citizen participation had been set forth in the Dayton Model Cities grant proposal, which stated the

"critical problem" as being situational in which most "teachers, educational specialists and administrators have tried to bring about a standard kind of achievement in the face of negative attitudes toward classroom learning and life accomplishment on the part of students."

"Negative attitudes exist toward school and learning because many students cannot see any relation between their school lessons and their perception of work opportunity. Negative parental attitudes toward the school system are transferred to children who come to view the school as their enemy.

"Latent and acknowledged negative attitudes toward the children and the educational process are reinforced in too many teachers and parents. The lack of hope and high expectations of the education system thus tends to be perpetuated."

From this principle of citizen participation and citizen analysis of the lack of achievement by students in the target area came major goals for the Model Cities Education Program and the Community School Council:

1. To give the individual in the target area an opportunity to participate closely in the development of programs that will shape his own destiny so that he will feel an involvement in his "fate control."

2. To minimize the involvement of the educational power structure and to allow more community participation in the decision-making process of the school.

3. To have parents identify with and develop pride in their schools and through this pride develop the community spirit and concern which will make these schools better and, therefore, improve their product.

4. To improve the communicative process within the

community and from the smaller to the larger community based upon the hypothesis that decentralization of authority will foster greater community involvement.

5. To bring the educational level and standards in the target area up so that they will be at least equal to that of the total city.

6. To provide the opportunity that will help the child to achieve his maximum intellectual potential.

7. To meet the educational needs of the child in the Model Cities neighborhood through development of programs that will raise his life goals and give him a healthy psychological outlook toward the future.

8. To build self ego and high human worth concepts in the individual so that he will perceive himself as being an active, competent, useful and needed participant in the total society.

9. To develop curricula that attack the child's problems on an individual basis, and through this achieving better school-individual realizations. The individual-centered concept versus the system-wide lockstep process.

10. To instill pride in one's heritage through the development of the history of all cultures and subcultures and call attention to all of man's contributions to civilization regardless of color or ethnic origin.

11. To develop a continuous education program that will help develop the individual's potential at all maturation levels.[1]

"The important thing to remember," says Thomas, is that the idea, the Community School Council idea, came from the people. We envisioned the Council in terms of giving them all the information necessary to make decisions; the people

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[1] "The Education Component," Model Cities Demonstration Project, Dayton, Ohio, August 23, 1968, pp. 38-39.

do have the right to decide what happens in those schools from the policy point of view.

"You're still a slave, if you can't make decisions that affect your life, and we're trying to move away from slavery."[2]

Thomas points out that the aid of the Dayton-Miami Valley Consortium was sought partly as a vehicle for bringing in new ideas against the conservatism of the school administration. Such conservatism, he said, also led to red tape that had delayed the start of the over-all program effort until citizen pressure took hold. The consortium assisted the Community School Council program in not only lending its legitimacy to educational efforts by the Black community, but also by supplying consultants, speakers, participant-observers, and technical assistance.

Once the ideas for Council formation were settled, Antioch College, a member of the Consortium, provided technical assistance in transferring the people's ideas into form acceptable for federal funding. The College representative, the education coordinator and the deputy director from SCOPE met with the Education Committee and other members of the Planning Council to review the proposal. It was approved; the CDA agreed to handle the financial accounting; and SCOPE would sign the check-point procedures. It should be noted that while the CDA would be the official grantee, the Planning Council would

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[2]Arthur E. Thomas, private interview held during meeting with Batelle Institute Evaluation Conference on Dayton's Model Cities Planning Process, Dayton, Ohio, August, 1968.

be the actual administering agency for all practical purposes.
The arrangement was made, because at that time the Council had
not received all of its planning funds and had no accountant
on the staff which is required by most funding agencies in
order to receive a grant.

Training and Orientation

Although Thomas was the Director of the Community School
Council, his relationship was informal to the extent that he
utilized the "we-work-for-you" principle. His manner of work-
ing with those who had chosen him to serve reflected a commit-
ment to sharing information, presenting both sides of prob-
lems, and outlining possible consequences to both Black and
white interests. While he advised the Council on issues main-
ly related to education, his advice was solicited on a wide
variety of issues affecting the Black community. Any major
actions taken by Thomas, however, were first subject to the
vote and approval of the Community School Council.

Mr. Thomas when asked about his process for training as
an education administrator said: "I believe in the brilli-
ance and goodness of Black folks. Give them all the informa-
tion that you can, no matter what the consequences are to you.
Do what the people tell you to do; do what you have to do.
That is my process for program planning, development and im-
plementation."

Structurally, the Council assumed a functional construct
designed by the Director and the writer to facilitate training

for the participants. The construct was presented to and approved by the Council before its implementation.

As previously stated, the Council operated with one paid staff member, the secretary; the Director was paid from HUD funds through the Board of Education; and the writer was a quasi-volunteer to the program.

The large Dayton Community School Council had no officers. Meetings, held once every two weeks, were presided over by a rotating chairmanship. In order to maintain the flow of communication between the Model Cities Planning Council and the Dayton Community School Council, the four members of the Model Cities Planning Council Education Committee attended the large group meeting.

Each of the eleven schools involved in the Council had its own individual school council which operated with a chairman, vice-chairman, and a secretary. Priorities, program activities, and general and specific community and/or school problems and problem-solving techniques determined by the individual school council and other parents and staff of the school; program staff assistance was available upon request.

Within the Dayton Community School, comprised of the eleven individual school councils, the main work was accomplished through the task forces. Task force structure took the following form:

    1. There were eleven task forces -

        Administrative Structure of Model Cities Education

Program and New Leadership Development

Community School Council

School Renovation and Modernization

In-Service Training

New Careers Development and Prevention of Negative
Attitudes

Community School Program

Visitation of Renowned Black Americans

Pre-School for Three and Four Year Old Children

College and University Consortium

Administrative Intern Training

Project Emerge

2.   There was one member from each school on each task
     force.

3.   Each task force had a chairman, vice-chairman and
     recorder. The chairman and vice-chairman were chosen
     from among the parents elected to the school council.
     The recorder was chosen from among the teachers.
     Each principal was elected to serve on different
     task forces.

4.   Model Cities Planning Council Education Committee
     served as ex-officio members of task forces.

5.   Task forces were to meet at least bi-weekly.

6.   All task forces determined the plan of work related
     to the specific project on which they worked, and
     developed a method for carrying out the work plan
     (individual and group assignments, progress reports,
     deadlines, etc.). This material was reported back
     to the Council for approval before the program staff
     and participants began to implement any work plan.

(See Task Force Structure in Appendix)

The Director along with assistance from his staff provi-

ded to each Council member copies of the Model Cities Educa-

tion Program, the Dayton Community School Council, Community School Program, and the OEO approved training design including dates, consultants, and topics to be covered for the entire year. In addition, issues of concern either direct or indirectly related to education which affected the target area community residents were brought to the Council meetings either by Council members, staff, or others and were made a part of the agenda for the meetings. All meetings were open to the public. These issues were considered a part of keeping the Council informed of what was going on in the community and the city. Council members sometimes felt that certain crucial issues to the immediate area were more important than the planned agenda and scrapped the agenda in favor of dealing with the issue at hand. Consultants were frequently brought in to talk of their experiences in other communities and how various programs had been implemented - their successes and their failures - this helped the participants to make decisions for short and long situational analysis and to plan program or problem-solving strategies.

In summary, though the process described above may seem less procedural and informal than most "organizations," perhaps the best explanation can be offered in the words of the Director, who has said so frequently: "The people have the intelligence, the skills, and the brilliance to make their schools the best schools in the world. The educational technician must provide information and be willing to take risks

in order to put the people in a position to make decisions
where they can effect real democracy. The technician must
view himself as a tool to be utilized by the people. This
can easily be done if the technician really loves, trusts,
and respects the people."

As summarized in Table III, "Relation of Initial Train-
ing Design to Actual Training Sessions," the first period of
resident training closely followed initial plans. Elected
Council members received instruction in the function of var-
ious Model Cities education programs and activities. Various
consultants provided insights into Council future roles, edu-
cation programs, community-school relations, possible school
services. Attendance at Council meetings included parents
and most school principals, although participation by Board
of Education members was negligible. An approximately equal
focus was given to technical school-related problems such as
community organization, parental role in school decision-ma-
king and to problems of developing self-awareness and positive
self-concepts among parents, teachers and students. In late
August, task forces were organized on various Model Cities
education programs (existing or future). Each task force in-
cluded members from all individual councils. This phase of
training for the Community School Council culminated in an
in-service training workshop for parents, teachers, and ad-
ministrators held on September 6, 1969.

.On the eve of the workshop, the Director of the Model

TABLE III

RELATION OF ACTUAL TRAINING SESSIONS TO
PROPOSED TRAINING DESIGN

MEETING NO. AND DATE	PROPOSED SESSION TOPIC	ACTUAL SESSION TOPIC AND RELATION TO TRAINING DESIGN
1. 4/12/69	Proposed Community School Program Review	As planned.
2. 4/26/69	Review of other cities' community school pro-grams	As planned.
3. 5/10/69	Comparison of Dayton programs and others	Evaluation pre-test. Review of Early Child-hood federal program. Some consultant re-view of Community School Comparisons. Discussion of local control issue.
4. 5/24/69	Model Cities action programs: Review and introduction of Task Force concept	Early Childhood dis-cussion. Review of school health servi-ces. (relates to planned program No. 15)
5. 6/7/69	Establishment of Task Forces	CDA review of differ-ent Model Cities pro-grams outside educa-tion. Speeches by Board of Education mem-bers on need for citi-zen participation. Motion for citizen representation or drop-out prevention program interviewing committee. (relates to planned No. 4 session)
6. 6/21/69	Presentation of Tech-niques for Council work in the community.	Review of Model Cities education component and relation of Task Forces to component programs (relates to planned No. 5 session)

7.	7/12/69	Review of experience in contacting community residents	Open meeting with 300 residents providing explanation of Model Cities education programs (relates to planned program No. 6)
8.	7/19/69	Delineation of Council roles within schools	As planned, with speeches by Rhody McCoy, Kenneth Haskins, Preston Wilcox - consultants on Washington and New York experiments in Community School Control
9.	8/2/69	Delineation of resident roles in community school program	Role of Black Revolution in schools - presented by Dr. Donald Smith, consultant in relation to Task Force activities (relates to planned program No. 5 and to planned program for this session)
10.	8/16/69	Presentation of New Roles within Community School Program	Report on Model Cities Planning Council partnership agreement with Dayton Board of Education, Troy Council report on childrens' field trips. Task Force assignments made. (relates to planned program No. 5, No. 9 program as well as session planned for this date)
11.	9/6/69	Analysis of School System in relation to Community School and Council program	In-Service Training Session for residents and teachers (related to planned program)
12.	9/13/69	Presentation of Case Studies by Teachers and Principals	Discussion of Stivers crisis leafleting

13. 9/26/69   Presentation of case   Discussion of Stivers
                material by students   crisis; Task Force
                and parents   meetings; request of
                                              Black Student Union to
                                              join Councils (relates
                                              to planned program and
                                              No. 12 and No. 14
                                              planned program)

14. 10/11/69   Examination of Task   Discussion of continu-
                Force Roles   ing crisis between
                                              Planning Council,
                                              Board of Education.
                                              Letter of support for
                                              Model Cities Education
                                              Director. Review of
                                              planned Irving School
                                              boycott. Review of
                                              Black Student Union
                                              demands for education
                                              reform (partially re-
                                              lates to No. 13 planned
                                              program)

15. 10/26/69   Presentation of State   Review of evaluation
                and Federal Education   plans, current school
                Programs   crisis

16. 11/8/69   Presentation of local   Discussion of action on
                Board educational   Black Student Union sus-
                activities; discus-   pensions at Dunbar High
                sion of relation of   as punitive retaliation;
                Community Schools to   review of parent-student
                other Board activities   relations by Preston
                                              Wilcox, consultant; dis-
                                              cussion of role of par-
                                              ents in school (relates
                                              to planned sessions No.
                                              10, 12, and 13)

17. 11/22/69   Presentation of local   Task force meetings, re-
                college and universi-   ports; report on Black
                ty facilities   Student Union reinstate-
                                              ments; showing of Com-
                                              munity School movie "To
                                              Touch a Child" (relates
                                              to planned sessions No.
                                              10, 12, and 13.

18.	12/6/69	Review of Foundation and Business Aid	Task Force meetings, discussion of incorporation of School Councils (relates to planned sessions No. 14 and 15)
19.	1/10/70	Task Force Reports and Council review	Endorsement of new programs proposals by chairmen, Model Cities program review, vote of confidence in Director of Dayton Community School Council project (relates to planned program No. 15)
20.	1/17/70	Task Force Reports and Council review	Community survey of neighborhood on interest in Model Cities Education programs, 500 families contacted; review of Model Cities events (relates to program No. 6)
21.	2/14/70	Evaluation of Training Program	Review of Model Cities program operation; Council reports on community contact activities and suggestions (relates to planned program No. 7)
22.	2/28/70	Evaluation of Training Program	As planned.
23.	3/7/70	Evaluation of Training Program	Evaluation
24.	3/14/70	Evaluation of Training Program	Evaluation; review of school finances and procedures (relates to planned sessions No. 16 and 22)

25. 3/21/70   Evaluation of Train-   Appearance by Board
               ing Program   President Jeptha Car-
                                         rell to review need
                                         for school levy pas-
                                         sage, school admini-
                                         stration policies
                                         (relates to planned
                                         session No. 11)

26. 4/4/70   Evaluation of Train-   Review of future
               ing Program   Model Cities
                                         operations.

Cities Education Program and the Community School Council,
Mr. Thomas, conducted an orientation to the two programs for
the consultants and workshop staff. He was assisted by Mr.
Edward E. Campbell, Chairman of the Model Cities Planning
Council Education Committee, and other members of the com-
mittee - Mrs. Fannie Cooley, Willie Mills, and Mrs. Virginia
Arnold; the deputy director of SCOPE, and other staff for
the program.

During the orientation session, Mr. Thomas informed the
consultants that the Dayton program was a program devised for
the people, by the people and of the people and that education
as a goal within the Dayton Community School Council and the
Model Cities Planning Council concept was not a business-as-
usual, status quo operation. He further stated that the staff,
consultants and other program related personnel would be ac-
countable to the people of the target area. The orientation
ended with assignment of consultants to individual workshops
by subject and area of expertise. These assignments were made
specifically by Dr. Donald Smith, Director of In-Service Train-
ing, Dr. Nancy Arnez, Assistant Director; and Mrs. Mildred
Patterson, Coordinator. Mr. Thomas, Dr. Smith, Dr. Arnez,
Community School Council and Model Cities Planning Council
Education Committee members and the writer spent several
months planning the events to meet the needs and requirements
of the Model City target area residents. Mrs. Patterson was
recognized as having skills which could be helpful in relating

parent, student, and school staff needs, and was brought in
at a later date to assist in synthesizing these needs and
transmitting them to Mr. Thomas and the Community School
Council Task Force on In-Service Training.

Mr. Thomas, Dr. Smith and Dr. Arnez presented the follow-
ing consultants to the Workshop on September 6:

Miss Clara Anthony
Northeastern Illinois State College
Chicago, Illinois

Nancy L. Arnez, Ph.D.
Northeastern Illinois State College
Chicago, Illinois

Edward Barnes, Ph.D.
Associate Dean, Professor of Psychology
University of Pittsburgh
Pittsburgh, Pennsylvania

Mrs. Martha Bass
Northeastern Illinois State College
Center for Inner City Studies
Chicago, Illinois

Jacob Carruthers, Ph.D.
Instructor, Northeastern Illinois State College
Chicago, Illinois

John Churchville
Director, Freedom Library Day School
Philadelphia, Pennsylvania

Collis H. Davis, Jr.
Hampton Institute
Hampton, Virginia

Edward Fort, Ph.D.
Superintendent of Schools
Inkster, Michigan

Marcus Foster
Associate Superintendent, Community Affairs
School District of Philadelphia
Philadelphia, Pennsylvania

Larry W. Hillman, Ph.D.
Associate Professor of Educational Administration
Wayne State University
Gross Pointe Park, Michigan

Roderick Hilsinger, Ph.D.
Director, Teacher Training
Temple University
Philadelphia, Pennsylvania

Ermon Hogan, Ph.D.
Senior Educational Specialist
National Urban League
New York, New York

Mrs. Grace Holt
Instructor in Linguistics
Northeastern Illinois State College
Chicago, Illinois

Mrs. Clara Holton
Associate Director
Woodlawn Experimental School
Chicago, Illinois

John Johnson, Ph.D.
Professor of Education
Syracuse University
Syracuse, New York

Mrs. Fern Jordon
Center for Inner City Studies
Chicago, Illinois

Thomas Kochman, Ph.D.
Associate Professor
Northeastern Illinois State College
Chicago, Illinois

Miss Rae Liscomb
Northeastern Illinois State College
Chicago, Illinois

Rhody McCoy
Unit Administrator
Ocean-Hill Brownsville School
Brooklyn, New York

Joseph McMillan, Ph.D.
Director, Equal Opportunity Program
Michigan State University
Lansing, Michigan

Mrs. Dolly Millender
Librarian
Gary Public Schools System
Gary, Indiana

Jack Mitchell
Principal, Forrestville High School
Chicago, Illinois

Charles Moody
Superintendent of Schools
Harvey, Illinois

Joseph Pentecoste
Instructor
Northeastern Illinois State College
Chicago, Illinois

Mrs. Dorothy Robinson
Librarian
Northeastern Illinois State College
Chicago, Illinois

Elkin Sithole
Northeastern Illinois State College
Chicago, Illinois

Calvert Smith, Ph.D.
Northeastern Illinois State College
Chicago, Illinois

Mildred Smith, Ph.D.
Director of Elementary Education
Flint Community Schools
Flint, Michigan

Mrs. Edyth Stanford
Northeastern Illinois State College
Chicago, Illinois

Mrs. Sonja H. Stone
Acting Director
Center for Inner City Studies
Northeastern Illinois State College
Chicago, Illinois

Anderson Thompson
Northeastern Illinois State College
Chicago, Illinois

Mrs. Elise Tucker
Instructor, Director
Extended Day Program NISC
Chicago, Illinois

Preston Wilcox
President, Afram Associates, Inc.
New York, New York

Ben Williams
Director of Human Relations
City of Evanston, Illinois

Mrs. Shirley Williams
Visiting Instructor
Northeastern Illinois State College
Chicago, Illinois

During the general session of the Workshop, the two key-
note speakers, Barbara Sizemore, Director, Woodlawn Experi-
mental School; and John Churchville, Director, Freedom Library
Day School presented cogent and imaginative insights essential
to positive self-conceptualization among Black students and
the general survival of Black people. Mr. Thomas articulates
the basic focus best when he says that, "the In-Service Train-
ing Workshop was organized to deal with the attitudes of and
toward Black people first and everything else related to edu-
cation later. The first step in this process was the selec-
tion and appearance of thirty five Black consultants at the
first workshop." The small group sessions dealt with the same
general precepts and extended themselves into areas of cur-
riculum, teacher preparation, administrative functions and
responsibilities, preparation and quality of instructional ma-
terials - including both textbooks and audio-visual materials,
teacher development in terms of the educational and social

problems of the disadvantaged child, school-community rela-
tions, parent participation, role of paraprofessionals in the
schools, and decision-making and fiscal accountability in the
school system.

Perspectives, brought to the fore of the sessions, made
the participants aware of the need for intellectual insight
into the problems of inner-city Black youth, and the need for
increased accountability of school personnel to the community.
The greatest need was recognized as continued training of par-
ents so that they may be better equipped to determine what is
best for improving the quality of education of their children.

The In-Service Training Workshop was an all day affair
which was attended by approximately one thousand people.

Dayton Board of Education Establishes School Councils

On June 27, 1969 the Dayton Board of Education authorized
the creation of the Citizens Advisory Council to suggest im-
provements for school operations. The Council was appointed
and after some study in its Report to the Dayton Board of Edu-
cation, August 7, 1969 stated that "education is too important
to leave to the educators. Since the whole community is af-
fected by the quality of education offered by the local school
system, the whole community, and not just the educators, should
be involved in solving the problems of education. ...the peo-
ple have made their will felt and are involved in the education
of the young. ...through the success of the Model Cities Edu-
cation Program and the Dayton Community School Council. ...we

have seen an ever growing concern for more direct citizen
participation in school matters..."

"The Citizens Advisory Council, therefore recommends the
establishment of like councils throughout the Dayton Public
School District." This recommendation was adopted by the
Dayton Board of Education.

The Dayton Board of Education councils mirrored those of
the OEO funded Dayton Community School Council with one ex-
ception. The Dayton Board of Education held quasi type elec-
tions with no one being sure in the case of each individual
school as to who actually made up the list of names placed
on the ballot to be voted upon for membership within the coun-
cils. In the case of the OEO funded Dayton Community School
Council the parents both nominated and elected their own can-
didates and members for the individual council by actually
going to cast their ballots in each individual school.

Planning Events and Interventions

Although the initiation of the Community School Council
took place in December, the Model Cities Education Program,
including the Community School Council project, was completed
on August 23, 1969; the residents and "the man of their choice"
had finished the planning phase six weeks before the HUD dead-
line. However, the superintendent did not bring it to the
attention of the Board of Education for approval before Novem-
ber 1968. The Dayton Daily News reported:

...work was begun in early June. The

> educational proposal is the first com-
> ponent to be completed and is among the
> first in the nation to be completed.[3]

The Planning Council and the coordinator were thoroughly disgusted with the superintendent's delay; it prohibited them from seeking funds for projects within the total education program which HUD funds would not cover. The fifteen projects carried a $40,000,000 price tag for the five year master plan. Some rather heated telephone calls and curt letters were exchanged. However, once the Board had endorsed the plan, the education coordinator set out to seek funds from federal agencies and foundations for the Education Program, and the differences between the superintendent and the Planning Council and its coordinator seemed to subside.

In late December 1968, the coordinator received a letter from the superintendent which directed him to go back to the position of assistant principal at MacFarlane Elementary School and stated that the planning period was over. When the community received notice of the superintendent's action, the reaction was riotous. The Journal Herald reported:

> Yesterday's meeting of the Dayton School
> board, one of the stormiest on record, in-
> cluded shouts and impassioned speeches, in-
> terruptions and repeated gavelings for
> order, short tempers and some red faces.
>
> At one point Sidney O. Davis, president
> of the Greene County Chapter of the NAACP
> threatened to take the board to court.

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[3]"Board of Education Backs Model Cities School Plan," Dayton Daily News, November 1, 1968.

At another, Charles Tate, head of the Dayton Alliance for Racial Equality, accused board member Leo Lucas, ... Negro, of selling out to whites.

Lucas threatened to order Tate out of the building and when the uproar became too loud, Lucas threatened adjournment.

Most of the 4 hour 30 minute-long meeting was devoted to the status of Arthur E. Thomas, the controversial West Dayton educator.

At issue was whether Thomas, conceded by many to be an outstanding educator, should be retained as director (coordinator) of the Model Cities (Education) program or returned to his job as assistant principal of MacFarlane school.

C. Howard Hursey, national representative of the American Federation of Teachers (AFT) was the first to bring up Thomas' name.

"This board had decided to permit the Model Cities program to die or lose its momentum. We're quite concerned," Hersey said referring to the superintendent's... decision to transfer Thomas back to the job at MacFarlane.

Rev. Benjamin F. Shockley, a representative of FORCE and ACTION, Inc., two West Dayton community organizations said, "... (the superintendent) is educated and specialized. Sometimes we become so specialized we can't see the forest through the trees. It is a mistake to let Thomas go."

As the chorus of pro-Thomas voices continued to mount, William Levy, board chairman, gaveled for order.

Said Tyrone Pullen, a Roosevelt high school sophomore: "I feel like I am in a courtroom in Mississippi or Alabama. Art Thomas is the finest teacher Dayton, Ohio has ever seen. He told us to be cool. He told us 'You beat the white man by going to school and getting an education'."

The clamor continued. Speaker after speaker rose to support Thomas and there were mumblings of "We'll stay here 'til midnight, if it's necessary."

At 7:15 p.m. (the meeting began at 4:00 p.m.), Jeptha Carrell became the first board member to formally reply to the remarks concerning Thomas. He came out in support of retaining Thomas in the Model Cities job.

Lucas replied next, saying the people were misinformed "concerning the whole Model Cities business." He was periodically interrupted as he urged a meeting between representatives of the school board, the city and Model Cities (Planning Council).

Tate jumped up and said: "I never go around and accuse a Black man of selling out Black people, ... but when it's being done ... Dr. Carrell took the bit and told it before the people. You, Leo, you're being used to get the heat off."

Lucas threatened to order Tate out of the building. You're not in a position to tell me I sold out," he said.

The board members, goaded on by the audience, one-by-one gave their positions on Thomas!

Rev. Gordon Price: "It's my intention, as a member of the board, that the Model Cities concept be endorsed, advanced and encouraged and if there's a hang up, it's because we are not talking to each other." He said he would endorse the idea of Thomas staying on the job.

Walter Martin: "... As far as I'm concerned Thomas has organized the program. He can be director."

Joseph Seaman: "We've told Art he can stay as long as he needs and I endorse that."

Mrs. Anna Shellabarger: "... he (Thomas) can spend 100% of his time with Model Cities..."[4]

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[4] Karen Heller, "Cools Lost, Barbs Fly Over Thomas," Journal Herald, Dayton, Ohio, January 7, 1969, p. 19.

Once the issue of his job status was settled, the coordinator continued the implementation of the Community School Council.

The first stages of implementation involved the development of an election procedure. Every eligible voter had an opportunity to vote in the election for the Community School Council. An eligible voter was defined as a Model Cities target area resident - aged 18 or over. Initially, plans called for a door-to-door canvass for votes on election day, March 22, 1969. Nominations of candidates for the Council were set for 7:30 p.m., February 25, 1969, for the target area schools.

The Education Committee and the coordinator stressed the project as a positive, cooperative effort to involve parents, teachers, students, area residents and the Board of Education in providing the best education for the children and the best possible educational services for the community. The coordinator expressed the Council's objective to work with PTA and other organizations to carry out the program. Each individual school council would include six elected citizens, the president of the school PTA, the school principal, two teachers elected by the school teaching staff and a student elected by the student body.

The individual school councils were expected to provide links between the neighborhoods and to encourage citizen participation in the schools.

Nominations would be made from the floor at citizens meetings at target area schools. Each school would have ten nominees which would be placed on the ballot. If more than ten were nominated at the meetings, votes would be taken at the meetings and the ten persons receiving the most votes would have their names listed on the ballot. Nine qualifications were listed for those elected to the Council. They should be prepared to:

1. Withstand criticism

2. Maintain contact with citizens in the area

3. Attend evening and Saturday meetings

4. Study and do written assignments

5. Speak their minds

6. Work positively

7. Keep an open mind

8. Make the schools the best in the world

9. Work with, trust and respect people from all walks of life

After the nominations were over, the Planning Council and the Education Committee decided to have the Community School Council election at the schools. While the door-to-door canvass had seemed like a good idea, it was their feeling that to have the people come out to vote would be a more democratic approach.

On March 22, 1969, more than 350 residents of the school neighborhoods turned out to vote. There are 13,668 eligible

voters in the area. Some sixty individuals and a number of
students served as poll watchers during the balloting. Only
two ballots were voided because they had been marked for more
than the six council members to be elected for each school.
Voting was held at the area schools; ballots were sealed in
boxes, and opened later at the Planning Council office for
tabulation. A dozen tabulators and observers handled the re-
turns. The result was a set of six elected members (parents),
one student, the principal, one PTA president, and two teachers
from each of the schools.

6 Parents, 2 Teachers, 1 Principal, 1 PTA President,
1 Student
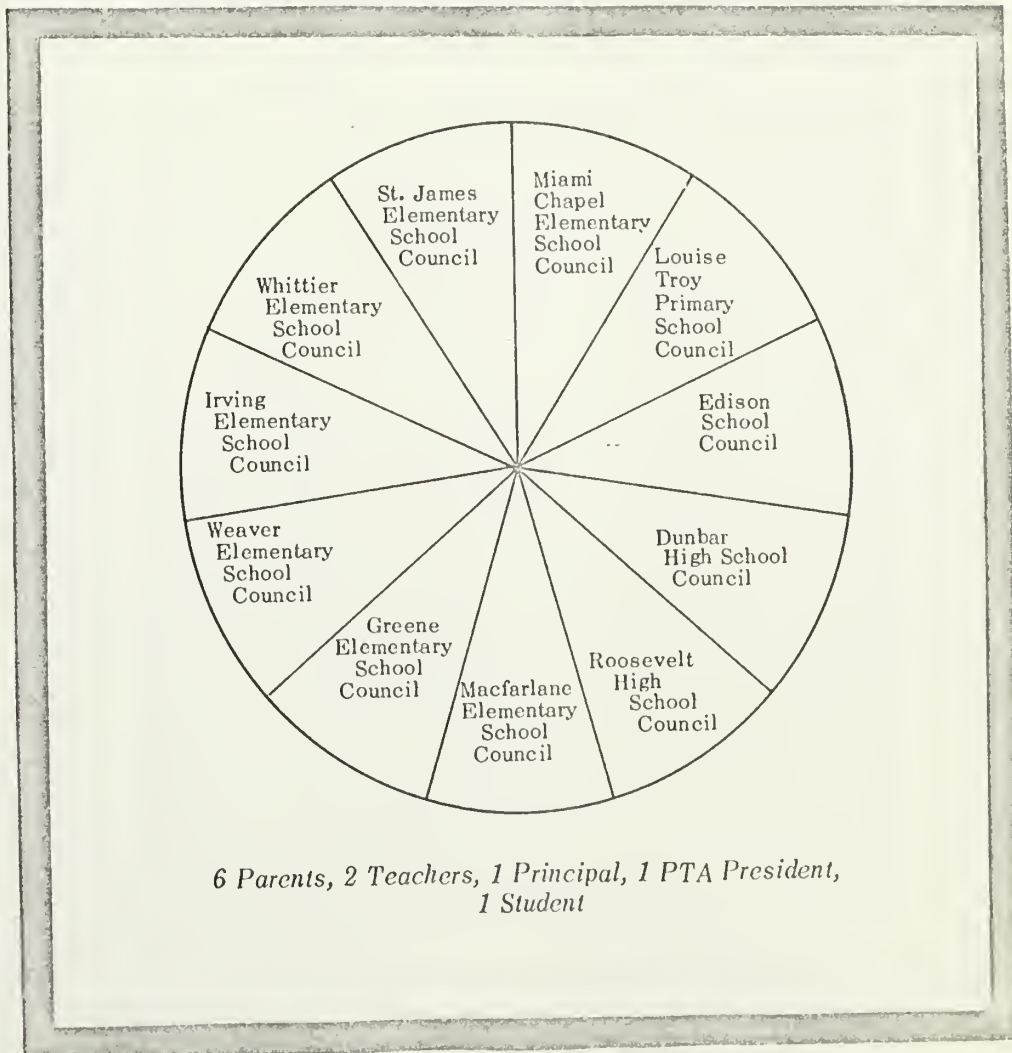
Community School Council meetings were set to begin on April 12, 1969. In the meantime more work had to be completed in order to begin actual Council operation.

Partnership for Education

Citizen involvement and participation were further fostered by the Model Cities Planning Council efforts to develop with the Dayton Board of Education an equal partnership agreement similar to the one worked out early in 1968 between the Model Cities Planning Council and the City of Dayton. From the very beginning the discussions between the two organizations were fruitless. No one seemed to know just what should be included in the agreement, but each promised to draft a version of what it could be. After three meetings and neither had produced a document, the deputy director of SCOPE drafted a document with the expectation that it would at least initiate some meaningful dialogue between the two groups. The meetings began immediately after the coordinator's job status had been clarified during the second week in January 1969; the two parties could not agree on many parts of the document and they continued to meet on a weekly basis until August of the same year. After many weeks of hassling over the terminology and the intent of the document and fourteen different drafts, it was finally signed during the first week of August. The greatest single item of contention was:

> The Board and the Council will determine the
> qualifications for the selection of the project
> director. The superintendent of schools will

establish procedures relative to announce-
ment of the position of project director.
Recognizing the importance of close liaison
between this position and the Education
Committee in the appointment or termination
of the project director, recommendations of
the Planning Council will be sought and con-
sidered. Termination of the employment of
the project director shall be consummated
only upon the concurrence of the Board and
the Council.

(A copy of the entire document may be found in the

appendix)

Crisis Intervention Beyond
Community School Council Control

During early Spring of 1969, pressure became intense

when it was recommended by the superintendent that about one

hundred Black prospective high school students from the tar-

get area be bussed to Stivers High School, located in a low

income, predominantly Southern white Appalachian in-migrant

neighborhood. The rationale given for the bussing procedure

was that the Board of Education had been urged by the Office

of Civil Rights in the U. S. Department of Health, Education

and Welfare to desegregate the schools of Dayton. In actuali-

ty, Stivers had a number of empty classrooms, and the super-

intendent claimed that overcrowding existed in the schools

where the Black students might have attended high school in

the target area. Many of the citizens of the target area

suspected that because of the urban renewal program that had

occurred in the Stivers area - houses were torn down and high

rise apartments and the new post office in addition to a num-

ber of new businesses now stood in the area - there were not enough students to fill the classrooms, some teachers might have to be dismissed as a result, and Stivers might be closed resulting from the loss of residents in the area.

At a regularly scheduled meeting of the Board various groups and individuals expressed their feeling about the proposed transfer of Black students to Stivers.

The position of the white parents from the Stivers area was that the school was becoming overcrowded and that such "mixing" would cause trouble.

Parents from the target area had mixed feelings. Some felt that desegregation was a good thing. Others feared for the physical safety of their children and judged that their children would not be welcome at Stivers.

A large delegation of Black parents and students from the target area went to the Board of Education meeting requesting quality education in the target area schools so that children would be able to attend school in their own neighborhood. The group demanded that if the Board approved the superintendent's recommendation, a program of human relations should be established for parents and students from the target area and those of the host school; this would ease the transition for administrators, parents, and particularly for students should it be necessary for the bussing to occur. In addition to the delegation of parents, there were passionate pleas from parents from both sides of town to avoid bus-

sing if at all possible.

On June 10, 1968, the coordinator assisted by the deputy director of SCOPE, developed a position paper on quality education and integration of schools which was subsequently adopted and became known as the Policy Statement on Quality Education and Integration of Schools for the Model Cities Planning Council, and was subsequently used in the training sessions of the Community School Council. A copy of the statement may be found in the appendix. Perhaps, the last part of the statement may be of significant note to the reader:

> In conclusion and restatement of our position,
> The Model Cities Planning Council formally en-
> dorses integration, and we know that it would
> be far more meaningful for other people to
> come into our schools. We, therefore, propose
> a plan of reverse integration for quality edu-
> cation.

During the Summer of 1969, the Board of Education decided to begin desegregating white Dayton schools by bussing Black students. No white students were bussed, and despite the pleas of many parents, the Board and the superintendent failed to establish a human relations program. Parents, both Black and white, continued to attend Board meetings to either insist that the bussing be prohibited or that a human relations program be established; no action was taken by the Board.

In the meantime, the Education Committee, technicians for the Planning Council, residents from the target area, the coordinator, and the deputy director from SCOPE continued to

meet with the Board of Education representative to attempt to
work out the partnership agreement. They were still strug-
gling with the citizen participation aspect of the document,
distribution of power and control of the Model Cities Educa-
tion Program and the hiring and firing procedures of the
Director of the program, who had yet to be appointed. The
citizen's choice was clear - they wanted the coordinator,
Arthur E. Thomas. No one on the Board indicated whom they
wanted for the position. In fact, some had publicly announced
that he should have the position since he had put the program
together. While the superintendent did not say that he would
choose Mr. Thomas, he did not say that he would not.

At the request of the superintendent, Mr. Thomas appeared
before the Board in June 1969 to officially present the pro-
posed Model Cities Education Program. The Board room was
filled with Planning Council representatives, the Education
Committee, residents from the target area and other interested
groups. Mr. Thomas made a brilliant presentation - complete
with charts, statistics, and illustrative materials. When he
had finished, the applause was enthusiastically and apprecia-
tively rewarding, and much to the surprise of the audience, it
was led by the superintendent.

When the applause had subsided, praises were given to the
program and to Mr. Thomas' brilliance as an innovative and pro-
gressive educational administrator from both the Board members
and the superintendent. The climax of the meeting was when the

superintendent recommended Mr. Thomas' appointment to the
position of Director of the Model Cities Education Program;
the recommendation was accepted and approved by the Board.

Representatives from the target area were shocked.
There had been a verbal agreement between the Board and the
Education Committee that the Director would not be appointed
until after the partnership agreement had been worked out and
signed by both parties. Mr. Campbell, chairman of the Edu-
cation Committee, asked for the floor and got it. He stated,
"It is indeed a very touching moment for those of us, who have
worked so hard and waited so long, to see the Board and the
superintendent appreciate our efforts and especially those of
Mr. Thomas to create a viable and creative program for our
children who are so much in need of a decent education, and
who deserve a better opportunity than we have had.

"But, I am compelled to say that this is a most dastardly
trick on the part of the Board of Education and the superin-
tendent - to know that we, the Model Cities Planning Council
and the Education Committee and the people of the Model Cities
target area have been waiting for eight months for you to sign
the partnership agreement so that the Board and the Planning
Council could jointly announce the appointment of the Director.
On the surface of things, it may seem like a grand gesture for
you to make, but I know better. This gives you the authority
and the power over who directs the program. I shall never for-
get this day; I know what you're doing. I am a businessman,

and I know that he who hires, also fires."

Mr. Campbell's words were prophetic.

In the meantime, the Community School Council continued
its training sessions as planned. Mr. Thomas had laid out the
OEO approved training design, he and the Council were follow-
ing through in implementing it. Now that he was officially
the Director of the Model Cities Education Program and the
Dayton Community School Council, he could do a more effective
job of coordinating and developing a comprehensive community
school program.

During the period of June through August 1969, the Di-
rector, the Education Committee, MCPC, SCOPE, OEO and the Com-
munity School Council were involved in a number of conflicts
with the city manager, the commissioner, the superintendent
and the Board of Education.

This period could be described in the words of the mili-
tants of the Model Cities target area as "a long hot summer."

In June, the Education Committee and the Director strug-
gled with the Board and the superintendent over the hiring of
staff to implement Model Cities Education Program. The cen-
tral issue was whether or not the residents should share in
the selection of staff. The superintendent felt that the ad-
ministration's personnel department should have the responsi-
bility; the Education Committee said it was their program and
their area where the program would be implemented and their
children who would be affected. The citizens won; a joint

committee of the personnel department and the Education Committee along with the Director screened, selected, and hired the staff.

In July, the city manager and the superintendent decided that the Community School Council should be administered by the Board of Education instead of the City Demonstration Agency. The City manager took the position that although the money was in the CDA's banking account he would not pay the Council's bills, because he agreed with the superintendent that the project belonged under Board administration. The Director, Mr. Thomas stated that the emphasis of the Council was on citizen participation, not education.

"It would be bad faith and a double-cross for the city to sign over the Community School Council to the school board," the Director said. "I'm tired of playing games. I'll go to the brothers and sisters, and we'll do whatever is necessary to get this project moving," he promised.[5]

The Community School Council members submitted a petition to the city commissioners which stated that they would not let the program be transferred to the Board of Education. Model Cities Planning Council submitted a similar petition. SCOPE notified the Office of Economic Opportunity that if the Council were transferred the program would die, and that the Council was a social action project. The Council petitioned the

[5]William Worth, "Thomas Vows Fight 'to Wire' on School Councils," Journal Herald, Dayton, Ohio, July 14, pp. 21-22.

SCOPE board for sponsorship rather than go to the Board of Education. It seemed like a rather strategic move. The SCOPE board agreed to administer the Council program. OEO wrote to the City:

> Any delegation of all or part of the pro-
> posed project operations to the Board of
> Education or to any other agency would ob-
> viously involve a major substantive change
> in the approved work program, and would
> alter the agreement between the City Demon-
> stration Agency and OEO. We would, there-
> fore definitely require prior approval of
> such a change.

> Any request for a change of this type should
> indicate the rationale for the proposed change
> and the probable effects on the program, in-
> cluding the probable effects on its degree of
> support in the target community. In this con-
> nection, you may already be aware that Albert
> Rosenberg, the Director of SCOPE, has, on
> Wednesday, July 2, indicated his objection
> to the proposed contract.[6]

The citizens won their battle to remain with the CDA. The "...City commission over-rode Watt's recommendations and voted to pay the bills accumulated in the first three months of the (Council) program's operation.

"Andrews (a city commissioner) said the city is at pres-ent in charge of the program 'whether we like it or not'."[7] The Community School Council remained under the CDA's admini-stration, and the issue never came up again.

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[6]Letter from Rudy Frank, Project Manager, Research and Demonstration Division, Office of Economic Opportunity, Wash-ington, D. C. to Richard D. Fligor, Management Coordinator, Model Cities Section, Office of the City Manager, Dayton, Ohio, July 3, 1969, SCOPE Letter File.

[7]Ronald Goldwyn, "City to Pay School Councils' Bills," Journal Herald, Dayton, Ohio, July 15, 1969, pp. 19-22.

During August, the Community School Council joined the Model Cities Planning Council in putting pressure on the Board of Education to reach some meaningful conclusion on the proposed partnership agreement. The Council and MCPC wanted to clear the way so that the Model Cities Education Program could begin in September 1969 with some assurance that they would have some official decision-making status in determining how the program would be implemented in their schools. The partnership agreement was adopted by the Planning Council on August 4, and by the Board of Education on August 7. (See copy of agreement in the Appendix.)

Despite all of the problems which the Council encountered there were many positive learning experiences taking place as a result of the encounters, and simultaneously they continued to follow the training plan. There seemed to be a feeling of accomplishment among the members - they actually selected the staff that they wanted to work in the program, the program remained under the CDA where they wanted it to be, and the partnership agreement had been signed. The only nagging doubts seemed to be just how far could they trust the superintendent to cooperate with them in view of their past difficulties, and would he interfere with the Director's effort to produce a truly community oriented school program. These doubts were expressed many times during the Council meetings.

Dayton Community School Council's Action on the
Superintendent's Suspension of the Council's
Director and Related Events

The first week of school in September of 1969 was turbu-
lent; fighting at Stivers High School had broken out between
white and Black students, some of which may have been precipi-
tated by years of athletic rivalries, some of which had been
aggravated by white gangs. The fact of the matter is that
while racial tension did exist between Black and white students,
the disturbances were not themselves brought on by overtly
racial incidents. In this case the sins of the past were vis-
ited upon the children for the inherited climate of racism,
which expedited the unwillingness of the central school admini-
stration to prepare adequately for the sensitive transition,
resulted in injuries to Black students and the surfacing of
latent racism which stood as an immediate obstacle to solve
problems more rationally between Blacks and whites.

Asked to investigate the situation by Roger Prear, Chair-
man of the Model Cities Planning Council, Arthur E. Thomas ap-
peared on the scene after the appearance of a white mob, and
acted to allay violence by removing thirty seven of the Black
students from the school. After returning later that afternoon
to review further reports that several Black students still
remained in the school, Mr. Thomas was arrested.

In an effort to provide a convenient scapegoat for the
failure of the school officials to handle the total problem and
provide for the safety of the Black students, the Superintendent

and the Board of Education suspended the Director, despite widespread community support for his retention.

It is important that the reader remember that in August 1969, the Dayton Board of Education signed an agreement with the Model Cities Planning Council stating: "The Board and the Council will determine the qualifications for the selection of the Project Director ... Recognizing the importance of close liaison between this position and the Education Committee in the appointment or termination of the Project Director, recommendations of the Planning Council will be sought and considered. Termination of the Project Director ... shall be consummated only upon the concurrence of the Board and Council..."

In issuing his directive of September 9, 1969 relieving Mr. Thomas of administrative responsibilities in any school and directing him "... to refrain from entering any school or grounds other than his office at Louise Troy Elementary School...," the Model Cities Planning Council and the Community School Council felt that the superintendent acted outside the limitations of his authority, usurped the prerogatives of both the Model Cities Planning Council and the Dayton Board of Education, that he was clearly out of order.

On September 13, 1969, the Community School Council held its twelfth meeting. Mrs. Lillian Walker, MacFarlane Elementary School Community Council chairman, chaired the meeting (as a part of the rotating chairmanship principle).

Mrs. Walker has children who are enrolled at MacFarlane,

and she is married to a clinical psychologist. Her interest
and activities in the target community and particularly the
Community School Council stem not only from her being a parent
and a resident of the area, but, additionally, from previous
civic and professional experiences. She is a former public
school teacher in the Washington, D. C. school system. Her in-
terest in group work began as a working member of the Delta
Sigma Theta Sorority. She states that: the Deltas describe
themselves as a public service organization and as such are in-
volved in a number of community service projects. One of her
most important projects with the Deltas included setting up and
implementing an educational/recreational program for Junior
Village in Washington. (Junior Village is a community organi-
zation which serves children who are temporarily out of their
homes because of family illness or other difficulties.) She
has also been a Girl Scout troop leader. In Dayton, Mrs. Wal-
ker has been active with the Mothers Club at a local community
center. During her work with the Linden Center Mothers Club,
she was presented the "Mother of the Year Award." Other acti-
vities include four years of work with other mothers in the
MacFarlane pre-school program, program chairman for the PTA,
voter registration promotion, block club participation, develop-
ment of a parents directory, and creation of a telephone com-
munications system which is capable of getting information a-
bout school and Council matters to parents in less time than
it takes by mail. Her interest in the Council and dedication

to general community improvement is probably what led her to take the course which she did on the morning of September 13.

The Community School Council attendance averaged about eighty persons. However, because of the crisis which the superintendent had created by suspending Mr. Thomas, there were approximately two hundred people present. Some came as regular members of the Council, others came as interested teachers, representatives of target area groups, and as parents who feared for the safety of their children at Stivers. The atmosphere was tense and an air of expectancy and urgency for action was most pervasive among the people. Many people in the area had come to appreciate the guiding principle of the people, the Council Director and his staff: "The people have a right to know; they can only know if there is full disclosure of information." Mrs. Walker utilized this principle. She reported that on September 11, the chairmen of the eleven individual school councils, or their representatives, along with parents from the community had met at MacFarlane to discuss what they considered the unilateral action of the superintendent in relieving the Director of his administrative duties, the school boycott, the community and Council members reactions, and what would be done about these concerns.

Those present at the MacFarlane meeting had mixed feelings about the schools being closed - whether it was good or poor strategy - becaused they lacked information of the total problem. The result of the meeting was that Mrs. Walker, as

chairman of MacFarlane School Council, sent a telegram to the members of the Dayton Board of Education and requested that they attend the Council's meeting of the 13th.

On that day, no one from the Board or its administration either came to the meeting or acknowledged receipt of the telegram. The next agenda item was to hear from Mr. Thomas on what had occurred at Stivers, and to hear from the parents, students and representatives of the Model Cities Planning Council who were involved from the beginning. Since only the Planning Council's Education Committee were present, it was decided to call them at home and ask them to come to the meeting immediately, so that all information available could be brought before the Council. Seventeen Planning Council members came within forty five minutes or less; and with the four Education members who were already present made a total of twenty one out of twenty seven members. The meeting was set to begin.

Roger Prear, chairman of the Model Council, reported the incident of the Tucker boy being struck and the decision being made to go with Mr. Thomas and Mr. Campbell, along with parents from the area whose children were affected by the fighting and disruption, to Stivers to investigate the situation. He gave them an accounting of the proceedings which had taken place since the Tucker boy had been brought to the Planning Council up to the time of the meeting.

Students related how the fighting had started, the injuries they and their friends had suffered. Parents, some in

tears and others either fearful or angry, poured out their feelings of disgust with the Board of Education, the superintendent, the lack of safety precautions for their children in an all white hostile school and community "across town." Teachers expressed their concern for the children's safety, the possible effects of the school boycott - reprisals against students, safety of the students, where and how they could help the Council work on this problem, and most of all how they could assist in having Mr. Thomas restored to his position. The teachers were genuinely concerned about Mr. Thomas' status, because they stated that if the superintendent could "get away with" breaking the partnership agreement, to them a contract, then where would he stop. They, too, had contracts, and if such unprecedented unilateral action went by unchallenged, then no one had a contract with the Board of Education. Representatives of various organizations from within and without the organization stated their support for Mr. Thomas being returned " ...to his rightful position," until such time as the Board of Education and the Model Cities Planning Council would meet to discuss the action of the superintendent.

Mr. Thomas gave the following statement on what had occurred:

> On September 6th, we had a beautiful in-service
> program. More than 1,000 teachers and parents
> and students heard Barbara Sizemore and John
> Churchville keynote that in-service program.
> There were 37 nationally famous educators at
> Dunbar High School that day to work with teach-
> ers and parents around the question of positive
> attitudes and identity. Dr. Donald H. Smith of

Bernard Baruch College and Dr. Nancy Arnez of
Northeastern Illinois State College in Chicago
had indeed done a tremendous job in putting
the program together for us. We complied
with Title VI, too.

Rhody McCoy was there. Preston Wilcox was there.
Dr. Ed Fort was there. I could go on and on.

One of the parents later told me that she could
see the look of jealousy and envy in the face of
the administrator (superintendent) responsible
for the school district, as those Black school
superintendents were introduced to the audience.
It was almost, she said, as if he were in shock.
She said she knew then that they, the admini-
stration and the Board of Education, would move
to get me. She said it was dangerous for Black
people to be able to do things so well without
white folks' help.

On Monday evening, September 8, 1969 at the Model
Cities Planning Council meeting, Mr. Tucker, a
member of the Model Cities Planning Council,
showed us a wound on his son's head and tols us
about the incident that occurred at Stivers High
School. The Planning Council members were very
upset. Mr. Prear, chairman of the Planning
Council, called for a committee meeting after
the regular meeting was over. Whittier Elemen-
tary School parents were there and suggested
that the parents be at Stivers the next day; they
also suggested that it might be good for us to be
there to support and help the parents.

Mr. Campbell and Mr. Prear talked to a Board mem-
ber that night and told him that the Brothers and
Sisters in the community were very angry, told
him about the incident and asked him to set up a
meeting with the administration the following day.

We had warned the administration about sending
students from an all Black urban community to an
all white Appalachian school without any prepara-
tion on either side. The administration ignored
us, because Dayton had just been found guilty of
racial discrimination by the Department of Health,
Education and Welfare, and the lives and safety
of 100 Black children was of very little signifi-
cance to the superintendent in comparison to a
reputation as a school administrator and five
million dollars worth of Title I money - that

money, incidently could be spent as the admini-
stration, under the Divine Right of Kings Theory,
desired to spend it.

The administration didn't listen to either the
Black side of town or the white side of town on
the question of desegregating that school. I
wonder why those 100 students weren't sent to a
school with an academic program that was superi-
or, rather than to one with an academic program
that was inferior.

Dayton was a very tense city during the first week
of September. The cops were ruthlessly beating
young people on the Fairgrounds. There were Wel-
Rights group demonstrations at the Montgomery
County Commission offices. It was hot. The po-
lice chief had lost his cool, cussed out the Day-
ton City Commission and threatened to resign.

On September 8th, Black and white students got
into a bloody fight at Stivers High School. Only
one cop showed in a period of forty five minutes,
even though school authorities had been calling
them since 1:45 p.m. Black children were beaten
and chased home by white youth and white adults,
many with weapons. One Black union official had
to shoot his way to safety.

That night, the parents complained at a Model Cities
Planning Council meeting and asked that something
be done about Stivers. It was a nasty session,
the militant Brothers were there. They wanted to
"take care of business." They were angry. We
all looked at the bandages and stitches on young
Tucker's head. Mr. Prear demanded that everybody
be cool. He told Mr. Campbell, chairman of the
Education Committee of the Model Cities Planning
Council and me to go to Stivers the next day. We
did. We were greeted by angry white folks. We
helped the scared principal and his staff keep
order for three hours; there were forty two Black
students there. They were angry. Some had wea-
pons to protect themselves. They said they were
ready.

I had taught most of them. I told them to be cool
and to trust me. I told them I would take care of
the situation. They knew that I had never let them
down. I had been to their homes. I knew their
parents. I had helped them when they were in trou-
ble. They did what I asked them to do.

Eight parents were there. They wanted me to get
their kids out of there. It was a real nasty
situation. I asked the principal for a bus.
He thought it a good idea. We waited for three
hours and nothing happened. The cops arrived.
They discussed the possibility of arresting me.
(They hate me because I protested when one of
their fellow cops killed a Black man named
Barbee in cold blood, and later planted a gun on
him. The cop was later acquitted. They didn't
like my idea of giving Black police officers
battlefield commissions because of the problems
they encounter from Black folks and white folks.
They hate me because I have been able, on many
occasions, to cool Black kids and get them to go
home and avoid confrontations. Black police of-
ficers have, during periods of extreme crisis,
posted guards around my home to protect me from
white Dayton police officers.)

After waiting three hours for a bus, I walked the
students to the Board of Education building. I
was instructed by Mr. Prear to return to Stivers
because more Black kids were in danger. I was
accompanied by other employees of the Model Cities
Planning Council. We were arrested and charged
with verbal abuse of police officers and disor-
derly conduct, despite of the fact that we were
able to prevent a fight between Black youth
headed for the scene and white police officers.
I refused to leave the jail until the three stu-
dents who were arrested right after I was, were
released. I knew that the oversized police of-
ficers, the kids had just called "Fat" had plans
for them. I managed to get the kids released when
I was released.[8]

Mr. Campbell recounted the events surrounding the Stivers'

crisis very much as Mr. Prear and Mr. Thomas had. However,

he added that while he and Mr. Thomas were waiting for a bus

to take the Black children to safety that a carload of police

officers had arrived and had talked with the principal about

arresting Mr. Thomas for trespassing, but that they had de-

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[8]Arthur E. Thomas and Ruth W. Burgin, An Experiment in
Community School Control, pp. 26-27.

cided not to because he was a school administrator. Further, that the Stivers' principal had been incapable of handling the tense and potentially explosive situation - the halls of the building were filled with white children, while the Black children had been locked in the auditorium for "their safety."

While much of the testimony went on about what had occurred at Stivers, people became angrier. "Our decision must be," Mrs. Walker said, "is, not to react to what the superintendent has done, but to determine what we can do on our own, especially since the Board of Education members did not come to our meeting."

Some of the steps which the Council took were:

1. Established an information center at the Model Cities Planning Council office where people could either get correct information about the Council, MCPC, the Director of the Model Cities Education Program, the students, or any other questions for which answers could be provided.

2. Distributed leaflets door-to-door in which they announced that the school boycott was over and that all schools in the target area would be open the following Monday, September 15, 1969.

3. Announced by flyer and on the radio that the Director would be on his job and operating the Model Cities Education Program on the same date as mentioned above.

4. Had each individual school council chairman or his representative come to the MCPC office to collect and distribute leaflets within the school boundaries which he represented.

5. Issued a joint statement which gave their position as related to the total school situation, their children and the Director.

6. Went to Mr. Thomas' home on the morning of September 15, gave him a ride to school and escorted him

to his offices, where representatives from the
Council, MCPC, residents and other interested
parties were waiting to greet him and show
their support for his continuing administrative
responsibilities.

At the end of the meeting of the Community School Coun-
cil, MCPC and the Education Committee on September 13, 1969,
and after five hours of discussion on the superintendent's
act to relieve the Director of his administrative responsi-
bilities and the ramifications thereof; the following state-
ment was prepared and released to the target area community:

DECLARATION OF INDEPENDENCE: Dayton Model Cities Planning
                              Council
                              Education Committee
                              Community School Council

On August 14, 1969, the Dayton Board of Education signed
an agreement with the Model Cities Planning Council stating:

> "The Board and the Council will determine the quali-
> fications for the selection of the Project Director...
> "Recognizing the importance of close liaison between
> this position and the Education Committee in the
> appointment of termination of the Project director,
> recommendations of the Planning Council will be
> sought and considered. Termination of the employ-
> ment of the project director shall be consummated
> only upon the concurrence of the Board and Council..."

In issuing his directive of September 9, 1969 relieving
Arthur Thomas from administrative responsibilities in any school
and directing him "to refrain from entering any school on
grounds other than his office at Louise Troy," Dr. Wayne Carle
acted outside the limitations of his authority. Dr. Carle
usurped the prerogatives of both the Model Cities Planning
Council and the Dayton Board of Education. Dr. Carle is clear-
ly out of order.

The Model Cities Planning Council's Education Committee
and the Joint Community School Council instruct Arthur E.
Thomas, the Project Director of the Model Cities Education
Component, to continue to report to work and carry out his
regular duties.

Mr. Arthur E. Thomas is instructed that if he is called to report to the Superintendent of Schools or any of his subordinates he is to report this information to the chairman of the Education Committee of the Model Cities Planning Council for further instructions.

Since our major concern is the education of our children, the Education Committee and the Joint Community School Council wish to announce that schools will be open on Monday, September 15, 1969 and operating fully under the Model Cities Education Component.

We demand that the Superintendent of Schools and the Board of Education and the law enforcement agencies of the City of Dayton fulfill their responsibilities in ensuring the safety of all Model Cities children attending schools inside and outside the target area.

For clarification and further information the Model Cities Planning Council, 224-7422, 1100 West Fifth Street is our center of communication.

MODEL CITIES PLANNING COUNCIL OFFICERS: Roger Prear, Chairman and Edward Campbell, Education Committee Chairman

COMMUNITY SCHOOL COUNCIL CHAIRMEN:

Mrs. Juanita Johnson, Dunbar
Mr. Horace Kelly, Edison
Mrs. Sudie Allen, Grace A. Greene
Mr. Peter L. Hill, Irving
Miss Barbara Dennis, Louise Troy
Mr. Levoyd Thomas, Whittier

Mrs. Lillian Walker, MacFarlane
Mr. Augustus Beal, Miami Chapel
Mr. Robert Allen, Roosevelt
Mrs. Ida Page, Acting Chr.,
                        Weaver
Mr. George Self, St. James

Mrs. Walker related that the MacFarlane Elementary School

Council sent a letter to the president of the Board of Educa-

tion asking that the superintendent be censured for neglect of

his responsibility to provide reasonable safety for all stu-

dents in the Dayton public school system. Further, if the

Board and the superintendent were concerned they would have

either closed all schools involved in the crises and found out

why the students were out of school, after all Stivers was

closed for that specific purpose. In addition, Mrs. Walker
secured radio time and explained the Community School Council
position on the superintendent's action and that the Council
still considered Mr. Thomas the Director of the Model Cities
Education Program.

The next strategies of the Council were to have their
representatives and parents of Black children injured during
the Stivers fighting incidents join the Planning Council in a
meeting with members of the Board of Education. The meeting
had been forced by the Planning Council by constant telephone
calls and telegrams calling for discussion of the action of the
superintendent. They judged his action to relieve the Director
of administrative duties and to restrict him to his office (he
had responsibilities in ten public schools) was equivalent to
actually being fired and simultaneously being placed under
"house arrest."

The meeting took place during the third week of Septem-
ber 1969 at Christ Episcopal Church. Although the Planning
Council had asked for a meeting with the seven members of the
Board, only three were present - the president, a Jew; the
vice-president, a Negro; and a third member, an Episcopalian
minister. The target area was represented by the Planning
Council chairman, the Education Committee chairman, Mrs. Alfred
Tucker (mother of the injured student), Mrs. Walker, two Plan-
ning Council staff members (one was a lawyer), Mr. George
Washington (member of the Planning Council), Mr. Thomas, and

the deputy director from SCOPE.

The Board chairman took the lead in the meeting by reading a rather extensive report of the previous weeks' events which he concluded had resulted primarily from Mr. Thomas' action at Stivers.

When asked by Mr. Campbell, "Who prepared that report?" The reply was, "The superintendent." Mr. Campbell pursued, "Then why isn't he here to present his own report and explain his actions? After all he was not at Stivers on the morning we - Mr. Thomas, and the parents, and I took the children out of school. What does he know about the Stivers' situation? He has yet to ask Mr. Thomas what happened or why the children were brought out of the school. He didn't see that angry white mob with tire chains, crow bars, bricks and all kinds of weapons standing in front of the school.

"Those were not white students standing in front of Stivers, those were white adults. So we took our children out of that mess, before some body got hurt. We called for the superintendent to send a bus, but instead he sent the police to arrest Mr. Thomas for trespassing. He should have sent them to help us to get those kids out of there. He knew there was trouble, because he already had two stationed inside the school when we arrived. And in the meantime, the crowd was steadily building outside. Those officers in the building weren't doing anything, but going to the window, once in a while, while the crowd grew."

Mr. Prear told the Board chairman that unless the Board of Education immediately revoked the decision to fire the Director and remove him from "house arrest," the Black community would be even more angry, because the decision was considered a breaking of the partnership agreement.

The Board chairman felt that the partnership agreement had not been broken and that the superintendent was within his authority; the other Board members concurred.

Mrs. Tucker was visibly upset and stated her objections to their position. She told them how her son had been injured and sent home with a bloody head and torn and bloody clothing, had not even been given first-aid though the Stivers principal had observed her son being beaten. She and her husband had taken their son to the hospital for treatment after he had come home. The principal had not bothered to call to tell them that the boy had been injured. They felt that they had no alternative, but to turn to the Planning Council and Mr. Thomas. "If Mr. Thomas had not been there to help us with all those other students, I don't know what would have happened," she continued, "because I know those Black students and their parents were ready to fight their way out of there. I know I was, with all those thugs standing in front of the school. Pardon my language, please, but I'll be damned if I, as a Mother, can accept what you're saying.

Mrs. Walker picked up the discussion irritably stated her concern about the Board members lack of responsiveness to the

telegram which she had sent requesting their attendance at the
Community School Council meeting. She contrasted this lack
with their continued and well publicized meetings with the
Stivers parents and other white groups operating in East Day-
ton, and indicated that it was clearly a lack of concern for
the safety for all students in the schools. In ending her
statement, she also noted the rudeness of the Board members
in not introducing themselves to all of the people present;
they had acknowledged the presence of some.

All the time the target area representatives spoke, the
Board members sat blank faced and looked at each speaker and
occasionally at those who were not speaking. When it was ap-
parent that the two groups had reached stalemate status, the
Board president read a prepared statement which, in effect,
staunchly supported the superintendent's action. When he had
finished, Mr. Campbell read a statement he had prepared while
the Board president was reading. The statement reflected his
feeling that the Board members had not come for a discussion
of how to resolve the conflict between the Planning Council
and the Board of Education; they had come to support the ac-
tion of the superintendent.

The target area representatives were angry. The Board
members were silent. As if by silent assent, they began to
walk out.

As the group left the room, Mr. Washington said, "When
white folks invite you to a meeting in a church; Black folks

had better watch out; they're planning to crucify you." Some-
one else said, "That's all we can expect from a jive-ass Jew,
a jive-ass nigger and a jive-ass preacher." The meeting was
over.

The following newspaper account sums up the events which
contributed to the prevention of the Community School Council's
sequential adherence to the initial training design:

> A month of agonizing racial turmoil in the
> Dayton school system has boiled down to
> this: Will the school board go through
> with its intention to fire Arthur E. Thomas
> and, if so, what will be the repercussions?
>
> Thomas, controversial Black educator and
> Director of the Model Cities education
> project, was suspended without pay last
> Friday and notified of the board's inten-
> tion to terminate his contract.
>
> The charges aginst Thomas stem from his
> actions at predominantly white Stivers High
> School September 9, the day after racial
> trouble began at the East Fifth Street
> high school.
>
> Here is an account of the month's occur-
> rences, pieced together from interviews
> with persons present at the meetings and
> on-the-scene observations of Journal Herald
> reporters.
>
> Monday, September 8
> White and Negro girls got into several
> scrapes inside Stivers. Tension increased
> to the point that administrators and teach-
> ers gathered outside the school at dismis-
> sal time, to keep students moving homeward.
>
> After school had been dismissed, Harold
> Tucker, one of about one hundred Black stu-
> dents attending Stivers this year for the
> first time under the school's new bound-
> aries, became involved in a fight at a
> nearby bus stop.

It is not clear who started the fight, but
it is certain that the Tucker youth, son
of Mr. and Mrs. Alfred Tucker of 301 Smith
Street, West Dayton, was hit in the head
with a metal bar - either a crowbar or a
tire iron.

He received four stitches at Miami Valley
Hospital and was released.

He told the school board last Friday that
the white man who hit him was not a Stivers
student.

"The police caught the man who hit me and
put him in a car," Tucker said, "but then
they let him go."

That night, at the regular meeting of the
Model Cities Planning Council, Alfred Tuc-
ker -- an appointed member of the counil --
exhibited his son's injuries.

Model Cities leadership directed Thomas and
Edward E. Campbell, education committee
chairman, to check the school the following
morning.

Campbell says that Model Cities people
telephoned Leo A. Lucas, a Negro school
board member, to tell him about the Sti-
vers visit and to request a meeting the
following day with Wayne M. Carle, school
superintendent.

Lucas says the call was made, but there was
no mention of the Stivers visit. He says
the request for a meeting was the only topic
of conversation.

Tuesday, September 9
Soon after classes began at Stivers, there
was a commotion in the hall, involving seven
to ten Black students, one of whom was armed
with a club, according to Carle.

When Thomas and Campbell arrived about 9 a.m.,
they found a number of Black students (ten
to forty, depending on the version) in the
office of an assistant principal. Several
parents of Black students also were present.

Here the story varies. Carle says Thomas,
Campbell and the parents demanded that the
Black students be released from school.
The Model Cities version is that Stivers
Principal Chester A. Gooding told Thomas
he (Gooding) could not control the students
and asked Thomas for help.

Thomas then asked Gooding to call for a bus
to transport the Black students home. The
Model Cities version is that Gooding agreed
it would be a good idea. Carle says Gooding
merely transmitted Thomas' requests to Carle.

"When Mr. Gooding reached me on the telephone,
I told him not to release the students," Carle
says.

A bus was not sent. Police arrived and,
according to Campbell, discussed arresting
Thomas for trespassing, but did not do so.

What happened next is hazy, but all parties
agree that Thomas left the school sometime
after 10 a.m., leading thirty to forty Black
students on foot to the school system's cen-
tral administration building at 348 W. First
Street.

At the building, the students gathered in
the board room on the third floor. During
that meeting, a commitment was made to allow
thirty three Stivers Black students to be
reassigned temporarily to Dunbar and two to
Roosevelt.

"I did not make that commitment," Carle said.
"I did, however, honor it, although it is
in violation of board policy."

Carle would not say who made the commitment.

The students eventually left for Dunbar High
School to eat lunch there.

At Dunbar, according to Thomas' account,
the youngsters began talking about a march
on Stivers. Thomas decided to take the stu-
dents back to the board of education building.

While there, according to the Model Cities
version, Thomas was told by Roger P. Prear,
Planning Council chairman, that more Black
students were in danger at Stivers. Prear
says he told Thomas to return to Stivers and
bring out the other Black students still
there.

By this time - about 2 p.m. - a large crowd
of whites had gathered outside the school.
Gooding had released all students at 2 p.m.,
the Black students were released first.

This apparently angered some of the white
students, who joined the crowd outside.

Thomas, traveling in a car with three other
persons, was stopped and arrested. The
Model Cities version is that the auto was
returning to West Dayton at the time of the
arrest. Police say the arrest was made
while the auto was headed toward the school.

Thomas was charged with disorderly conduct
and abusing a police officer. He pleaded
innocent. The case is pending.

Several other persons - including three
white men - were arrested during the distur-
bance. Police sent special two-man teams
to walk the area during the evening.

At a 5 p.m. press conference, Carle an-
nounced that special busses would transport
Black students to Stivers and white students
to predominantly Black Roth High School the
following day. (There had been several pre-
vious attacks on white students at Roth.)

At about 8 p.m. Carle sent this telegram
to Thomas:

"Upon the basis of information I have about
your relationships with students, your con-
duct with superiors and your alleged arrest
today, I am hereby relieving you of admini-
strative responsibility in any school and
directing you to refrain from entering any
school or grounds other than your office at
Louise Troy (elementary school) pending res-
olution of the above. You are further di-
rected to refrain from aiding or abetting

students or other persons in failing to ob-
serve attendance laws or other school regu-
lations and policies."

Still later that evening, Carle announced
that Stivers would be closed the next day,
September 10.

Meanwhile, the street scene was tense.
During a meeting between Planning Council
leadership and Graham W. Watt, city mana-
ger, the Council said it wanted to be in-
cluded in riot planning.

Watt said, "There's no written plan, no
book." You don't handle this kind of sit-
uation by looking it up in a book."

During the meeting, Thomas and Watt came
close to blows.

Thomas told Watt: "If you want to do so
much, why don't you get on the phone and
get all those honkie cops over on the East
Side and get on a phone with the Greene
County sheriff and get all those pigs who
understand that cracker stuff and put them
on the East Side. That's a valid sugges-
tion."

Wednesday, September 10
The day was a wild, confused mass of
meetings.

Trouble started early, when police found
leaflets such as this one: "Attention.
All Black Students. Brother Art Thomas
has been fired by the white power struc-
ture's head pig Wayne Carle of the Dayton
Board of Education. Let's join together
and demand that Mr. Thomas be reinstated
as the Director of the Model City Educa-
tion Component. We dare be free."

Thomas, along with more than one hundred
fifty Black students and adults, arrived
at the school board building and demanded
a meeting with Carle.

William H. Watson, assistant superintendent for urban education and a Negro, offered to meet with the group, but was barred from the session. Carle then met with the group and was given four demands and one threat:

1. "Immediate and unconditional" rescinding of the telegram to Thomas.

2. Assurance of safety for all Black students at Stivers.

3. Full review of the school system's integration program.

4. Amnesty for students appearing at the meeting.

5. Threat of a school boycott of "all schools in the target area and contiguous areas" unless the demands were met.

Carle agreed to demands 2 and 3, refused demand 1, and told the group that state law makes parents responsible for their children's attendance at school.

The group left the board building about noon. Roosevelt High School was dismissed at noon because administrators feared students returning from the board building would disrupt classes.

In West Dayton, efforts to organize a school boycott got under way as the day wore on. In East Dayton, parents, community leaders and some agitators - angry because Stivers had been disrupted - were blaming Thomas, the school board and Carle in equal proportions. They met to determine strategy.

At Belmont Elementary School, at a meeting chaired by Rev. David F. Johnson, an East Dayton community leader, Gooding told fifty or sixty people what had happened at the school.

Gooding had talked for about an hour when one man jumped to his feet and shook his fist. "We've heard enough of that crap," he shouted. "We want some action."

Then Michael W. Smith, a former student who
was arrested during the previous day's dis-
turbance at Stivers, said: "They can bring
in all the niggers they want to, and if they
don't stop molesting my sister I'll guaran-
tee there'll be hell to pay and I'll kill
some of them."

Later, Mr. Johnson told the group that Carle
wanted to hear its ideas on steps to ease the
tension. About twenty persons left late for
a meeting that had been set for 8 p.m. be-
tween the school board, East Dayton leader-
ship and the Planning Council.

Meanwhile, in West Dayton, a massive meeting
was being held at Theater West, apparently
to plan boycott strategy and assess strength.

"Now Arthur Thomas says there ain't no school
at Roosevelt and Dunbar, so this is the way
it's gonna be," Thomas told an emotion-packed
meeting of more than 500 students, parents
and civil rights activists.

He shouted defiance of Carle's order for him
to stay out of schools, but suggested that
any boycott be limited to high schools.

"The elementary schools are going to stay
open," he said, "because I'm going to be in
them. I'm going to operate my program in
them. So tell them to come get me because
I'm going to be there in the morning."

At the Theater West meeting, the first hint
of what many consider the real issue behind
the unrest - community control of the schools
- came to the fore.

"We are determined that we are going to run
our community," said Campbell, head of the
education committee. "We are determined that
we are going to run our education programs."

Thomas added: "...No where in the history
of the city of Dayton will decisions (any
more) be made without community participation."

Meanwhile, at the school board building, some
East Dayton residents had arrived before 8 p.m.
for the scheduled meeting with the school board
and Planning Council.

School board members were there. Planning
Council members were not. The East Daytoni-
ans sat patiently for an hour.

Finally, red-faced and angry at being stood
up, they began to file out. As they were
leaving, the group from the Belmont meeting
entered and the school board listened. Some-
time after 10 p.m., Thomas entered, along
with Roger Prear and Campbell.

Thomas paused halfway across the room, glanced
at the East Dayton group, then shouted at the
school board members:

"I'm gonna say it whether you like it or not.
It's about time you started having these meet-
ings on the West Side."

"Aw, shut up!" bellowed an East Dayton man
sitting in the back. Bedlam erupted in the
room.

"You gonna make me shut up?" asked Thomas.
"Well, step right up."

Several Blacks were pulling on Thomas, urging
him to sit down. Finally, the uproar was
beginning to subside when Raymond J. Poepple-
meier, one of the East Dayton group, jumped
to his feet.

His lean face red with anger and finger sha-
king at Thomas, Poepplemeier bellowed at the
school board: "Is that the kind of guy we
hire in the school system?"

Thomas, getting in the last word, replied,
"Yeah, man, that's what you're paying your
money for."

And William Levy, board president, caught
without the tools of his trade, said to no
one in particular: "I don't have a gavel
... I don't have a gavel up here."

Finally, order was restored and the East Dayton people presented their grievances.

One speaker was a man with a crew cut who said he'd worked all his life with his hands and wanted his child to stay in school so that he wouldn't have to work that way, too.

Nodding an apology for his language, he told the board, "Us poor whites are getting a good screwing."

Then it was the Model Cities' turn. Roger Prear merely read the five demands again, said they were non-negotiable and left, along with Thomas and Ed Campbell.

It was after 11 p.m. when they left. The school board caucused for an hour and sometime after midnight announced that all schools would be open the next day.

Thursday, September 11
It was a day of retrenchment and planning, by all parties.

Police activity around the schools was heavy. The boycott began, with considerable success.

By afternoon, attendance at Roosevelt was only about 150 of about 1,800; Dunbar, less than 300 of about 1,400; Roth, 200 to 300, of about 1,275. Roth's students were dismissed about noon because someone sprayed chemical Mace in the school during a false fire alarm.

The first hints of trouble at Col. White High School in Dayton View began when boycotting students from other schools convinced some Col. White students to join them. The harsh light of disruption was to shine on Col. White later.

Stivers attendance was half the normal enrollment of about 1,000 and there was trouble at a couple of white elementary schools where some Black children were being bussed in.

There were a number of cases of students being attacked and police crews were being kept overtime at each shift change.

Leaflets threatening students with "being
beaten to death" unless they supported the
boycott were found in some schools.

School officials frantically began to set
up citizen advisory councils at the schools
which feed Stivers.

The high school football schedule for the
weekend was canceled.

High school principals were called into a
strategy session.

Model Cities forces met again.

Thomas appeared inside MacFarlane Elementary
School, violating Carle's order.

The Dayton branch of the National Association
for the Advancement of Colored People attacked
the boycott. The Dayton View Coalition asked
for more information.

The West Dayton Coalition and the Inter-
denominational Ministerial Alliance of West
Dayton called for an end to the boycott and
called on parents to take responsibility for
their children's school attendance.

A regular school board meeting held in the
afternoon was quiet. Attendance was light
and the issue was barely mentioned.

Friday, September 12
Some calm settled over the school system on
Friday. Neighborhood groups and school offi-
cials spent the day in meetings to work to-
ward a solution to the racial trouble.

High school attendance increased slightly
as the boycott began to lose supporters.

School board members and the Central admini-
strative staff were invited by telegram to
attend a meeting the following day with the
Model Cities Community School Councils, but
neither groups acknowledged the telegrams
nor attended the meeting.

Negotiations for a school board-planning
council meeting to discuss the five de-
mands continued, but no meeting date was
announced.

Carle called on the "voices of goodwill"
to prevail over those of racism.

The day ended with tension considerably
reduced.

The weekend was quiet. On Saturday, the
Planning Council said schools would be
open the following Monday, apparently
abandoning the idea of continuing the
boycott. The Council, however, charged
that Carle had acted outside his authority
in relieving Thomas of administrative
duties.

Monday, September 15 - Monday, September 29
On Monday, attendance was near normal in
the high schools. Thomas appeared inside
MacFarlane again, but was not arrested.

Police said they had orders not to arrest
Thomas for entering a school against Carle's
dictum unless the school system directed
that an arrest be made.

The conflict went underground for several
days, then surfaced at the school board
meeting of Thursday, September 18, when
seventeen demands were placed before the
board of thirty students representing the
Black Student Union (BSU) at Roosevelt,
Roth and Dunbar high schools.

The demands included more vocational educa-
tion, assignment of community leaders as
hall guards and counselors, free access to
the public address system, regular monthly
meetings between the BSU and the school
board and assignment of Thomas as adviser
to the BSU.

The board promised to consider the demands
and asked Carle's staff to meet with the
students to discuss them.

For about a week, comparative quiet prevailed.
On Thursday, September 25, a small distur-
bance at Dunbar brought police to the school,
but they left after being told school offi-
cials could handle the problem.

A new round of jitters swept the West Dayton
community over the weekend beginning September
27. Rumors of more planned disruptions and
reports that some schools were allowing stu-
dents to run wild swept the area.

On Saturday, about thirty five persons, in-
cluding PTA representatives from the three
West Dayton high schools, met for a report
on the school problems.

On Sunday, Carle acknowledged that "out-of-
school interlopers" were giving some schools
severe problems and that the interloper situ-
ations in those schools was "virtually un-
controllable."

Tension continued to build on Monday, Sep-
tember 29.

Tuesday, September 30
On Tuesday, a week ago today, the schools
exploded again. This time, it was Col.
White High School, on Niagara Avenue in
Dayton View.

Fights broke out among Black and white youths,
some of whom apparently were not students
at the school. Several persons were injured
and at least two were arrested.

After police cleared the area, students were
released. Some joined a gang that rampaged
along Euclid Avenue near Jefferson Elementary
School, breaking windows.

A woman and her 4-month-old daughter were
cut by flying glass when the windshield of
the woman's car was broken by the gang.

During the same day, the school board asked
the Planning Council to meet with it on
Wednesday "to discuss the status" of Thomas.
The Council could not meet on such short
notice, its leaders said, but did agree to
meet on Friday.

Wednesday, October 1
Disruptions continued at the integrated Col.
White High School and students were dismissed
at 11:30 a.m. The school system decided to
cancel all classes at the school for the
following day.

Police arrested twenty three juveniles, twen-
ty of whom were charged with truancy and re-
leased to their parents. The other three -
two Black youths and one white youth - were
charged with carrying concealed weapons.

At least one injury was reported.

In a joint meeting of the school board the
city commission that afternoon, the West
Dayton Coalition demanded an investigation
of school tensions and demanded protection
of students and parents from intimidation.

"We condemn all actions by persons, Black
or white, aimed at disruption of the schools,
the teaching and advocation of disrespect
by the child ..." said a statement read by
Leonard Swanigan, Jr., coalition spokesman.

The coalition's presentation was backed by
a half-dozen West Dayton civic groups.

At a city commission meeting attended by
about one hundred persons that night, a
Col. White teacher, Mrs. Sharon H. Walters,
said the teachers wanted to show support for
the parents.

She added: "We all want to do our jobs ...
(but) ... we are finding it impossible to
teach under these conditions. You can't teach
when you look into your students' eyes and
see fear in them."

Thursday, October 2
The drama was approaching its climax. On
Thursday, the school board met to consider
Carle's recommendations that Thomas be no-
tified of intent to have his contract termi-
nated.

The board met in an open session, but attend-
ance was limited to fewer than one hundred by
policemen stationed at the locked doors of the
central administration building.

Most of the persons in the audience were af-
filiated with West Dayton groups who opposed
the boycott and disruptions.

The building had been locked when it was re-
ported that students who had disrupted classes
earlier at Dunbar High School were on their
way to the board meeting.

William Levy, board president, asked the board
to consider three actions:

1. Notice of intent to fire Thomas.

2. Suspension of Thomas.

3. Notice of intent not to renew Thomas'
contract at the end of the present school
year.

Crowds of persons gathered outside the locked
building as the board deliberated.

Among them was Thomas.

"That door was closed deliberately," Thomas
said. "I don't think it's that crowded in
there. The door was closed because The Man
knows that if he makes us wait long enough,
we're going to try to bust the door down
and start messing with the cars out here and
those bad things ...

"Then those dudes around the corner (police)
are gonna start bustin' heads ...

"There's a way to deal with this," he contin-
ued. "You can demand a special board of edu-
cation meeting at your school. They bought
off a bunch of niggers and brought them down
here early and put them in those seats and
gave them scripts on what to say.

"They'll have us divided against each other
and have your parents thinking you're bad
when I know you are the most beautiful peo-
ple I ever saw.

"The Man's waiting up there for you to start
breaking windows and knocking down doors. It's
getting dark and there's a whole lot of cops
out front with nothing to do ... I'm worried

about you. Go home. When I count to 50 I
want all of you out of here."

Most were gone by the time the count reached
15.

Inside, the board finally decided to recess
the meeting until the next day, after it had
talked with the Planning Council.

Friday, October 3
Once again, security was tight at the school
board building. Planning Council leadership
and the school board were closeted behind
closed doors for almost an hour.

At 11:10 a.m., the Model Cities people left
the meeting, with a terse: "No comment."
Shortly after noon, the school board broke
for lunch. "No comment" was President Levy's
reply.

At 1:10 p.m., Levy banged the gavel down and
the public meeting recessed from the day be-
fore was called to order again. Attendance
again was limited to fewer than one hundred.
Those standing outside the building were
given slips to fill out and were allowed to
enter as those inside left after speaking.

Levy recapped the previous day's session.
Then Carle spoke, explaining his actions in
relieving Thomas of administrative duties
on September 9.

"The primary reason," said Carle, "was Mr.
Thomas' unauthorized entry at Stivers High
School while on duty to the board of educa-
tion and the unauthorized removal of Negro
students from that building and his accompa-
nying them away from school.

"Mr. Thomas' actions carry more than ordinary
significance in the Dayton community. His
identity is widely known among students and
the public at large. For a sustained period
of time his actions and pronouncements have
been accorded wide publicity..."

Carle then outlined five "direct and indi-
rect" consequences of Thomas' actions at
Stivers:

1. Removal of the thirty or more students "contrary to attendance regulations."

2. A lost day of instruction when Stivers was closed.

3. Lost days of instruction for "the majority" of students at Roosevelt, Roth and Dunbar because of boycotts and disruptions.

4. An increase in racial tensions.

5. Gang activity which Carle said "threatened the peace and safety of the community."

Carle acknowledged that racial tensions had existed before the Stivers incident.

He added: "...I wish to re-emphasize my primary concern for the education, safety and welfare of children, my determination that the Model Cities Education Component go forward; and my hope that the board and the Council can work under a fruitful and profitable partnership...

"Nevertheless, conditions have developed to the point that a working relationship through the present project Director is difficult, if not impossible."

He then outlined Thomas' status as an assistant principal and project director on a limited contract - under which Thomas does not have tenure.

He explained the equal partnership agreement between the school system and the Model Cities project and its companion document, called Cooperative Relationships.

The companion, Carle reminded the board is not part of the agreement, but was accepted by the board "as a guide to procedure."

It is the companion document, not the equal partnership agreement, Carle pointed out, that has the provision termination of the employment of the project Director shall be consummated only upon concurrence of the board and the Council."

Carle then listed eleven instances which al-
leged that Thomas violated orders. They in-
clude:

-Entering Stivers and removing about thirty
students.

-Forceful occupation of the administration
building.

-Use of "vulgar and abusive" language to po-
lice officers.

-Use of abusive language to William H. Wat-
son, assistant superintendent for urban
education; exclusion by physical harm to
Watson from a meeting; uttering a derogatory
remark about a member of Watson's family.

-Advising a crowd of students not to attend
school until the matter was settled.

-Four instances of urging students not to
attend school and urging their parents to
keep students from school.

-Consistent advocation of school boycotts.

-Uttering derogatory statements in public
about Watson; John L. Harewood, administra-
tive assistant, and school board members
Rev. Gordon S. Price and Leo A. Lucas.

-Seven violations of the directive ordering
Thomas to stay out of all schools except his
office at Louise Troy Elementary School.

The motion to approve Carle's recommendations
was made by Mr. Price; seconded by Walter L.
Martin.

John P. McHugh, attorney for the board, then
explained that the motion merely cleared the
way for Thomas to request a formal hearing
before the board, including the right to
counsel and sworn witnesses. Thomas also has
the right to appeal the board's decision to
the Common Pleas Court, McHugh said.

At that point, Levy recognized Roger Prear,
Planning Council chairman.

Prear outlined the Model Cities concept, explaining how Dayton had become a leader in participation of poor people, by working through the existing system.

"This is a people's program, geared to poor people everywhere," Prear said. "What we are addressing ourselves to here in Dayton - and I want you to hear me, because this is the last time I'm coming before you - is not Art Thomas or how he gets along with Wayne Carle.

"The issue is that (the establishment feels) this movement must be stopped; must be destroyed. What is riding here today is whether the city and the residents and the establishment can find a mutual, respectable way to solve the problems of the city...

"Don't scuttle this. It might be our last chance. We were prepared to submit a code of ethics which would govern all our directors to make it possible for them to talk to you without name-calling. We also want it imposed on you, on firemen, on policemen...

"This is an experimental program. We make mistakes. Everybody makes mistakes. The point is, we've failed all those children. You've failed those children. The church has failed those children.

"The Dayton concept is going to live. Nothing is going to kill it. You can crucify our body, but not our soul. We are going to save this country, whether you like it or not."

Prear then read a statement, which said in part.

"The Model Cities Planning Council takes the position that under no terms will the Planning Council at this time concur in a temporary suspension of Mr. Thomas. The position of the Planning Council is that the status of the project Director, Mr. Arthur Thomas, be in no manner changed at this time."

The statement suggested that the Council and
the school board conduct an investigation
and then agree upon the action to be taken.

Concerning the partnership agreement, the
statement said: "For the board of educa-
tion to come forth at this time and suggest
that the partnership agreement is not valid
or binding begs the question...

"There is a presumption in law that the agree-
ment is valid and this presumption will pre-
vail until such time as a court with juris-
diction determines otherwise."

The statement concluded by saying that if
the board violates the agreement by firing
Thomas, the Council would file legal action
to enjoin the board from doing so.

At that point, Levy threw the meeting open
to a hearing from the public.

More than thirty persons spoke, almost all
in favor of Thomas. The thrust of many was
that Thomas was being made a scapegoat for
a much deeper issue - complete scuttling of
the Model Cities program.

Several speakers also threatened the board
of education with violence to white teachers
and burning of buildings if Thomas is fired.

Other speakers included:

Mrs. Lillian Walker, MacFarlane school coun-
cil; Albert G. Rosenberg of SCOPE; Edward E.
Campbell, Model Cities Education Committee
chairman; Ron Johnson of Dunbar's BSU;
Sandra Banks of Central State University;
James H. Pelley, Miami University profes-
sor who worked with Thomas on the education
component; Dr. Dwight M. Pemberton, Dayton
dentist and trustee of Central State; Bro-
ther Joseph Davis, principal of St. James
parochial school in West Dayton, and Mrs.
Mabel Becker, head of THROB, Inc., a su-
burban civil rights group.

After Pelley spoke, the board caucused for
43 minutes, then accepted an amendment from
Carle to remove the portion of his original

recommendation, which said the board intends
to notify Thomas he will not be rehired when
his contract has expired. Carle explained
that if the section were left in, it might
be construed as prejudicial if Thomas asks
for a hearing.

Then, very calmly, the board gave unanimous
approval to suspend Thomas without pay im-
mediately and to notify him of intent to
terminate his employment.

Immediately after the vote, member Jeptha
J. Carrell issued this disclaimer as part
of the official record:

"The action just taken is not a final judg-
ment on the termination. Mr. Thomas has
the right to appear before the board and
offer reasons against the termination. The
board, after such a hearing, will then de-
cide to terminate or not terminate."

By late last night, Carle said he had not
received a request for a hearing from
Thomas.

Thomas, who was present for part of the board
meeting last Friday, would not comment on the
proceedings and has been unavailable for com-
ment since.

Thomas' future may end up in court. The fu-
ture of the school system is still in ques-
tion, although some repercussions are sound-
ing. Dunbar High School, for example, was
closed yesterday because of Friday's dis-
turbance.[9]

Mr. Thomas, when asked to comment on what had happened

after the Stiver's High School situation stated:

Many things happened after that. I was
fired by the Board of Education for "ex-
ceeding my authority" (and, I believe, for
being a man and for being Black). We now
have several cases pending, two on verbal

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[9]William Worth, "A Month of School Crisis - What Now?,"
Journal Herald, Dayton, Ohio, October 7, 1969, p. 1.

abuse of a police officer in municipal court,
two in common pleas court on the constitu-
tionality of my hearing and firing and one
in Federal District on the total chain of
events.

I was very fortunate. I had Charley Bridge
for a lawyer. Charley believed in me and
the kids I was fighting for. I believed in
Charley. Charley died shortly after the
Board of Education ruled against me in De-
cember. Just before he died, I promised
Mrs. Bridge that I would not quit and that
I would continue to work in the best inter-
est of all of the children of Dayton.

We have 3200 pages of transcript for an ad-
ministrative hearing that lasted from Oc-
tober 10, 1969 to December 12, 1969. For-
mer Supreme Court Justice, Arthur Goldberg
at the request of my other two lawyers,
Mrs. Jean Camper Cahn and Dr. Edgar Cahn,
who represented and still do represent me -
agreed to be the hearing officer. But
Board of Education members felt they were
better qualified to hear the case than
Justice Goldberg.

And so they were my attorneys at the risk
of their own professional careers - for re-
member they were fighting a case the jury
(the Board of Education) decided upon be-
fore the evidence was heard - and at the
risk of their own organizations, for, re-
member advocates fight battles every day
of their lives. That was a long, drawn-out
and tedious case. Their lives were threat-
ened.

Before my trial, my lawyers, Jean and Edgar
Cahn, had long conferences with many (100
parents) and between 40 and 50 students.
Mrs. Cahn realized then the students had
many legal problems and that the students
were being ruthlessly abused by the school
administrators and by the school system in
general. Mrs. Cahn realized that the stu-
dents were not being treated fairly and she
promised to get them a lawyer.

The night the board ruled against me, we sat
down and carefully analyzed my role; Dr. and
Mrs. Cahn kept reminding me that I had been
an advocate for the kids ever since the first
day I had started teaching. Mrs. Cahn told
me that the kids perceived me as their advo-
cate. She told me that only in the legal
system is it permissible to be an advocate.
An institution like the school system tends
to mediate. It has no way to deal with an
advocate.

We decided on a legal services program led
by an educator. Incidentally, the parents
in Dayton and the students had told us to
develop a program that protected the rights
of students and provided parents with in-
formation that would enable the parents to
effectively deal with the system. Mrs. Cahn
and Dr. Cahn felt that a lawyer could not
do the job alone. She said that most law-
yers can't communicate with young people,
but there's an instant, immediate, total
communication between me and the children.

The most important thing is that we are still
ready to serve the community and the children
we love and trust and respect. It is impor-
tant that Mrs. Cahn, Dr. Cahn, Charles Bridge
and I were able to deliver on our promise
of providing a lawyer for the students. It
is important that, despite the fact that many
students were deeply hurt when I was fired
and wanted to "take care of business," we
were able to convince the students to trust
us, to be cool and let us find a way to con-
tinue to serve them in a manner that would
not impair their safety and opportunities.
I suppose I will never be a violent revolu-
tionary, because I sincerely believe that
enough young people and Black people and
poor people have been killed, maimed and de-
stroyed. I believe that the only real revo-
lution that can take place in this country,
and indeed in this world, is a revolution
of peace - love, trust, and respect for each
other. There is nothing revolutionary about
Black folks and young folks dying in this
country. Life is a very precious and dear
thing. We have, in this country, made dying
as routine as going to the bathroom, and that
is a shame. We must somehow emphasize the

> importance of living and developing strate-
> gies to see to it that our young are able to
> develop to the fullest of their potential.
> To strive for anything less is to say that
> all of the Black people who have bled and
> suffered and died, and all the young people
> who have bled and suffered and died, have
> done so for nothing.[10]

One direction of the program was to achieve change by
having the Model Cities Planning Council negotiate with the
Board of Education. On the other hand, the unilateral ac-
tion of the superintendent and the Board broke down much of
the opportunity for such negotiation. The Community School
Council was not equipped to handle both local school crises
and long-range planning for change; with the exception of the
Director, his advisor, and certain Model Cities Planning Coun-
cil representatives, few Community School Council members had
had even minimal experience with either type of situation.

Discussion and action during the period immediately af-
ter the Stivers crisis tended to deal with this situation.
At the same time, through efforts of several principals and
Model Cities Education Program staff members, an attempt was
made to continue long-range planning. Events during this
period may be described as a combination of training by cri-
sis and learning by doing. While attending Board of Educa-
tion meetings from which they were often turned away by armed

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[10]Arthur E. Thomas and Ruth W. Burgin, _An Experiment in
Community School Control_, (Dayton, Ohio: Institute for Re-
search and Development in Urban Areas, October 7, 1969) p. 27.

guards and/or city police, distributing leaflets, dealing
with local school boycotts, and circulating petitions, indi-
vidual Council members were also meeting with their princi-
pals, organizing community nights, and participating in
Model Cities Education Program development.

During September and October, attention focused on the
school boycott organized after the Stivers incident, enlarg-
ing the Council to include more student representation, and
exploring various strategies of community action. Specific
major actions during this period included distributing in-
formation leaflets about the Stivers incident throughout West
Dayton (newspapers being on strike during the period), tele-
hone campaigns, attendance at Board of Education meetings,
and review of efforts being made to resolve the Board of Edu-
cation-Model Cities Planning Council crisis. During the same
period of time, however, meetings with Model Cities Education
Program staff continued; task force meetings were held with
staff members and administrative interns as resource assis-
tants.

November meetings included the same combination of plan-
ning and local crisis action. The Council sponsored an in-
vestigation of student suspensions at Dunbar High. The Roose-
velt school council backed a successful effort to secure a
progressive local principal at that high school, after the
incumbent proved unable to deal with student disorders stem-
ming from the Stivers boycott. Task forces continued to meet.

The movie, "To Touch A Child" was shown as an introduction to the value that the Model Cities Community School Program could bring to West Dayton. Several individual councils sponsored community nights, both on a regular and a special event schedule.

Resident "advisory councils" initiated by the Board of Education in local schools in an effort to drum up support for a December school levy were declared by the Community School Council to be unrepresentative of the opinion of the Model Cities school area. A spot check of various schools indicated that resident and staff attendance at such meetings was seldom higher than three. Council members also participated in a project which secured five thousand signatures supporting Mr. Thomas for reinstatement as Model Cities Education Program Director.

December saw only one meeting, because of obligations of Council members. During this month, however, both the committee of Council chairmen and the New Careers Task Force were particularly active. The former committee reviewed opportunities for incorporating the Council, while the latter provided guidelines for recruitment and planning of a federal Career Opportunities Program application, involving training of 100 para-professionals as teacher-trainees in local schools. The New Careers Task Force held two official meetings to review proposal plans; later, representatives sat in on a Board of Education Project Review Board meeting which gave approval to

the proposal.

Resident review was particularly valuable in establish-
ing recruiting guidelines and in reinforcing resident and
staff, though not Board, desire to ensure that a Black in-
stitution received the contract for training teacher-aides.
(A later attempt by the superintendent to short-circuit this
review process by lobbying in Washington for a change in the
training institution failed.) A particular highlight of this
review process was a dialogue between a task force member and
a Board of Education official, in which the Council member in-
sisted that "we want to be sure we don't get the sort of per-
son who takes three hundred words when he means the word 'it.'"

Events in Dayton Related to School Crisis

At school board meetings held during the fall to discuss
Stivers related problems, thousands of parents and students,
primarily from West Dayton, were locked out by armed guards.
Despite several community petitions, the Board refused to hold
meetings in a room large enough to accommodate all who wished
to attend. Two subsequent elections revealed the lack of pub-
lic confidence in school adminsitration; a school levy failed
both in white wards and in the Model Cities wards of West Day-
ton, and the tow Board incumbents running for reelection, in-
cluding the President, were soundly defeated. A three-man
"conservative" slate backed by the Save-Our-Schools (S.O.S.)
Committee was elected to three of four positions open on the
seven-man board; the one Black candidate on the S.O.S. slate

was defeated. This eliminated all Black representation on the Board, as the one Black incumbent had declined to run for re-election.

Consolidation of Local Action and Formation
of City-Wide Contacts

In December, 1969, the Model Cities Planning Council chairman commented, "Politics makes strange bedfellows." The particular occasion was a press session announcing the Planning Council's endorsement of a Black S.O.S. candidate for the vacated Board of Education membership. For similar reasons and different motives both West Dayton and conservative city residents began to form a working alliance during the last month of 1969. Both groups were reacting to arbitrary and uninformed Board of Edcuation decision-making. White conservatives had organized in reaction to the anticipated policy of bussing to achieve quality education for Black pupils. Model Cities Planning Council representatives found equal reason to oppose Board policies; unless education in all schools was of equal quality, they felt, low-income bussing to achieve racial balance was not an answer to achieve quality education for all Black students. The result was an alliance that duplicated populist precedent.

The combination of Model Cities Planning Council members and S.O.S. representatives was not naive. One Model Cities Planning Council and Community School Council member commended, "White folks has been confusing Black folks for years. We

didn't know what to think. Now it's their turn. If they can get information out of central administration that we've been asking for, right on! We're not gonna be led, but we can work with them."

The first result of this alliance was endorsement of a Black S.O.S. candidate. The second result was S.O.S. elections in which three Community School Council members took places on the Board of Directors of the S.O.S. Committee. Black representation on this committee tended to accomplish two objectives: first, it created the opportunity for dialogue, and second, it eliminated the racial cleavage that might otherwise have appeared had the S.O.S. committee been exclusively white.

Aside from city-wide unofficial alliances, Council activity focused on a combination of planning and local action. During January and February of 1969, there were reviews of Community School plans, a community survey on educational interests, task force activity, block organization efforts, local meetings with principals, and continued contact with S.O.S.

During March and April activities focused on evaluation sessions. The Community School Council officially requested that the Model Cities Planning Council set aside for the next year's operation of the Community School Council an allocation of $200,000 to come from the U. S. Department of Housing and Urban Development supplementary Model Cities monies appropriated to Dayton. Additionally, they recommended that the Model

Cities Planning Council vote "no" on the proposed contract
between the City of Dayton and the Dayton Board of Education
since signing of the contract would give the Board of Education
sole authority for the operation of the Model Cities Education
Program. Further, they requested that the Model Cities Plan-
ning Council review the hiring practices of the Board of Edu-
cation which used federal monies intended to hire low-income
residents to provide additional income for teachers and other
professionals already employed. In each case, their requests
were unanswered. (No reason was given for the absence of a
response.)

During the last March session, Mr. Thomas invited the
Board of Education president, Jeptha Carrell, to discuss the
relevance of citizen participation to school operations. Mr.
Carrell took the opportunity to gain support for a second
school levy vote held on May 5, 1970. Carrell indicated that
the Board had "no reason to torpedo any other group related to
education, such as Model Cities," but subsequently neglected
to approve refunding for the Community School Council project,
funded through the U. S. Office of Economic Opportunity. (The
reason why he took this position is unknown.)

To ensure Black representation, a white incumbent resigned
from the Board in late December; the out-going Black incumbent
who had declined to run for re-election was chosen by the out-
going Board members as successor. During this ploy, certain
contact between white and Black low-income communities became

apparent, as Model Cities Planning Council members endorsed
the defeated Black S.O.S. candidate to replace the retiring
white incumbent.

During the late Summer, there had been growing informal
contact between some Board members and various individual
Council officials. When the new Board of Education was in-
augurated, the new Board president, commanding a slim 4-3
majority over "conservative" S.O.S. members, began a program
of extensive community contact. This included holding meetings
in various areas of the city, encouraging school administration
officials to make efforts at community liaison, and eventually,
in March of 1970, voting to change the time of Board meetings
from 4:00 P.M. to 7:00 P.M. to allow working parents to attend
meetings without inconvenience.

During the course of Community School Council activities,
attendance at Board meetings rose sharply, both from West Day-
ton and elsewhere. Most neighborhood meetings saw at least
200 residents in attendance. Meanwhile, the S.O.S. Committee
recruited membership from both Model Cities Planning Council
and Community School Council ranks. Plans called for recruit-
ing 10,000 one-dollar-a-year memberships. At the same time
various other school councils outside West Dayton suggested
that they be elective rather than appointive in the future.

Individual Roles of Councils

As summarized in the previous discussion, individual
councils began to take a role in local school activities in

a variety of ways during the first program year. In so doing, each council acted independently, without reference to joint policy and with little or no staff assistance. The following pages review the highlights of individual Council activity.

Roosevelt High School. When a principal vacancy arose, the Council insisted that the new principal be from within Dayton public school system (this happened). The Council's main focus had been and continued to be the involvement of parents in the day-to-day school activities, particularly in the area of teacher-student relationships and developing better relations with businesses (immediately surrounding the school) which students frequent. Council members were involved in the implementation of the first and second terms of the Model Cities Community School Program.

Dunbar High School. Council meetings were held twice monthly. Past meetings centered on guidelines for school administration in early September. Council assisted students in preparing school reform requests for the Dayton Board of Education. In November it assisted re-instatement of students who were disciplined "for other causes" after presenting demands, and continued to disseminate Council program information. Parents met regularly with school officials to review procedure of a "discipline demerit" program begun during the winter. The local council assisted in planning and publicizing the Community School Program (night classes and recreation) which began in March, 1970. One chairman comments:

"There is now more parent involvement than before and a recognition by administrators of citizens' roles in the schools."

Edison Elementary School. Weekly volunteer adult classes were started in December with thirty seven residents enrolled. Enrollment continued to increase. Monthly "School Community Nights" for children and adults included a variety of recreational-education activities. Bi-weekly meetings with principals were held. A community survey on parent suggestions for school operations was held in February, 1970. In addition, a neighborhood block organization was activated to bring parents into schools.

Irving Elementary School. Activities included a three-day school boycott in October, 1969 in protest of firing of the Model Cities Education Program Director. Subsequently, weekly "School Community Nights" with an average of one hundred in attendance were held regularly from October to February and expanded to include supervision and more basic education courses for adults. A letter on needed repairs was sent to the Board of Education in the fall, and the Council participated in a spring clean-up campaign in the area.

Miami Chapel Elementary School. A parent patrol was organized to ensure student safety during high school boycott in the fall. A program on drug abuse and prevention was held in January, 1970 with about forty in attendance. Bi-weekly Council meetings were held on a regular basis.

Grace A. Greene Elementary School. A regularly weekly

night of education/recreation activity was held. Regular bi-
weekly meetings with principal were held to discuss school
problems, especially student-teacher relationships (suspen-
sions and other disciplinary actions, grading and promotion
procedures).

MacFarlane Elementary School. Regular meetings were held
with the principal in attendance. In addition, there was at-
tendance at school Board, City Commission, and other city-wide
meetings. Local community surveys on school problems were
made October 13 and 14 and March 16-20, 1970. A mass meeting
on October 9th introduced area parents to school problems.
Several meetings were held with school officials to discuss
the MacFarlane School lunch program, student delinquency, and
over-all school operations. A letter on school problems was
printed in daily newspapers and the weekly Dayton Express.
A list of narcotics supply sources was sent to the Model Cities
Planning Council and the Chief of Police during the winter.
One "Community Night," was held November 13, 1969 and was co-
sponsored with the PTA.

This Council organized to get block-by-block participa-
tion from parents. In December, the following report was sub-
mitted by the chairman on the hopes and results of this acti-
vity:

> "Has organized and is presently conducting a survey of
> parents block-by-block. Students on Community School
> Council conducting survey among students as to school
> needs and student suggestions for changes.

> "Conducts, in cooperation with PTA, paperback book

sales to teachers and students twice weekly. Has
organized telephone campaigns to get parents to
meetings, to encourage voter registration. Con-
fers frequently with school counselor to keep a-
breast of problems of students which are of
community concern. Chairman meets once and some-
times twice weekly with principal to discuss cur-
rent activities.

"Council cooperating with principal in setting
up workshops to familiarize parents with plans
for pupil reorganization for the 1970-71 school
year.

"Council is now reviewing federally and state
funded programs geared to serve disadvantaged
pupils to see if they are actually improving
achievement level of students and if money is
being put to best use."

Louise Troy Primary School. In August of 1969, the Coun-

cil held a picnic for families at Coney Island, a local re-

sort; there were three bus-loads of people. In November a

"community night" drew at least two hundred parents and stu-

dents to a potluck supper with games, dancing, conversation,

and general merriment.

In addition, there were regular monthly Council meetings

with the principal in attendance. The main council issue of

discussion was involving more parents and teachers in council

activities. During the course of the year, the chairman notes,

members also distributed leaflets and copies of the local

Dayton Express reviewing the school crisis.

Weaver Elementary School. Monthly council meetings were

held. "Community Nights" occurred in evenings weekly each

Tuesday, with from forty to seventy children in regular atten-

dance. In this project the council acted primarily as an ad-

junct to the local PTA.

Whittier Elementary School. Monthly Council meetings were held. Chairman conferred with principal once a week. Council activity included informal contact with parents to discuss Community School free courses to be offered beginning in March, 1970. In fall members discussed potential school boycott to protest firing of Model Cities Education Program Director, decided against such action; main problem: need to involve more school community residents and establish rapport with Community School Council and community which it was set up to serve. With Roosevelt, this is a Community School with night sessions; council members worked with Model Cities Education Program staff to set up the first session, which began in March.

St. James Elementary School. This is a parochial school. This Council is also the governing board of the school which meets at least monthly with principal and determines curriculum, special programs, and major administrative policies.

Roles of Individual Task Forces

In addition to individual school council activities, task forces were established to monitor program operation and assist in Model Cities Education Program development. This activity suffered somewhat during the year, as discussion of school crises took precedence. In some cases projects also suffered from communication blockages between school administrators and residents. In at least one case previously noted, New Careers

Task Force, residents were an integral part of program development and naming of a key administrator. Specific actions of each task force are reviewed below.

Administrative Structure Of Model Cities Education Program. This task force met approximately four times during the year and provided suggestions for program development: involving parents in schools, improving community contact, hiring more staff for schools, incorporating councils, and establishing district school boards.

Community School Councils. Four meetings were held which involved developing guidelines and preparation for starting community school councils and preparing Council Handbook and Policy Guide.

School Renovation and Modernization. Four meetings were held at Community School Council sessions which produced an outline for school renovation questionnaire. Actual renovation project stalled by Model Cities-Board of Education controversy.

In-Service Training. Four meetings were held during the year. Recommendations included Black History as major school subject, improvement of instruction in basic reading, writing, and mathematical skills, provision of displays in school of Black-authored books, use of Black-oriented texts, and intensified instruction in reading skills.

New Careers Development. Activity particularly involved developing guidelines for Career Opportunities Program (re-

cruitment of one hundred residents as teacher trainees), re-
view of Career Opportunities Program draft, recommendations
for Career Opportunities Program Director, joint participa-
tion with school officials in interview of Director appli-
cants. At least five meetings were held.

Community School Program. This task force provided
policy guides to staff for developing the Community School
Program. This included guidelines for fall survey on desired
courses in schools, representation of students in planning,
official response or policy recommendations to the Board of
Education, showing of movie "To Touch a Child" to Council and
in schools, securing of parent roster from each principal to
facilitate community contact. About ten meetings during the
program year were held. The following quote was taken from
an activity report by the Task Force chairman:

> "The Task Force on the Community School Program re-
> quest that they have more information concerning
> ways and methods of selecting persons for the pro-
> gram. This organization has had no voice in recom-
> mending people for the staff. The chairman has
> tried to get answers from the school administrators
> but as of March 21 no request has been granted for
> involvement. This organization definitely desires
> a voice in planning and developing any program that
> involves the duties of this Task Force.
>
> "There is a definite need for better communication
> with Board of Education officials. At the present
> time the doors have not been opened wide enough to
> start this chain of communication."

Visitation of Renowned Black Americans. Four meetings
during the year produced suggestions for specific Black Amer-
ican visitors to community and schools.

Pre-School For Three And Four Year Olds. Well attended weekly meetings were held. Activity involved developing guidelines and review of problems for a pre-school education program. A survey form to determine the number of three and four-year-olds in the target area was developed, to be implemented June, 1970.

College And University Consortium. This task force has had approximately ten meetings, involving exploration of physical needs of existing Model Cities schools and possible new ones. Action was hampered by fact that no consultant contracts could be made until the city of Dayton released Model Cities HUD funds.

Administrative Intern Training. Approximately six meetings were held during the program year. Recommendations included:

1. Guides for intern responsibilities.

2. Task Force interview applicants for 1970-1971 Model Cities Program.

3. Survey of faculty, parents, and students to determine programs effectiveness.

4. Visits to other schools and local churches to review police-school relations.

5. Extensive individual telephoning to disseminate information on program.

6. Show movie on Community School Program to the total Community School Council.

7. Visits other communities that are fighting to control schools.

Project EMERGE. Eight well attended meetings were held

during the program year. Activities involved initial communication with the school administration on activities of EMERGE (drop-out preventions) program, telephone canvassing of neighborhood on purpose and role of Model Cities Education Program, conference with Model Cities Planning Council. A single recommendation at the end of the program was "Newsletter needed." Communication with EMERGE administrators lapsed during school crisis.

Summary

The over-all effect of the Community School Council appears to have been triple. On the one hand members developed interest in recreational-education activities, as evidenced by community nights and various other activities in the area. On the other hand, there has been a growing participation of at least some members in city-wide decision-making. Because of a resistance from many central school administrators, this role is to some degree informal--in that administrators will only adopt suggestions made by residents in public meetings if they do not appear to have been pressured into so doing. In the case of development of the Career Opportunities Program, however, there has also been formal participation. A third effect of the Community School Council has been to provide models for action elsewhere in the city. The particular significance of this role is analyzed in further detail below.

The existence of the Community School Council appears to have acted as a spur both to central administrators and to

other community groups. This is reflected in formation of councils elsewhere. A newly formed community relations program, growing pressure for elective councils, and new contacts between less wealthy Black and white communities, reflected somewhat altered administrative attitudes.

The example set by the Dayton Community School Council in their first year of operation thus appears to have helped create the possibility for greater contact both between school administrators and parents, and between various community groups interested in educational change. In relation to ties of some Council members with the S.O.S. Committee, it should be noted that an alliance based on certain shared objectives - local influence and improved schools - need not be obscured by the tendency of outside observers to define education needs along racial lines to the exclusion of income-group needs and requirements among people.

C H A P T E R   V I
COMMUNITY SCHOOL COUNCIL EVALUATION

Since the writer was intimately involved in the planning and execution of Community School Council activities, as well as in the process of strategizing on the possible uses of outside evaluation for the Council, the conclusions reached in the studies clearly had a value above and beyond their surface validity. The evaluation process could be described as an "enabling mechanism" in that it yielded benefits for the Council in many different constituencies. Because community school councils operate in a profoundly political setting, the results and the uses of the evaluations at the time had effects which might bewilder the more traditional scholar who perceives his investigations to be value-free.

The fact that the evaluation sessions began as early as April 1969, when the program had just begun, and a cataclysmic interruption produced by the director's firing, gives some indication of the auxiliary purposes of the evaluation.

The purposes of the evaluation of the impact of the training sessions on members of the Community School Council, and in some cases Black people less directly involved in the Council decision-making, were four-fold: the further development of Black community sensitivity; the collection of objective information about the Council activities, particularly

in terms of attitudes of council members; collection of data
for use by the director and his staff which might guide or
alter the future activities of the program; and the attain-
ment of certain political objectives. An examination of each
of these will clarify precisely what the evaluation meant to
the Community School Council. It should be understood, if
it is not already obvious, that the purposes discussed were
not served as isolated and individual objectives, but instead
were met in a complex combination based upon changes in
situations.

Development of Black Community Sensitivity

Many assumptions and actions on the part of educators
and the general public with regard to the education of Black
children indicated that some untested axioms existed which
stipulated that Black parents were not truly concerned about
the education of their children, that they provided miserable
home environments for the children, and that they had little
sense of community, or the collective solidarity necessary
for organized social change.

It was decided to test the sensitivity of the members
of the Community School Council to their own feelings about
themselves and other Black people. Did, in fact, Community
School Council members have negative feelings, a lack of
self-awareness, feelings of hopelessness, and no motivation?
Certainly they were aware of their status in the community.
Federal guidelines of the Model Cities and OEO programs were

awarding grants only to the most poverty-stricken, economically and physically deteriorated areas of the city. High crime rates, illegitimacy, substandard housing, lack of adequate recreational facilities, lack of legal service, and low educational achievement among target area residents as well as their children - this was the litany of neglect which characterized the West Dayton target area. Because Community School Council members knew that it was their involvement that was the subject of the evaluation, and that their insights were being honestly solicited there was a premium on the group as a whole becoming more self-consciously analytical about the program. While one can only speculate about the transfer of critical attitudes from the evaluation and testing period to Community School Council meetings, it is worthwhile to point out that a number of the suggestions made by the members during the evaluation period were later incorporated into the program.

It should also be noted that the results of the evaluation generally increased the positive attitudes that Community School Council members had towards the work they were doing on the council. An awareness of the results of the study fostered a tentative solidarity at a time when the central school administration in Dayton seemed to be doing its best to divide and undermine the Community School Council.

Collection of Objective Information

The Community School Council training program was de-
signed with a fundamental commitment to securing the best in-
formation possible, "best" meaning clear, accurate, complete
as far as possible, and functional. The last criterion may
be what separates the scholarly tradition from the activist
heritage. At any rate, since there had been a pattern of
withheld information from the Black community, there was a
premium on shared information, reflecting an even deeper
premise of the program, the right of people to know. If
questions ever came up about the results of the training
program, unbiased information could be presented, and those
who questioned would have to direct their criticism or ques-
tions to the experts who performed the studies, thereby de-
flecting it from the Council itself.

Information collection itself is not a neutral process.
What information is sought, how consultant and evaluative
expertise are spent, and the time and energies of the parti-
cipants in the evaluation process are factors which figure
into the results of a study. It must be remembered in this
case that with the possible exception of the demographic
survey, evaluations were conducted more along the lines of
attitudinal and behavioral change constructs. As a result its
uses are unlimited. One can collect information which answers
the question, "How do you feel about this unique situation?"
and discover that both attitudes and behavior may change quite

dramatically over a short or long period of time given the
social phenomenal occurrences in society which impinge upon
the situation of the respondents. The value of the data be-
comes even more significant given the additional element of
a systematically deprived minority ethnic group which finds
itself subjected to the preferences and prejudices of the
majority society. The data bespeaks the principle of cause
and effect with alternatives for attitudinal and behavioral
change.

The information-gathering objective of the evaluation
process helped both the members of the Council and the eval-
uation team to discover how effective the day-to-day effort
of the technicians had been in the eyes of the Council
members. The technicians - the director and his adviser -
saw themselves as tools of the people, chosen to teach the
people what the technicians knew, to help them know the facts,
to present documented information, and to enable the people
to use their knowledge and skills to achieve their goals
without dependence, in the event that the establishment
attempted to sever the relationship between the people and
those whom they chose to assist them.

Collection of Data for Use by Technicians

Closely related to the previously mentioned objective,
the collection of data for use by the director and his ad-
viser was another important function of the evaluation
process.

Too often those who are actively involved in the process of change have few opportunities to examine what they are doing, or indeed, if what they are doing is effectively conveyed to the recipients of their efforts.

In the case of the evaluation studies, the overwhelmingly positive perceptions and progress of Community School Council members indicated that the Council and the staff were proceeding properly, and that most of those involved perceived that they were beginning to deal with the central issues of quality education for Black children.

Attainment of Political Objectives

As it was mentioned earlier, the Community School Council specifically, and the Model Cities Program in general, operated in an intensely political climate, and as such was subject to the uneven winds of federal, state, and local expediencies. Operating as a mechanism of control, the one-year funding period made it necessary to justify efforts to a large and diverse constituency. In order to secure the possibility of receiving funds for the following year, it was necessary to demonstrate to the federal government, in this case the Office of Economic Opportunity, that with limited funds and only one paid staff member, local residents in the Model Cities target area could be trained to understand and assume some responsibility for the problems of the schools in that community. Much effort and time were spent in determining how best to handle politically local pressures

from the Dayton school administration, which sought first to
bring the Council under its administrative umbrella, then
later to block its refunding. Technical assistance as well
as evaluation were promised by the Office of Economic Oppor-
tunity, but never delivered.

In addition, many phone calls regarding the monthly fi-
nancial statement, periodic audits, progress reports and
other inquiries were made, and when someone complained about
the program, their questions had to be answered. The evalua-
tive studies functioned to make this easier.

Once in a while an official representing the Office of
Economic Opportunity would appear, talk with the director and
his adviser, talk with other people in the community, sit
in on a Council meeting and go back to Washington.

If this was considered an evaluative visit the staff
never knew, because all they could ever get out of the visit-
ing official was that he "just wanted to see how you were
getting along."

It was also for political reasons that outside evalua-
tors were chosen in order to increase the credibility and
legitimacy of the training efforts. It was decided that OEO
would be more likely to accept the findings of those with no
vested interest in the Dayton program in favor of an "in-
house" evaluation. Legitimacy and credibility were issues on
the local level as well, with the local constituencies made
up of teachers, the Board of Education members, principals,

and even some members of the Black community itself. It was hoped that the results of the study would convincingly show the concern of the Black community for their children's education, and the willingness of the Black community to co-operate in executing constructive and effective measures for the benefit of their children.

The five major evaluation studies which follow clarify not only the results of the training efforts, but also suggest the great untapped creative potential of the residents of the West Dayton community.

Perhaps it should be noted that the director of the Council and the writer assumed responsibility for the selection and assignment of the team members who conducted the evaluation, and were known for their knowledge, skills, and objectivity in the areas of educational and social training and research.

EVALUATION DOCUMENTS

A - Community School Council Evaluation Report
    (Richard Linzer, Antioch College,
    Yellow Springs, Ohio.)

B - Evaluative Analysis of Demographic Survey Data
    (Bernard Qubeck, Southwestern Ohio Regional
    Conference, Middletown, Ohio)

C - Evaluative Feedback Session
    (Preston Wilcox, Afram Associates, New York)

D - Additional Reports

    1 - Clarifying the Black Experience
        (Arthur L. Bouldin, Chief, Office of Equal
        Educational Opportunity, Ohio Department of
        Education, Columbus, Ohio)

    2 - Crisis on Dayton's Educational Scene
        (Dr. Stanley Crockett, Western Behavioral
        Institute, La Jolla, California)

PART A = COMMUNITY SCHOOL COUNCIL EVALUATION REPORT

Purpose of the Study

In March, 1970 a study was conducted by Richard Linzer, Program Development Specialist, Special Education Services of Antioch College, to determine whether the training program for the Dayton Community Councils had successfully met the objectives outlined in the initial training design. Participants in the training program were asked to evaluate the program in light of its objectives and to provide an assessment of the strengths and weaknesses of the program. In addition, the individuals involved were asked to give suggestions and recommendations for improving the training program.

Method of Data Collection

A questionnaire was designed by an outside consultant, which included a direct response to the stated objectives of the program. Narrative response questions, as well as short answer questions were included. The questionnaire was divided into three sections: (1) individual perceptions of the training program and individual evaluation of the extent to which the program met its objectives; (2) individual assessment of the functioning of each community school council group; and (3) overall evaluation of the total training program, including strengths, weaknesses and suggestions for future improvements. (See Appendix C, Exhibit 4) Moreover,

the questionnaire was designed to provide unscaled informa-
tion on the indication of ability of the participants to
"move" or translate their experiences from an individual
base, - to group functioning, - to involvement in the over-
all program. Findings related to this latter point are in-
cluded in the interpretation of the data.

The instrument was administered to the total group
attending the March 7th, 1970, Community School Council
meeting at Dunbar High School.

On the date that the questionnaire was administered to
the group, many people were absent due to a conflicting
commitment to participate in the campaigning for the forth-
coming Model Cities Planning Council elections. Therefore,
the total population tested numbered 59 out of 124 originally
enrolled in the program. However it is felt that the popula-
tion present at the meeting represents a significantly large
percentage of the total group to justify viewing their re-
sponses as basically representative of the total group mem-
bership participating in the Community School Training Program.

The questionnaire was collected the same day and the
data transcribed and tabulated by a team of technicians em-
ployed by the consultant. Each questionnaire was scored by
two individuals, reading independently and conflicting an-
swers were adjudged by a third person, acting as a referee.
All data was examined and coded responses summarized for
analysis and interpretation by the consultant.

The data was broken down into categories of participants and is presented for the total group, for individual groups, i.e. parents, teachers, students, principals, Model Cities Planning Council Members, PTA Chairmen and others. Further categorization of the data, by individual taskforce group and by individual community school council will be forthcoming in the final report on the evaluation of the training program.

Findings for the Total Group

The interpretation of data presented in this section of the report concentrates on the responses of the total group, including parents, students, teachers, principals, PTA Chairmen, Model Cities Planning Council Members and other participants in the Community School Council Training Program. Each question on the questionnaire is discussed in terms of the responses from the total group, with selected responses cited where appropriate.

The total group tested included 59 individuals. Of this group; 14 were teachers, 29 were parents, 4 were Model Cities Planning Council Members, 1 was a PTA Chairman, 6 were principals, 3 were students and 2 fell into the category of "other." This group, although smaller than the original group is roughly in proportion, by category.

Since the sample was small in certain categories, responses were weighted in order to conduct tests of significance.

The responses reflect an overwhelming sense that the
training program was able to meet its stated objectives. In
every category of questions the figures communicate an un-
mistakable indication that people who participated in the
program agree that the program has been able to effect the
changes it was disigned to create. As the discussion of
each question indicates, there was considerable difference
in how people interpreted the success of the program, but by
and large the individuals were able to evaluate the program
as having had a positive effect on themselves and the wider
community.

Responses by Total Group

On the first question: "Do you believe that your parti-
cipation in the Community School Council Training Program
has prepared you to take an active part in the operations of
your school program?", eighty eight percent of the respond-
ents answered affirmatively. Two percent indicated that
the program had in some ways prepared them to play a key
role in the school program, and nine percent indicated that
the program had not been particularly helpful to them.

Among the responses to this question, the following
indicate some of the thoughts individuals had:

> A parent said, "Yes, because before the Community
> School Council Training Program I had no idea of
> what really could be done for Black children."

> Another parent stated, "Yes, it has made us aware of
> the problems and as a result have been a part of
> structuring the solutions. Although we have faced
> many set backs, it has proved that we can overcome
> obstacles."

A parent outlined her reasons why in the following way: "Yes, (1) It has given me insights in the weakness of our schools, (2) Learned that strangers can become very close in working toward a common goal, and (3) Black people are very important people."

One principal responded succintly by saying, "It is very gratifying to have an organized group to plan for the interests of the children. Moreover, the consultants are very valuable to me in my work."

A teacher answered the question fully by saying:

"Yes, my participation in the Community School Council Training Program has helped me become very much aware of the needs in the community. I know now what community schools are and just what work goes into getting them to function as they should. As a result of this program I have become better acquainted with people and parents in the community in which I work. This acquaintance has helped me try to do a better job in the classroom with my students, teaching them things about their community and why it is very important that they be proud of their community."

In response to the second question which asks, "As a result of the training program do you feel able to participate in the development of new educational programs for the community?" Eighty seven percent replied "yes," five percent replied "no," and three percent replied "somewhat so."

Some of the reasons stated by those people who replied in the affirmative were:

Many people received an incentive to work as a result of learning how the educational system functions and how it can function in the future.

"...community resources are the most valuable we can find if they are uncovered and tapped. I have learned where and who to go to for professional consulting. I have learned how to talk to great Black educators, where to find them, and most of

all that they do exist and will help and guide us
if we only ask."

The third question asked, "Has the training program developed a better understanding of the school system in your mind?" The responses to this question were primarily positive with eighty seven percent responding yes - definitely. Negative responses came from nine percent of the respondents and five percent listed somewhat as their answer.

The following quotes indicate some of the reasons given with these responses:

> "Yes," a parent wrote, "I learned who pushes the buttons and how the system has controlled and manipulated Black people. Definitely, I have a better understanding."

> "Definitely," indicated another parent, "I had thought reading and writing were our most important objectives. Now I believe in the worth and development of the individual."

> And a third parent said, "Yes, the training program has given me an awareness of what our Black schools have been denied, we have seen the school system at work in our Black communities, trying to destroy our leader and to keep our schools at the low level that they have always had."

> "Very much so," said a teacher. "It has shown me at least two sides, that of person working within the system, and a look from the point of view of those outside the system."

Question four was divided into four parts. The question was designed to discover specific growth areas for the participants. The first three questions had three possible responses, "some," "none," and "much."

Part A measured the participants' assessment of their

improved ability to communicate as a result of the training. The responses were: "Some"--forty two percent, "None"--three percent, and "Much"--fifty five percent.

Part B tested the participants' self-assessed ability to involve others in the program as a result of the training. The responses were: "Some"--thirty four percent, "None"--five percent, and "Much"--twenty percent. Forty one percent did not answer the question.

Part C dealt with the individual's ability to evaluate educational programs, as direct result of the training. The responses were: "Some"--twenty eight percent, "None"-- three percent, and "Much"--twenty four percent. Five percent did not answer the question.

Part D dealt with the specific programmatic areas with which the participant had become involved. The choices and the distribution are listed below by frequency of involvement and not by percentage:

Spending of funds by school	21
Selection of school sites	9
Naming of schools	10
Buying books, supplies, food service	13
Setting educational policy	35
School and community educational programs and activities	51

Two respondents did not fill out this question (multi choice, therefore more than the total number of respondents listed).

Question five asks three separate but related questions. First of all, it asks, "Has the training program helped you to better understand the workings of city, state and federal governments?" Sixty nine percent replied affirmatively, ten percent negatively, nine percent said somewhat, and twelve percent gave no answer at all. The question further asks, "Which of these governments do you feel you know most about and why?" Fifty four percent felt that they knew most about the city government, nine percent knew most about the state government, and twenty two percent knew most about the federal government. Fifteen percent replied they knew most about both the city and federal governments.

When asked why, those who knew most about city governments gave reasons for this as:

1. "We have had many confrontations with our city manager and city commissioners. When it started we went in earnest to inform these people of the needs and desires of our community. It didn't take long to learn that our city was controlled by those who upheld the status quo and didn't give a hang for our Black community."

2. "I have become involved in the school activities and the Board of Education methods and laws."

Those who knew most about the federal government indicated that this was due to:

1. Information about Model Cities.

2. Becoming aware that the federal government would take time and funds to see that a better education is available to everyone.

There were no reasons given by those people who stated that they were most familiar with state governments.

The sixth question was designed to prompt both short
answers and somewhat longer explanations. In many cases
people simply checked the area in which they felt that they
had learned something significant through the training
program.

In response to the questions which asked, "Do you be-
lieve the training program has helped you to: (a) define
community problems more clearly? (b) understand social
change, and (c) select among different programs and goals?"
eighty seven percent stated that they were able to better
define community problems, while sixty two percent indicated
that they had gained a better understanding of social change
and how to select among different programs and goals. Since
this was a multiple response question, more than a one
hundred percent response resulted. Only three percent of
the respondents said that they had not gained a better under-
standing of the areas, as a result of the program.

Examples of some of the responses given to the question
include the following statements, the first by a teacher
who said:

> "The training program has helped me to become
> very much aware of our community problems and the
> reasons why these problems exist. The program
> has definitely helped me to see that whenever
> and wherever you try to bring about social change
> one has to contend with much conflict in ideas,
> attitudes of those opposing the change."

> One parent noted that, "I now know that social
> change is a healthy thing and must be in order
> to better our condition."

Another person indicated that, "Programs should
be selected on the basis of whether they meet
the needs of that area or for that group which
they are designed to help."

Question seven asks, "Has the Community School Council
to which you belong become better able to deal with the
problems it considers?" The majority of respondents
(seventy one percent) indicated that the group had been able
to function better as a result of the training program,
while sixteen percent stated it had not and twenty percent
cited some improvement. Almost twenty two percent of the
persons asked this question did not answer.

Both the positive and negative answers were reviewed
and the following represents a summarization of the comments
made by the individuals filling out the questionnaire.

A large percentage stated that people on the councils
had become better informed about the problems of the schools
and the community. They noted that the program provided a
chance for more parents and students to become involved in
these problem areas. A smaller percentage of the respondents
noted that their group had developed greater facilities for
dispersing information to the community. The development
of a better relationship with the community was a point
underscored by several people and a few mentioned that the
program had created greater access to school officials and
teachers which helped to make the job of the councils much
easier.

On the critical side, a number of individuals noted a lack of communication and positive direction in their group. Moreover, some said, the group had not been sufficiently active to warrant evaluation along this dimension. A large number of those answering the question "no" stated that a lack of participation by group members had impeded the council's functioning and that a lack of cooperation had been evident. Finally, some people spoke of the internal splits within the groups as a source of problem which prevented the group from dealing effectively with the problems it encountered.

Question eight asked participants to, "List serious problems dealt with by the group." Among the serious problems encountered by the groups, the following responses reveal two distinct interpretations of the question. People either identified the topics discussed by their groups or issues within the group which detracted from its functioning. Both types of responses are indicated below.

A. 1. The people have been concerned about student problems with particular emphasis on discipline, drug abuse, and the generation gap.

2. Poor teaching facilities and equipment were seen as a real problem.

3. The structure and organization of the school system and the local school were a concern particularly the politics of running a school system.

4. How to obtain student interest and update and make relevant educational programs was of concern.

5. Some specific topics of discussion included:
    school financing, housing and living condi-
    tions in the community, school lunch program,
    discipline, and politics within the educa-
    tional system.

B. 1. Trying to involve and motivate the local
        community was an activity that had caused
        many to have concern.

    2. Small group school councils had difficulty
        getting organized and communicating with each
        other, school administrators and the commu-
        nity.

    3. People had different views of what the groups
        could and should do, and some conflict re-
        sulted from these differing perceptions.

Question nine asked whether the problems which Commu-

nity School Council groups had encountered had been success-

fully dealt with by the groups. Ninety three percent of

those asked indicated that the problems faced by their group

had been handled successfully, while only five percent

stated they had not and two percent did not answer the ques-

tion. Some comments which individuals added to their re-

sponses are included below:

> One parent responded, "We are still in the
> process of working them out. We have contacted
> community agencies which can help us bring
> pressure on the establishment. We have begun
> a block by block parent organization and voter
> registration drive. We meet regularly with the
> school counselor so we are aware of problems that
> need our attention."

> A teacher wrote, "Some improvement has been
> seen. More parents have begun to come forward.
> Student groups have been formed and given an
> opportunity to express themselves."

> A principal indicated, "These problems seemed to
> be handled fairly well, but we must resolve them
> if we are to continue to get community support
> and trust."

People noted that the Community Schools Program is an on-going one and it must be expected that there are many problems that are yet to be adequately resolved.

By a considerable majority in question ten, all groups felt that the groups had worked well together. Ninety three percent indicated that their groups had functioned well and only seven percent raised questions about the ways in which the groups had operated. Some of the individuals responding negatively to this question indicated that lack of communications had been a problem, particularly between school officials, faculty members and parents. However, the strongest sentiments were clearly that the groups had performed up to expectations.

Some of these thoughts are expressed below:

"Yes," wrote a parent, "we are friends. Each one to solve our problems. If one could not do a chore, another would make themselves available. We communicate with each other outside of meetings as well as at meeting times. We speak our minds freely. We are trying to fulfill a need through our welfare fund for children who need shoes and gloves."

A teacher wrote, "I think we have proved that one does not have to have all the educational requirements to function well. Everyone in our group had a vital contribution to make which help us all to work well together."

"Yes," wrote a second teacher, "although each member of the group is an independent thinker and we all had different ideas, we were able to work well as a group because we are willing to communicate and compromise. These are the two essential qualities."

When asked, in question eleven, if the Community School

Council groups had worked well together, a majority of
those responding indicated that they had. The next ques-
tion asked if there had been arguments between people in
the group which prevented the group from acting on specific
problems. In this case, a relatively large number of
people (thirty percent) said that there had been. Although
sixty three percent cited no special problems, the results
seem to indicate that there was discussion and disagree-
ment within the groups, but that some interpreted this as
not serious enough to impair the actions of the group and
others felt that it had. A Model Cities Planning Council
member seems to characterize this conclusion in his remarks
that, "There had not been any serious arguments, but the
teachers often tried to take over the group, but they
couldn't because the rest of us came straight back at them."

In response to question twelve, "Do you believe that
you or other members of the group have become better (stu-
dents, parents, teachers, principals, PTA chairmen, etc.)
as a result of the training program?" Eighty three percent
of the respondents indicated that they had, seven percent
said "somewhat," and five percent said "no." Particularly
interesting were some of the examples of the ways in which
they felt they had improved. A number of individuals in-
dicated that they had become better informed of the problems
which exist in the schools and in the community. Many said
that they had become much more aware of their children's

problems in school and had become better able to understand
the difficulties and complaints which their children brought
home from school. Several people said that they had learned
how to communicate more effectively with other members of
the community and how to identify the common problems which
parents and teachers face.

> One parent said, "Yes, I am now more confident
> and better prepared to launch out into the commu-
> nity with more basic goals and believe that I
> can work more effectively in our schools."

A teacher noted:

> "Yes, before this program I thought my goal was
> to teach children so that they could melt or
> make it or slip through into the American main-
> stream. But, now I know there are only a small
> number that are allowed to slip through regard-
> less of how well educated a Black Person is. I
> know my function is to educate them to be able
> to battle against this racist society, to build
> a Black Nation, or at least a strong Black commu-
> nity who understands what the society is doing
> to them and how to cope with it."

Another parent states:

> "I have become a better parent, I now feel it
> my responsibility to visit the school, ask ques-
> tions and offer suggestions. Prior to this time
> I was of the opinion that parents should visit
> the schools only as observers. I have become in-
> terested in the selection of school board members
> and their qualifications and feel parents should
> attend board meetings to express their ideas and
> become aware of actions affecting their children.
> I also feel it necessary to update the educational
> program to meet the requirements of the times."

> A teacher commenting on this question answered
> it and then added, "We have become more sensitive
> to how our actions and convictions affect our
> children's attitude toward themselves. We have
> started questioning our approaches to various
> problems and setting out to change and revamp
> our methods of approach."

A parent stated that, "I believe that I and all
other members have become more interested in our
children, in our schools, in our community, and
in the city as a whole. I had an interest before
the training program, but did not have an under-
standing that I feel I have now."

Finally and perhaps most importantly, one parent said,
"We have become aware of children other than our own."

In their responses to question thirteen, people had a
wide variety of suggestions for changes. Those generally
fell into two categories: (1) changes to be made in the
training program and (2) changes within the community school
councils.

(1) The people were anxious to have more speakers
and consultants and longer question-and-answer
sessions.

The people felt that the program should make con-
siderable more effort to begin and end on time.

The people felt that there should be greater
participation from community members, school
personnel (it was suggested that all teachers
be invited to attend the training sessions)
and more students.

They felt that more could be learned in small
group discussions with individual consultants.

They felt that field trips might be another
educational technique used in the training
sessions.

They felt that Black identity and techniques
for dealing with conflict should be emphasized
more in the sessions.

(2) They thought that some effort should be made
to give special help to individual council
groups in the training session.

The task force groups thought they needed much
more organization, information, and direction.

Individuals felt more emphasis should be placed on the direction of individual community school councils.

It was felt that membership to the councils should be limited to area citizens.

A handbook was suggested for council members, and generally more information be made available to the groups.

Some people thought that an effort should be made to keep personality out of council issues.

A number thought the emphasis should be placed on work in the community.

Question fourteen asked, "What improvements might be made in the training program so that it will be more effective for others?" The people felt that improvements could be made in three general areas: the training program, the school councils, and the school system.

1. They felt that more community and student participation in the school councils, and the training program were essential.

2. Smaller groups should have the benefit of consultative services in addition to the joint group meetings.

3. Some felt that the program was too belligerent and should be more oriented to non-conflict issures.

4. Information on how to write and design proposals would be very helpful to the group, one person suggested.

5. They felt that in both the council meetings and the training program better use could be made of the time.

6. A number of people said that an orientation session should be held for new members of the training sessions and the councils.

7. People felt that better follow-up should be done

by the program on the people who dropped out
or were consistently absent.

8. Many felt that a better means to communicate
    among council members and between council groups
    was essential.

9. People indicated that the councils should de-
    velop more political sophistication and awareness.

10. It was felt that the councils should focus more
    on outlined objectives.

11. The councils should engage in more community or-
    ganization work including hiring neighborhood
    workers as needed.

12. Several people noted that information should be
    given to council groups more quickly and financial
    information be available to them.

13. It was felt that the board of education had put
    too much pressure on the councils and this
    should be stopped.

14. Some felt that the City of Dayton and the school
    board should change their attitude toward the
    community school system.

Question fifteen, "What were the overall major strengths
of the program?" was a narrative response question. People
indicated that they had obtained a new awareness of federal,
state and city governments, the Black community, and the
educational network. Some of their responses are listed
below:

> A parent commented: "Community involvement,
> closer and better working relationship between
> parent and teacher. An awareness of school
> problems as well as needs. Many parents didn't
> realize the extent of the problems before."

> A member of the Model Cities Planning Council
> wrote, "By getting together and planning realistic
> change in the overall school system. Becoming
> knowledgable about the working of the system."

A principal stated: "Awareness of educational
problems throughout the city, state, and
country."

A parent said: "Providing the opportunity for
community residents concerned about education
to meet and plan together. Exposing us to
qualified consultants. Stimulating interest and
desire for political change."

Many community residents felt that unity and together-
ness were the most positive aspects of the program. Others
felt that the programs leadership was a valuable asset.

A parent said: "Bringing Black people together
so they can plan and work for quality education.
Making Black people more knowledgable about
the problems which exist in their communities,
and making them more aware that they can change
the system."

Another parent wrote, "Togetherness in most
areas: on a whole, ironing out problems together."

Some people felt that the consultants had been very
useful in developing personal and group strength, as well
as teaching them how to teach others about community in-
volvement.

A number of people stated that the program had gener-
ated interest, had fostered the process of leadership de-
velopment within the community. The emergence of new, more
outspoken individuals and more active parents was greeted
with particular encouragement by school officials and
teachers.

The program has been able to extend the network of
communications within the community and to reach many pre-
viously uninvolved people, several individuals noted, and

the channels for more effective community discussion of
school issues has been developed.

Another strength of the program has been the coming
together of professional educators and community people,
according to many respondents. The use of the task force
groups seemed logical and workable, particularly as a means
to foster better understanding and communications. A few
individuals cited the improvement in problem solving skills
as one of the major strengths of the program, while others
noted the change in people's behavior and attitudes as a
result of training. The program has helped people to de-
velop self-confidence, one person said, and this has added
to the overall strength of the community.

By and large the answers to this question reflected
a high level of commitment to the training program, as well
as a clear awareness that many of the results of the program
are still to be seen. People tended to identify long range
strengths, rather than immediate gains experienced by the
group.

Of question sixteen, the individuals answering the
questionnaire were as generous in their criticism of the
program as they were in their assessment of its strengths.
Among the weaknesses cited by several people, the following
serve to summarize the general trends:

1. The reluctance of some people to change was
   seen as a problem.

2. Opposing elements from Central administration

and parts of the community were seen as serious deterrents in accomplishing goals.

3. A lack of information and relevant facts restricted the ability of people to make decisions.

4. There was too much paperwork and too many forms required.

5. The program had not made enough of an effort to involve apathetic community members.

6. Some found weaknesses with the community schools system.

7. Lack of unity, communication, and organization stood out as problems for many.

8. Some felt that too little time was spent on the actual training sessions and too much time was wasted.

9. Others felt the staff was limited by its size and thus could accomplish as much as desired.

10. Finally, several people noted that more organization was needed for the training programs as well as the community school councils.

Preliminary Conclusions

Based solely on the findings recorded for the total group response to the questionnaire and without reference to specific findings comparing the different types of respondents by group, it is still possible to make some preliminary conclusions.

While the program was assessed as having met its stated objective, a significant number of people noted that the process was still on-going and that only more time and continued effort would provide definite answers to the question of the impact of this program on the participants and the

community. Individuals were quite clear about their reser-
vations and concerns about aspects of the program, but al-
most all felt that the training program had been valuable
and that they had personally benefited from it. The sug-
gestions and recommendations indicate an acceptance of the
program and a willingness to improve it. No one suggested
that the training had been of little worth and should be
discontinued. The comments are consequently focused on
making the process better.

Among the various answers to the questions, one theme
seems to be brought out time and again. There is a sense
that people are seeing, in many cases for the first time,
that problems can be shared with others and that the solu-
tion to those problems are within the grasp of groups willing
to work together. There is a concrete awareness that
social change takes time and surprisingly enough there is
little frustration reflected in the responses. People seem
to sense that over time the schools can be changed, the com-
munity improved, the children better served and perhaps the
city brought around to a point of greater cooperation. This
is an important consideration and one which the data reflects.

Finally, there is a strong indication that in terms of
the over-all group there has been movement on the part of
people from simply seeing things in individualistic terms,
to a wider sense of belonging to the Community School Council
and an identification and internalization of the importance

of the total community school program.

Notes of the Further Analysis of the Data

Findings from the analysis of data broken down into categories of participants and presented for the total group have been discussed. When the data was broken down into specific groupings by category, i.e. as parents, teachers, students, etc. very little deviation was noted by visual examination. The data was analyzed using median split Chi square tests, but no findings were determined which suggested significant differences between the groups. Further categorization of the data, by individual task force group, and by individual community school council also failed to reveal any significant differences.

The general homogeneity of the responses is particularly interesting, given the supposed diversity of the "mix" of people involved in the total program. There are a number of possible reasons for this phenomenon, all of which are somewhat speculative. First, the vehicle or instrument for measuring differences may have been poorly designed and the questionnaire sufficiently ill suited to the groups to stifle a range of different responses, by group. Second, the size of the sample in each case may have been far too small, even given small sample tests for significance. There are some clear indications that sample size was a problem, inspite of the fact that all persons present were tested. Third, there may have been a drift away from the program on the

part of individuals with markedly different perceptions of
its value and ability to meet its objectives. Only through
testing of those absent persons could this idea be confirmed
or rejected.

Finally, it is possible, given the nature of the pro-
gram and the degree to which people have identified with
its objectives and other participants, that a strong feeling
of positive support exists and that the means used to measure
those feelings recorded a true profile of the total groups
evaluation of the program. The willingness of individuals
to be strongly critical of aspects of the program, while
sharing a strongly-held view that it had succeeded and had
met its objectives tends to suggest that this fourth hy-
pothesis is credible.

PART B - EVALUATIVE ANALYSIS OF DEMOGRAPHIC SURVEY DATA,
SCHOOL COMMUNITY QUESTIONNAIRE, AND
SENTIMENTS INVENTORY

Introduction

In contrast to the qualitative resident evaluation of
program progress, this chapter will present etiological
data relating to measurable attitude and opinion change as
a result of Community School Council training. The method
used to obtain this date was the administration of a written
questionnaire, by Dr. Bernard E. Qubeck, Research Associate
in Educational Administration, Southwestern Ohio Regional
Conference, Middletown, Ohio at the beginning and close to
the end of the first year of School Council operation. Par-
ticular survey objectives and techniques are discussed below,
together with interpretation of results obtained. Instru-
ments used in this evaluation can be found in Appendix C.

Analysis Objectives

In the evaluation of this training program it is im-
perative that one recognizes that data serves two primary
functions; (1) to provide necessary interpretations relative
to the success or failure of a specific activity or group
of activities and, (2) to provide feedback into the "system"
for further refinement of objectives, format, content, and
resources. This analysis report is made in order to assist
those responsible for the overall program evaluation with

objectives such as:

1. To assess in terms of quantity and quality the personal characteristics of the participants which are responsible for their identification of personal and social needs of the "target" area

2. To describe and interpret social characteristics which influence individual roles; i.e., traditional, personal and community experiences, occupation, and social conditions

3. To identify and analyze individual sentiments, and acceptance of participants for the purpose of incorporating these characteristics into a training program commensurate with the participants "REAL" social functioning capabilities

4. To assess the direction in which social perceptions change as a result of the training program experience

5. To assess the change in style of social participation in school-community decision-making.

Analysis Rationale

An analysis and comparison of the data collected will be made in order to relate to three dimensions; (1) needs disposition--those basic drives which motivate persons toward social action; (2) role definition--one's primary activities whether based upon social tradition, fantasy, total experience, or vocation; and (3) transaction--the level and intensity of one's functioning in his society.

The following steps in aiding the assessment of the above dimensions have been established:

1. Needs Disposition

The collection, analysis and reporting personal data gathered by personal data sheets, open-ended questionnaire and survey instrument de-

signed to provoke responses expressing aspira-
tions, wishes, feelings of social adequacy as
well as community and school needs. (See
Appendix C, Exhibit 1).

   a. Survey: social role profile of program
      participants

   b. Open-ended response questionnaire: unmet
      school-community needs; priority assignment
      of school-community needs; an assessment
      of school-community conditions as "REAL"
      versus "IDEAL"

2. Role Definition

The establishment of base-line data (demographic)
via a rather comprehensive analysis of program
participants' backgrounds. The instrument (see
Appendix C, Exhibit 2) which was employed is
intended as an extension of the data found in the
October 15, 1969 (revised) issue of Chapter II
of the Educational Component Model Cities Demon-
stration Project for Dayton, Ohio. The measure-
ments include:

   a. Age distribution within the joint Community-
      School Council

   b. Size and number of families per dwelling

   c. Types and conditions for occupancy of
      dwellings

   d. Occupational distribution

   e. Educational levels

   f. Community longevity

3. Transaction (the level and intensity of one's
                    functioning in his society)

Identification of basic beliefs and attitudes
of the participants concerning the manner in
which one must or should function in present
day society.

The Sentiments Inventory (See Appendix C, Ex-
hibit 3) consists of seventy six statements re-
quiring the respondent to indicate his agreement
or disagreement on a five-point scale. Item

analysis reveals five scores identifying such characteristics as:

a. Belief in democratic group procedures, group procedures and the effectiveness of group decisions

b. Perception of the individual as a co-participant with others in learning situations as well as behavior in formal groups

c. Dependency on experts and desire for authoritative statements-hesitancy to accept group thinking as valid

d. An "anti-democratic" personality

The Sample

The respondents comprising the SAMPLE for this study are:

a. The sixty (60) council members who were elected before the first meeting

b. A total of twenty (20) teachers, (two chosen from each school by the body of teachers)

c. Ten (10) school principals

d. Ten (10) community school directors, this group combined with the above will be joined by

e. Seven (7) school board members

f. Ten (10) students (one selected by the student councils of each school in the target area)

g. Four (4) members of the Educational Model Cities Planning Committee

The forementioned instruments were administered to council members in attendance at regularly scheduled meetings on May 10, 1969 and February 28, 1970. The data collected during these two meetings serves as a basis for the analysis included in this report.

Compilation and Analysis

The attendance at the May 10, 1969 meeting of the
joint Community School Council was seventy two while there
were sixty eight at the February 28, 1970 meeting. Both
meetings were held at the Dunbar High School in Dayton, Ohio.
There are eleven schools represented in the Council (See
Table I) by their Principals, PTA Presidents, Teachers,
Students and Parents with membership totalling one hundred
twenty four as of June 21, 1969. Due to community mobility
there has been some small amount of replacement among the
membership since the first survey was taken, and this will
be noted in the appropriate areas of the analysis. Due to
the nature of certain data, the code descriptions have been
deleted from the summary tables.

TABLE I

COMPOSITION OF COMMUNITY SCHOOL COUNCILS BY EDUCATIONAL ROLE

School	Principals	PTA Pres.	Teachers	Parents	Students	Total
			NUMBER			
Dunbar H. S.	1	1	2	6	2	12
Edison	1	1	2	8	1	13
Greene	1	1	2	6	1	11
Irving	1	1	2	6	1	11
McFarlane	1	1	2	6	1	11
Miami Chapel	1	0	2	7	1	11
Roosevelt H. S.	1	1	2	6	1	11
St. James	2*	0	0	9	0	11
Troy	1	1	2	5	1	10
Weaver	1	1	2	6	1	11
Whittier	1	1	2	7	1	12
Totals	12	9	20	72	11	124

Source: Roster, Community School Council Members, June 21, 1969. 11 pp.

*This school has a principal and an assistant principal on its council.

SUMMARY AND ANALYSIS OF COMPOSITION

There were a total of 124 persons sitting on the MCCSC as of June 21, 1969. All but one school (St. James) had students and teachers on their councils. Miami Chapel and St. James were the only councils which did not include PTA presidents.

The "parent" members represented 58.6% of the total membership; teachers were next, in rank order with 16.1%. St. James had the highest number (9) of teachers on its council, followed by Edison.

A.   DEMOGRAPHIC DATA

Respondents

The time element between the May and February meeting is reflected in the difference in the total of respondents not living in the "target area" and the total membership at the February meeting (See Table II). The continued interest of those in the "target area" has been the sustaining effort contributing to the visibility of the council. It might be well to note that the male membership is well in excess of the female membership on the council, and that they have been consistently faithful in attendance - as have the women.

Persons in Family

The mix of the sexes in the total family make-up seems to be well balanced in the high school and elementary school, however the over twenty one figures are not as well balanced.

The total average family size has not changed measurably between the two dates of the meetings where the data was collected.

Head of Household

In considering the head of the household data (See Table III) representation on the council indicates that there is almost an equal distribution between male and female. The average age, like the family size, does not indicate a significant change between the two meeting dates. Those respondents having no children in school represent a

TABLE II

DEMOGRAPHIC DATA SUMMARY

		A — None in School		B — Not in Area		C — High School & Elementary		D — Elementary & High School		TOTAL Respondents	
		5/10/69	2/28/70	5/10/69	2/28/70	5/10/69	2/28/70	5/10/69	2/28/70	5/10/69	2/28/70
RESPONDENTS	M	4	4	2	8	13	26	23	50	42	88
	F	1	2	2	3	6	15	16	22	26	42
	T	5	6	4	11	19	41	39	72	68	130
PERSONS Over 21	M	11	12	13	16	12	3	29	27	65	58
	F	6	8	16	18	11	2	43	48	76	76
	T	17	20	29	34	23	5	72	75	141	134
Under 21	M	–	4	19	32	23	5	60	56	102	97
	F	1	6	18	19	14	9	71	75	104	109
	T	1	10	37	51	37	14	131	131	206	206
All (TOTAL IN FAMILY)	M	11	16	32	48	35	8	89	83	167	155
	F	7	14	34	37	25	11	114	123	180	185
	T	18	30	66	85	60	19	203	206	347	340
AFS		3.6	5.0	4.4	3.2	5.4	4.4	5.0	5.5	4.8	5.0

M = Male
F = Female

T = Total
AFS = Average Family Size

TABLE III

DEMOGRAPHIC DATA SUMMARY

	A — None in School		B — Not in Area		C — High School & Elementary		D — Elementary & High School		TOTAL — Respondents	
	5/10/69	2/28/70	5/10/69	2/28/70	5/10/69	2/28/70	5/10/69	2/28/70	5/10/69	2/28/70
HEAD OF M	4	4	12	2	8	9	24	21	27	36
F	1	2	3	2	3	10	17	18	24	32
T	5	6	15	4	11	19	41	39	51	68
AA (Average Age)	47.2	48.3	39.4	40.2	46.5	42.4	43.0	43.6	43.1	43.5
YE (Years Education)	15.8	16.1	13.2	12.8	12.2	13.1	11.9	12.3	12.5	13.3
O (Occupation) P	5 P	2 P	7 P	4 P	3 P	7 P	10 P	13 P	25 P	26 P
C		1 C		2 C	2 C	2 C	7 C	6 C	9 C	9 C
S		1 S	1 S	2 S	5 S	5 S	5 S	7 S	8 S	12 S
U		1 U	3 U	4 U	2 U	2 U	16 U	10 U	23 U	13 U
H	2 H	2 H	4 H	3 H	3 H	3 H	3 H	2 H	3 H	7 H
DWELLING Own	3 S / 1 D	2 S / 1 D	10 S / 1 D	9 S / 1 D	9 S / 1 D	12 S / 1 D	23 S / 2 D	22 S / 2 D	50 S	42
Rent	1 A	2 A / 1 R	2 A / 1 R	1 S / 1 A	1 A	1 D / 5 A	5 S / 6 D / 4 A / 1 R	6 S / 3 D / 5 A / 1 R	26	26
LENGTH OF RESIDENCE	11.0	11.8	8.6	0.2	14.5	15.1	10.7	9.9	10.9	11.5

M – Male AA – Average Age P – Professional U – Unskilled S – Single
F – Female YE – Years Education C – Clerical H – Housewife D – Duplex
T – Total O – Occupation S – Skilled A – Apartment R – Room

higher educational level which is 15.8 years as opposed to
the others who average 12.5 years at the May meeting and
13.3 years at the February meeting. The occupational index
reveals that the "Professional" category of the first meet-
ing doubled that of any other single category with an index
of twenty six members, the "Housewife" category was the low-
est with seven members, and the "Skilled" category as well
as the "Unskilled" were listed at twelve and thirteen mem-
bers respectively, the "Clerical" category was reported as
nine members at both meetings.

Dwellings

The most encouraging note reflecting community stability,
is the number of single dwellings totalling fifty on the
May survey and forty two on the second one in February.

Length of Residency

A final reinforcing note was sounded in the reporting
of the length of residency, with averages of 10.9 years for
May and 11.5 years for February.

B. OPINIONNAIRE DATA

Scope of the Opinionnaire

Following each of the two training meetings of the joint
community council in May of 1969 and February of this year,
the participants were asked to respond to an opinionnaire.
(See Appendix B)

The primary facets of the instrument are four fold:
(1) information concerning civic posture of the various
neighborhoods in the "target area," (2) the nature and intent
of the neighborhood organizations and groups, (3) identifi-
cation of the neighborhood needs and problems, and (4) com-
ments and recommendations.

Civic Posture

Residents were asked to indicate whether the neighbor-
hood was growing in importance, just holding its own or de-
clining. Of the sixty eight February respondents, twenty
seven stated that they felt it was growing in importance
while thirteen thought it was declining and twenty eight
reported that it was just holding its own. Of the seventy
two members in attendance at the May meeting, twenty five
felt the neighborhood was growing in importance, thirty two
related that it was just holding its own and fifteen wrote
that it was declining.

Nature of the Neighborhood

Item 2 asked for reasons why the respondents felt the
way they did about the neighborhood. The replies to this
question give us the first indications that the Leadership
Training Meetings for the council members has had some effect.
The May responses were few in number, when synthesized, they
totalled five. The responses on the second survey instrument
reflected the exposure the membership had to the guests en-

gaged as speakers and trainers during that period of time. There were three times the number of reasons given, both negative and positive. This would lead one to conclude that, having been sensitized by the exposure they were demonstrating a greater awareness for the problems identified -- yet at the same time -- recognizing the positive aspects that exist.

Nature of the Neighborhood Organizations and Groups

Items 3 through 7 on the survey instrument pertain to the organizations, groups, agencies and church activities as they relate to the school-community relationships.

There seemed to be a general feeling of agreement that there are about the right number of groups and organizations, and that they are rather good at working together. The respondents at both sessions also indicated that there was a feeling of unity often, if not all the time. The only negative response in this area was voiced by both groups in answer to the question concerning the posture of community organizations working for the TOTAL neighborhood enhancement. The data collected in this question is as follows: In May, 1969, twenty eight said yes to the question and forty three replied no; in February, 1970, twenty seven agreed that the organizations were good at working together and forty seven disagreed.

Neighborhood Needs and Problems

Item 8 on the survey instrument again demonstrated the effect the regular meetings have had upon the field of vision of the members. The concepts voiced in May 1969 were generally broad in scope with such terms as: "Alienation," "People not friendly," and "No support." The February 1970 responses were greater in number and were identified as NEEDS and SPONSORED PROJECTS. The suggestions ranged from the need for a "Community Park," "More Street Lights," "Zoning Codes," the need for a "Swimming Pool" to the "Coordination of area organizations." The sponsored projects were listed in terms that indicate a good deal of perception and understanding of what is going on in the area. Some of the projects listed were: "Adult Community School Evening Classes," "Civic Action Councils for Clean-up," "Community School Council working for 'quality education' in the area," "Youth and Parent Patrol," "Boy Scouts," "YWCA," and "Campfire Girls."

Community Interaction

Indifference was ranked high at both meetings (May - twenty seven and February - twenty four) when members were asked to react to how well their neighborhood got along with the adjoining neighborhood. Both groups were unanimous (May - thirty six and February - thirty seven) in stating that there was some cooperation between the neighborhoods.

Neighborhood Values

The replies to the question requiring the respondents to rank what the residents of the neighborhood seem to value most were in harmony by both groups. "Friendliness was ranked first at the May meeting, with "Service to community" as second and "Individual worth" listed third. The members of the council at the February meeting ranked "Working together" as having the highest value, "Friendliness next and "Service to community" taking third place.

Neighborhood Outstanding Needs and Problems

Although other items in the survey gave an opportunity for the respondents to list needs and problems, Items 11 through 14 on the instrument asked for the underline outstanding needs and problems. The members were asked to list them in the order of importance--to suggest the kinds of activities or projects the neighborhood might undertake in an effort to solve the problems listed and to meet the needs identified. The respondents were further asked to indicate organizations or groups which might undertake the responsibility for initiating the projects or activities, and then recommend which organizations or groups ought to be involved in the development of the projects or activities mentioned. The early replies assigned the highest priority to the need for "A leader," next highest priority was given to the need for "Recreation areas and parks" with the third assignment to the need for more "Organizations," "Better schools,"

"Cooperation," "Lights in Alleys," and others were farther down the line of priorities.

The second group rated the "Coordination of Medical/ Health and Welfare Services" regularly in top priority. "Better communication with 'downtown' and needing their respect for the Model Cities Leaders" was next on the priority list, with "Responsive School Administration" next in priority assignment. Concerns such as "Middle school (6-7-8 grades) so no bussing will be necessary--new school won't accomodate them," "All the target area citizens are in the same economic boat--frustrated," and the need for "Supermarkets/Drugstores and Co-ops" were frequently mentioned by the February membership.

Activities and Projects

The first group of respondents stated the need for a community meeting place, recreation facilities, cooperative landlords and good housing among 14 suggestions for the kinds of activities or projects to be undertaken in an effort to solve the problems and meet the needs listed earlier.

In response to the same question, the second group listed Better schools and more relevant curriculum, Utilization of the Model Cities Consultants for stronger community-wide organization, Voter registration and vote getting, Projects that encourage members to see with black perspective, Help children stay in school with guidance and Family

relations assistance among their replies.

Project or Activity Initiation

The replies appearing on the May surveys listed "Block Clubs," "ACTION," "NAACP," "DARE," the "P.T.A." along with "The City," "Schools," and "Model Cities" most frequently among their replies.

The February surveys mentioned most often the "Church," "A group with Black Ideology and Psychology," "Area Councils," "Specialists from the Model Cities Projects" and the "Community School Councils." Other groups included "Schools and Black Clubs," "Model Cities Planning Council," "Youth and Senior Citizens Groups," and "Political Parties."

Project or Activity Development

In answer to recommending organizations and groups to be involved in the development phase, the "Block Clubs," "P.T.A.," "Schools," and "Model Cities" were again listed by the first group of respondents. The second group repeated the recommendation of "The Church," "School Administration," "P.T.A.," "The Community School Council" among others.

School Contribution

A summary of the fifteen suggestions made by the May group in response to the contributions which should be made by the schools in an attempt to make neighborhood improvements, lists the development of leaders, job training,

crafts training, open the schools more, and bring the community closer together.

A summary of the February suggestions includes: A school to fit community and a community related to school, bring more respect for parents and authorities, social center for meetings and nerve center for community agencies and activities, educate children to compete with career-oriented programs and bring religion and morality in school/home/community.

School Improvement by Existing Organizations

The input from the first group of surveys relating to the contributions to be made by existing neighborhood organizations brought the following suggestions: "Get parents to cooperate with teachers," "Try to improve," "P.T.A.," "Teach Crafts," and "Get mother help."

The second group contributed the following: "Community School Council very active in school needs, also the P.T.A.," "Ungraded School Classes for individual needs," "Good evening school offerings," "Good active Youth Council: closing down undesirable 'hang-outs' in area," "Interest in getting better State financing for Schools."

In considering what additional contributions the existing organizations could make for the improvement of the schools, the February replies were varied as were the May responses. Two frequently listed suggestions from the February group were: "Make demonstration school in 'target

area' to show what proper teaching and good equipment can do for 'target' children to out-perform others in the city" and "parental involvement in academic/behavioral problems." The May group listed "better community-school relations," and the need for "smaller school enrollments."

Final Comments and Recommendations

The final comments and recommendations by the May group highlighted the need for college student tutors and the construction of new school buildings. The February group concluded with much stronger concepts such as: "All target schools should be governed by Blacks to achieve quality education," "Develop 'store-front school' for kids marked as 'trouble-makers' in the area," and "We must work harder to get things done," along with "We must set better models for children's influence."

C.   BELIEF AND ATTITUDE IDENTIFICATION

The Sentiment Inventory

The reporting data gathered with pre-testing and post-testing, utilizing the Sentiments Inventory (Appendix C, Exhibit 3) described earlier in the Transaction section of this report, has been analyzed and serves the ends of this report to the extent that certain movements of the participants are identified on a quantitative scale. The data reported in these terms appears in figure form along with a

brief explanation of the inventory scores as stated by the
authors of the instrument. The key to the Sentiments In-
ventory scores appears in Table IV.

G Score

Of the seventy two participants executing the instru-
ment in May, the mean score was 206.5, which fell in the
205-229 distribution bracket in which there were twenty
eight scores clustered; the largest in the testing group.
(See Figure I)

In February the sixty nine participants had a mean score
of 218.0, which fell in the same distribution bracket (205-
229) as the pre-test of May; however, as we observe the
movement of the other grade clusters (180-204, 230-254, and
255-279) we see on the graph in Figure II that the movement
of participants has been farther up the line on the grade
distribution continuum. If we view the grade distribution
as representing a continuum with the "democratic" attitude
at the extreme right and the "anti-democratic" attitude on
the extreme left (as stated by the authors of the instru-
ment), the statistical finding that the movement was signifi-
cant at the .10 level then leads us to make some observations.
(1) In the pre-test the participants were already clustered
above the mid-point on the continuum. (2) Since there was
a significant movement toward the upper scores on the con-
tinuum in the post-test, we may assume that the Leadership
Training Program has had a salutary effect on the participants.

TABLE IV

KEY TO THE FIVE SCORES ON THE SENTIMENT QUESTIONNAIRE

A Score: A low score suggests dependence on experts, desire for authoritative statements, and hesitancy to accept group or personal thinking as valid.

T Score: A high score suggests a perception of the individual as a co-participant with others in a learning situation; others are expected to assume responsibility for the activities and behavior in formal groups. Problems of operation and planning are shared by the group, which has responsibility for making and carrying out decisions.

G Score: A high score suggests a belief in democratic group procedures, in the effectiveness of group decision, and in the necessity of accepting all members of the group as co-participants.

F Score: A low score suggests an "anti-democratic" personality.

C Score: A high score suggests a conception of the school as an institution interrelated with the community, of the school facilities as being available for use by community members and of the community as furnishing a useful laboratory for school learning activities.

FIGURE I

"G" Score
Sentiments Inventory
Pre-Test
May 10, 1969

Score	No.
80 - 104	1
105 - 129	2
130 - 154	5
155 - 179	7
180 - 204	11
205 - 229	28
230 - 254	17
255 - 279	2
280 - 304	0

$\overline{X} = 206.50$
$SD = 36.70$
$S\overline{X} = 4.48$

TOTAL N: 72
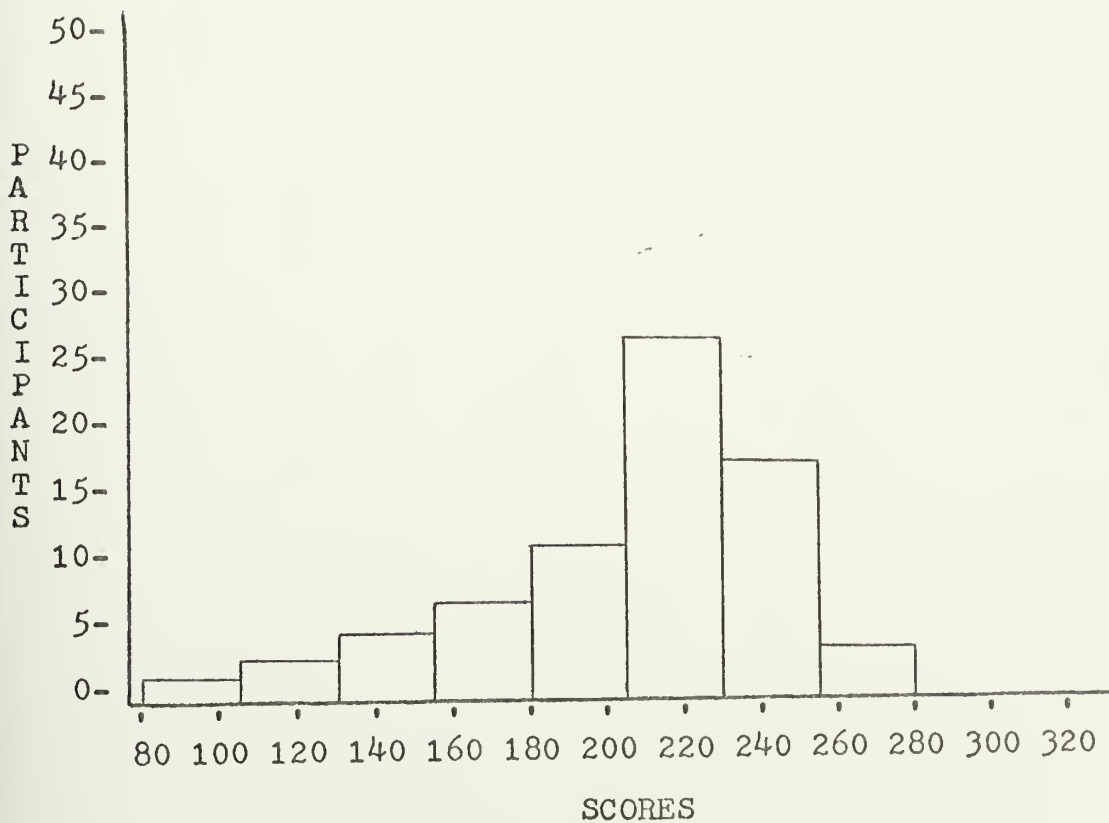
SCORES

FIGURE II

"G" Score
Sentiments Inventory
Post-Test
February 28, 1970

Score	No.
80 - 104	0
105 - 129	0
130 - 154	2
155 - 179	8
180 - 204	16
205 - 229	16
230 - 254	15
255 - 279	7
280 - 304	4

$\overline{X}$ = 218.0   SD $\overline{X}$ = 6.31
SD = 35.59   Z = 1.82
S$\overline{X}$ = 4.45

Significant
at the .10 level.

TOTAL   N: 68
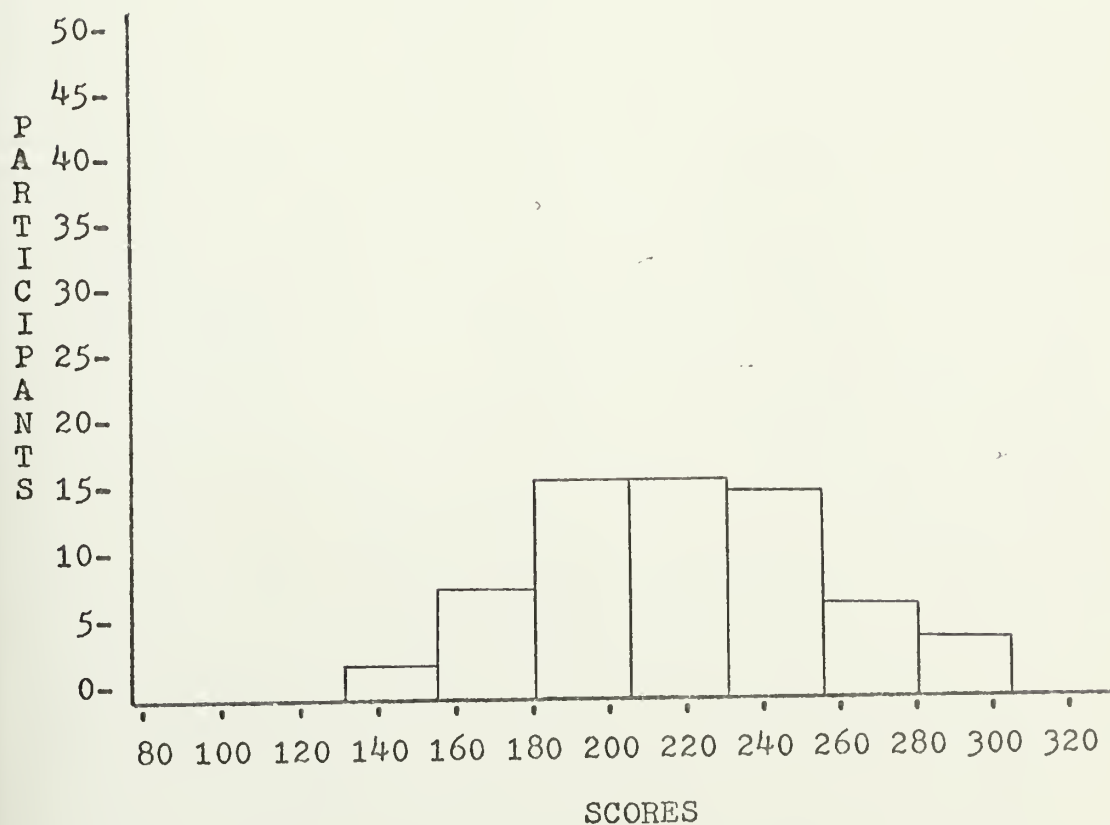
SCORES

T Score

The May pre-test with seventy two participants had recorded a mean score of 201.0 which appears in the 180-204 distribution bracket, of which there were nineteen scores in the cluster; again this was the largest in the testing group. (See Figure III)

The February post-test with its sixty eight participants established a mean score of 189.25, still falling in the same distribution bracket as the pre-test and having twenty participants clustered in it. (See Figure IV) Again, as in the pre-test, there is a significant movement in the adjacent scale brackets as seen in Figures III and IV. The movement appears statistically significant at the .10 level.

Although the movement indicated in the post-test is not as great as in the "G" scale, its significance is valid.

The description for the test, as found in Appendix B, allows us to assume that the participants probably have a stronger feeling for confidence in a learning situation. They further may have a keener perception of their role in the formal group behavioral setting; in addition, they have gained a better perception of the individual as a co-participant with others in the learning situation. The regular re-occurring leadership training sessions must certainly be given credit for much of this movement.

FIGURE III

"T" Score
Sentiments Inventory
Pre-Test
May 10, 1969

Score	No.		
80 - 104	3		
105 - 129	7		
130 - 154	9		
155 - 179	12	$\bar{X}$ =	201.0
180 - 204	19	SD =	33.78
205 - 229	12	$S\bar{X}$ =	3.98
230 - 254	5		
255 - 279	5		
280 - 304	0		

TOTAL N: 72
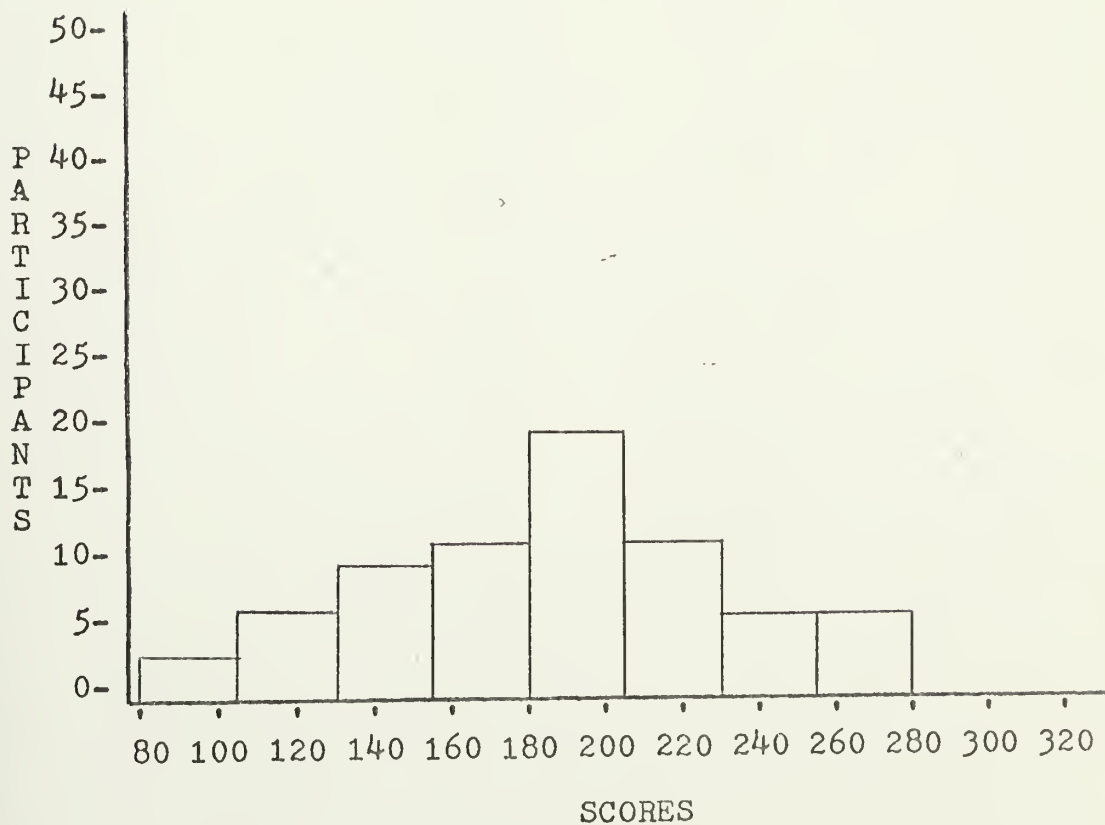
SCORES

FIGURE IV

"T" Score
Sentiments Inventory
Post-Test
February 28, 1970

Score	No.
80 - 104	3
105 - 129	4
130 - 154	6
155 - 179	13
180 - 204	20
205 - 229	9
230 - 254	7
255 - 279	6
280 - 304	0

TOTAL N: 68

$\overline{X} = 189.25$ $SD\overline{X} = 6.69$
$SD = 44.03$ $Z = 1.75$
$S\overline{X} = 5.38$

Signigicant
at the .10 level.
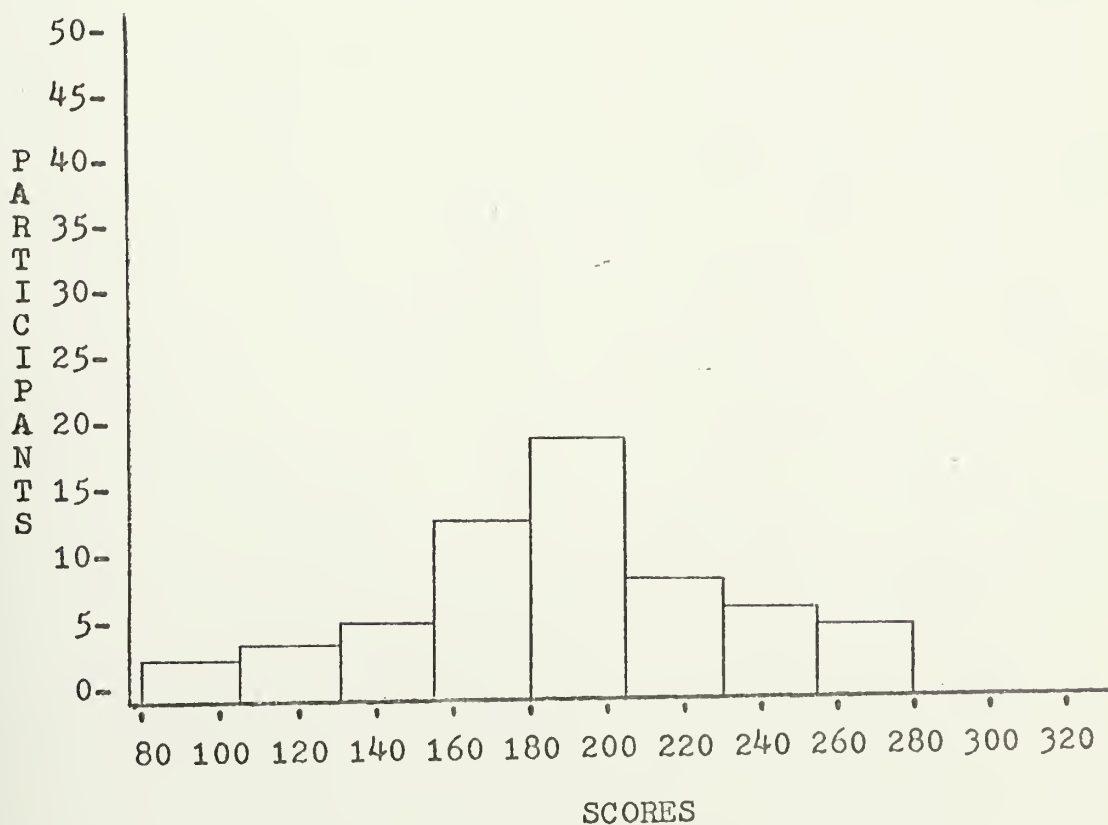
A Score

This score identifies the cluster of lower scores on the quantitative scale, and will be reflected in a decrease in scores in the central cluster with a spread toward polarization at the two extremes, as the participants are drawn to the lower end of the scale which ranges from 45 to 294.

The pre-test and post-test scores are reflected in Figure V and Figure VI. The mean score on the pre-test was 193.5 and was in the 170-194 bracket. The spread of the balance of the scores--evidenced a stronger movement to the two extremes than found in the other previous test scores. ("G" and "T")

The low score suggests a dependency on experts with a desire for authoritative statements, and a hesitancy to accept group or personal thinking as valid.

Though the statistical data did not reveal that the movement was significant at the .10 level--there was a strong evidence of a tendency of movement toward the lower extremity of the quantitative scale. The exposure to the specialists in the training program may well have caused some of the participants to have second thoughts about their societal commitment. One might assume from the tendency of the movement that the group, as a whole, is not quite ready to move out on their own, and are still relying on the guidance and experience of the "experts."

FIGURE V

"A" Score
Sentiments Inventory
Pre-Test
May 10, 1969

Score		No.		
45	– 69	0		
70	– 94	8		
95	– 119	0		
120	– 144	7	$\overline{X}$ =	193.5
145	– 169	7	SD =	58.8
170	– 194	14	$S\overline{X}$ =	6.93
195	– 219	9		
220	– 244	11		
245	– 269	9		
270	– 294	7		

TOTAL N: 72
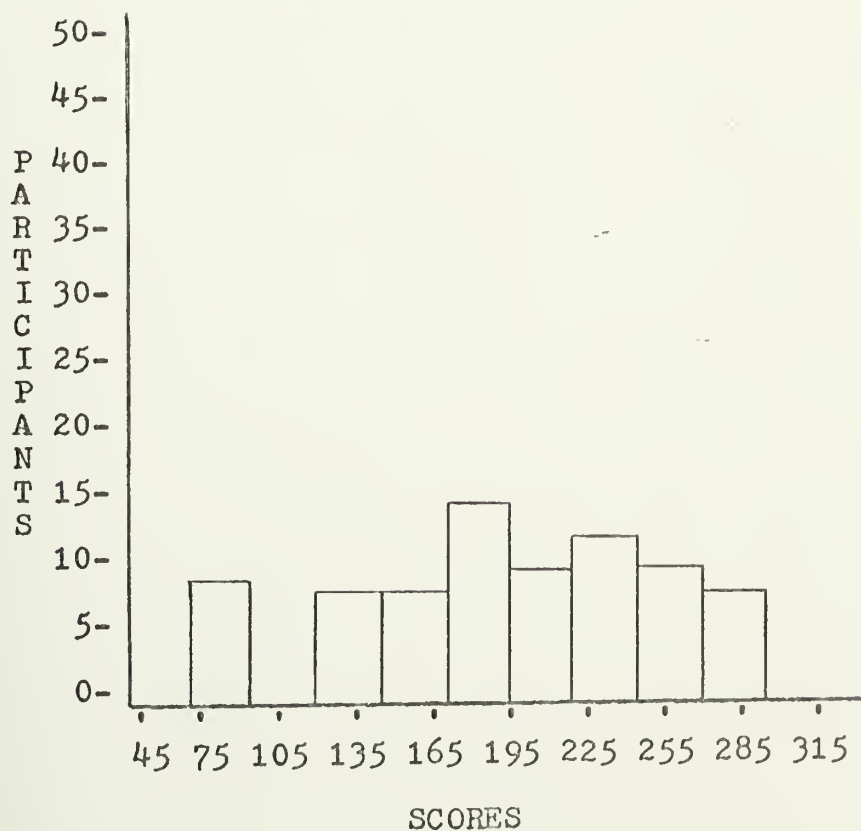
FIGURE VI

"A" Score
Sentiments Inventory
Post-Test
February 28, 1970

Score		No.
45 -	69	0
70 -	94	10
95 -	119	0
120 -	144	7
145 -	169	9
170 -	194	14
195 -	219	14
220 -	244	5
245 -	269	3
270 -	294	6

$\overline{X} = 179.75$ $SD\overline{X} = 9.85$
$SD = 57.35$ $Z = 1.39$ $(P = .08)$
$S\overline{X} = 7.01$

Not significant at
the .10 level.

TOTAL N: 68
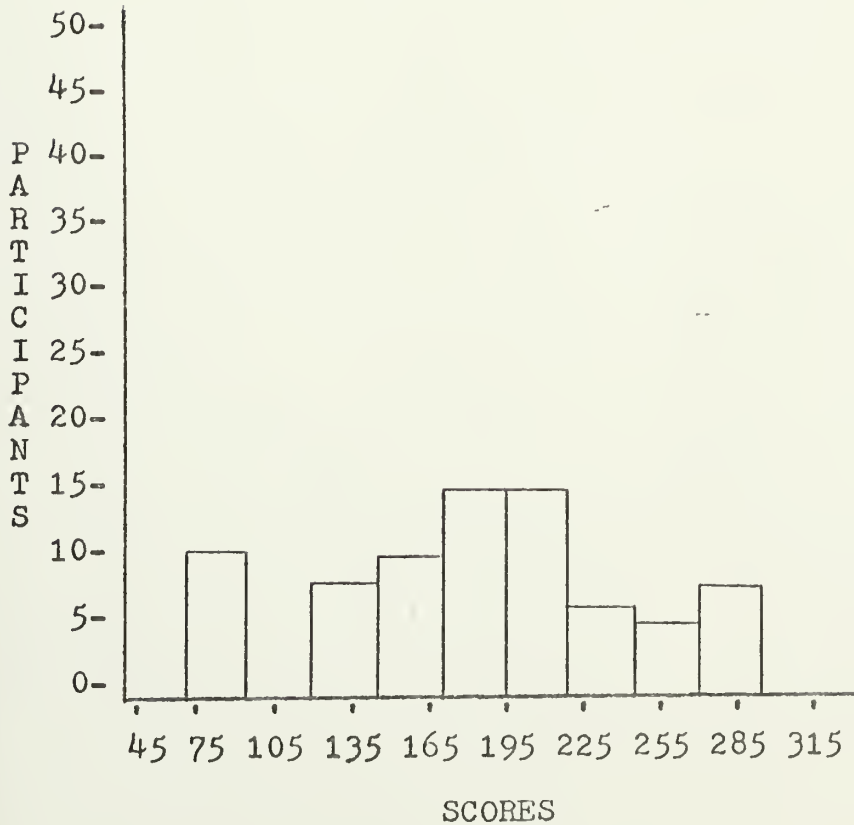
SCORES

F Score

The pre-test and post-test mean score results have shown (see Figures VII and VIII) as in the "A" score, a movement to the extremes of the quantitative scale. As in the "A" Score, this score places significance on scores on the lower end of the scale.

The pre-test mean was 146.25 (the 145-169 scale bracket) and the post-test mean was 143.50 (the 120-144 scale bracket). There was some movement downward but not enough to show a statistical significance at the .10 level. The scores as exhibited on the graphs in Figures VII and VIII demonstrate a tendency in the downward direction. As we consider the explanatory information regarding this test, if there is a significant movement to the lower extremity, we have a certain manifestation of an "anti-democratic" personality.

Since there was no great statistical significance in the movement recorded, we might well conclude that the "democratic" ideal is rather well seated and did not move significantly, even in view of some of the crucial situations experienced by the Community Council in Dayton during the span of the pre-test and post-test period.

C Score

The "C" score suggests a conception of the school as an institution interrelated with the community, of the school facilities as being available for use by community members and of the cummunity as furnishing a useful laboratory for

FIGURE VII

"F" Score
Sentiments Inventory
Pre-Test
May 10, 1969

Score		No.
45	- 69	2
70	- 94	7
95	- 119	13
120	- 144	16
145	- 169	10
170	- 194	10
195	- 219	12
220	- 244	2
245	- 269	0
270	- 294	0

$\overline{X}$ = 146.25
SD = 44.45
$S\overline{X}$ = 5.24

TOTAL NO: 72

Histogram of PARTICIPANTS vs SCORES
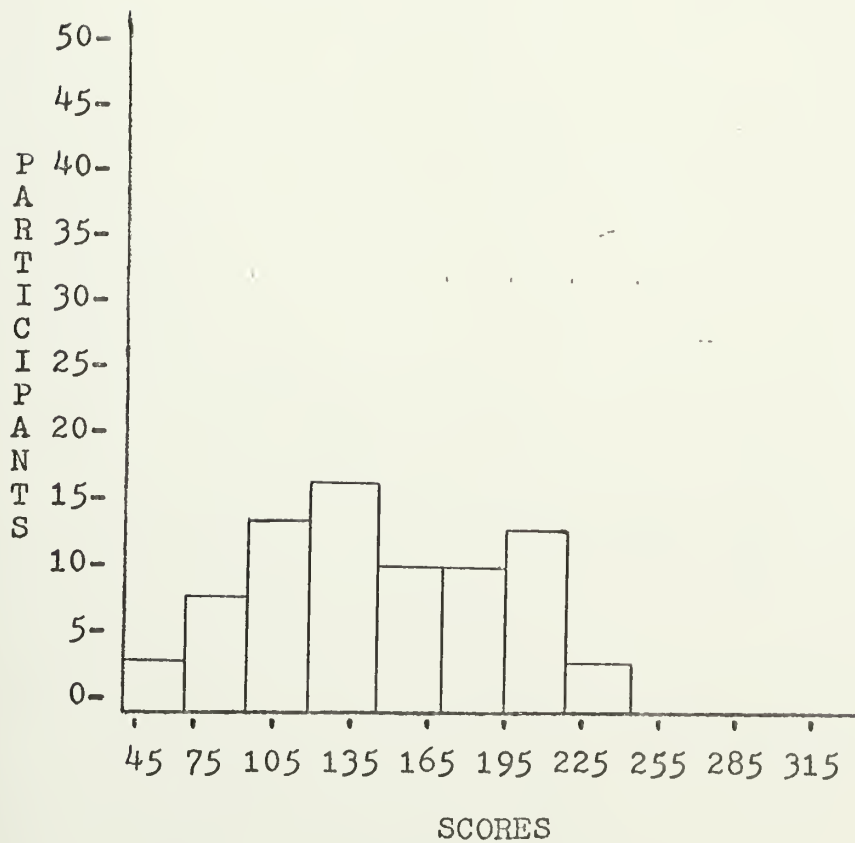
FIGURE VIII

"F" Score
Sentiments Inventory
Post-Test
February 28, 1970

Score	No.
45 - 69	4
70 - 94	7
95 - 119	13
120 - 144	13
145 - 169	10
170 - 194	10
195 - 219	5
220 - 244	5
245 - 269	1
270 - 294	0

TOTAL N: 68

$\bar{X} = 143.50$ $SD\bar{X} = 7.98$
$SD = 49.21$ $Z = .34$ $(P = .36)$
$S\bar{X} = 6.02$

Not Significant at the .10 level.
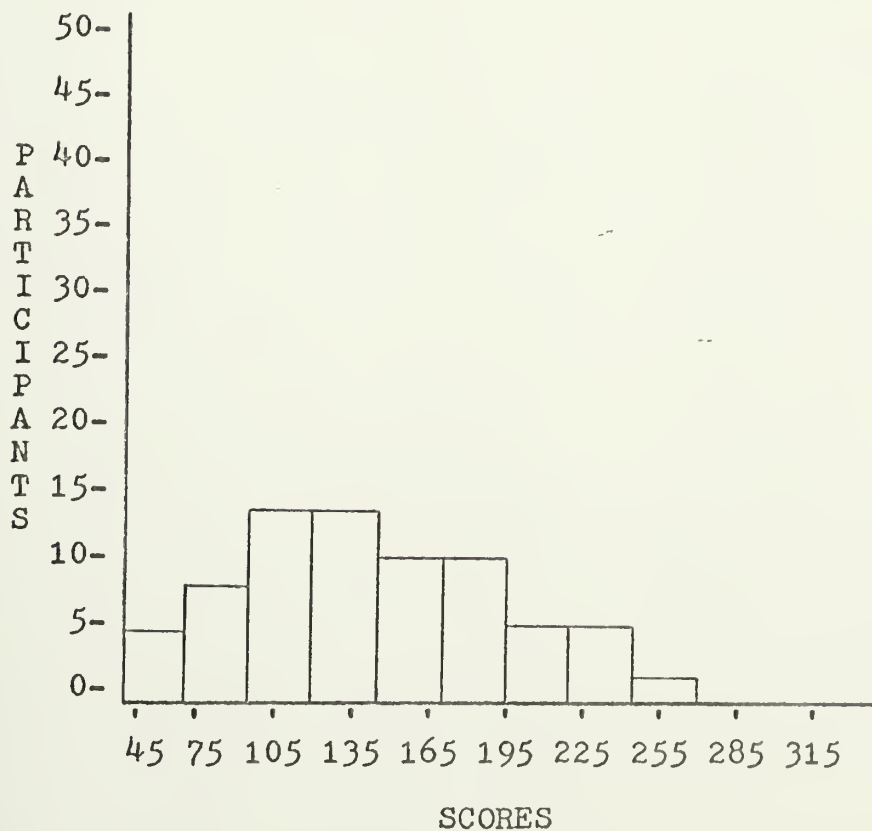
school learning activities, was not tested. Since the very fact that the participants were already active within this context, it was felt that there was no need to test this fact. The scores are available and may be computed at any time desired.

Summary and Conclusions

Based on previous analysis, Table V, "Summary of Participant Opinion and Attitude Change," indicates the apparent effect leadership training has had on all program participants. The most significant shift generally reflects a much sharper personal definition of actions necessary to achieve both neighborhood and school change. As might be expected, many perceptions are oriented toward education, but the form of these new perceptions is significantly program-oriented ("alienation" as a local problem changes to "need for Civic Action Councils for Clean-Up").

In addition, there is a new tendency to employ Model Cities resources as a method to achieve needed objectives, both through organizational action and through use of Model Cities consultants. This tendency appears to indicate that the training program has been successful in developing a base for cooperative relationships between residents and technicians. Equally important, these results may imply that residents are now more able and confident in tapping technicians to help achieve particular objectives.

Responses to many of the questions administered also

indicate a new and well defined commitment to public action.
"Better communication with 'downtown' and needing their re-
spect for the Model Cities leaders" and "parental involve-
ment in academic/behavioral problems" suggest a developed
political sophistication in program participants.

Attitude and belief surveys, it should be noted, sug-
gest an increase in group belief in democratic methods (de-
spite recent harrowing crises), an ability to function in
cooperative group learning and action, a slight increase in
tendency to rely on professional experts, and apparently a
very slight shift toward both "more" and "less" democratic
personalities among individual members, probably based on
individual responses to the best course of action in rela-
tion to recent school integration conflicts precipitated by
the Dayton school administration.

In effect, program participants appear after their
first year of training to be much better equipped mentally
to work for educational improvement. Their new perceptions
and attitude change may be assumed to be largely attributable
to program and program-related experience.

TABLE V

SUMMARY OF PARTICIPANT OPINION AND ATTITUDE CHANGE

Question	Date: May, 1969	Date: February, 1970
Demography	Base Line Data	Little change in characteristics
Civic Posture	Base Line Data	Little change in approximately equal numbers of opinions that individual neighborhoods are growing in importance, just holding own, or declining in importance
Reason for/ Attitude/ Toward/ Neighborhood	Five Responses	Three times the 1969 number of categories, indicating much greater awareness of problems
Nature of/ Neighborhood/ Organiza- tions/and Groups	General responses: "alienation," "people not friendly"	Greater number of responses oriented toward many specific actions -- lighting, zoning, swimming pool, coordination of organizations, school evening classes, boy scouts, youth and parent patrol
Community Interaction	Base Line Data	Little change in sentiment that there is a little coopera- tion between neigh- borhoods, but much indifference
Neighborhood Values	First Priorities: 1. Friendliness 2. Service to Community 3. More organi- zations	First Priorities: 1. Working together 2. Friendliness 3. Service to Community

Question	Date: May, 1969	Date: February, 1970
Outstanding Local Needs	First Priorities: 1. A leader 2. Recreation areas and parks 3. More organizations	First Priorities: 1. Coordination of medical and health/welfare services 2. Better communication with downtown and needing their respect for Model Cities leaders 3. Responsive school administration
	Others: Better schools cooperation, lights in alleys	Others: Middle school, economic investment, supermarkets and drugstores
Suggestions for Activities and Projects	Among several: community meeting place, recreation facilities, housing improvements	Among much greater number of suggestions: better schools, relevant curriculum, use of Model Cities consultants for community organization, voter registration and vote getting, black perspective projects, drop-out prevention, family relations aid
Suggested Source of Project or Activity/ Initiation or/Development	Most Often Cited: block clubs, ACTION, NAACP, DARE, PTA, City schools, Model Cities structure	Most Often Cited: churches, black-oriented groups, area councils, model cities consultants, Community School Councils
Concept of Needed School/ Contribution to/Neighborhood	Leader development, job training, craft training, schools open more, bring community together among suggestions mentioned	"a school to fit the community," and a community related to school, more respect for parents and authorities, social center for meetings and nerve center for community agency and activities, career-oriented programs, religion and morality

Question	Date: May, 1969	Date: February, 1970
Suggested School Improvements by Existing Organizations	Major Suggestions: "Get parents to cooperate with teachers;" "try to improve," "PTA," "teach crafts," "mother help"	Major Suggestions: "Community School Council activity," "ungraded classes," "good evening school courses," "active youth council," "close down undesirable hangouts," "better state financing for school"
	Additional suggestions: "better community-school relations," "smaller school enrollments"	Additional suggestions: demonstration school to show that local children can outperform others in system with proper teaching, parental involvement in academic/behavioral problems
Additional Suggestions	General responses, involving primarily college tutors, additional school buildings	Much more specific responses, including: black control of black schools, store-front schools for a kid branded as a "trouble maker", more work for action, provision of better parental and community models to influence children
Belief in	Participants above mid-point continuum	Participants believe even more strongly in democratic action
Perception of Individual as cooperative participant in learning-action situation	Participants in upper area distribution area, indicating fairly high perception	Participants in same general scoring area

Question	Date: May, 1969	Date: February, 1970
Dependence on experts above group or personal judgments	Participants about evenly grouped along scale, from low to high	Participants show tendency to depend more strongly on experts than previously
Belief in group versus individual initiative	Participants at approximately mid-point on scale, on average	Participants at about same level of belief in group action

PART C - EVALUATION FEEDBACK SESSION

Introduction

An evaluative feedback session was conducted on
March 7 and 14, 1970 by Preston Wilcox, Educational Consul-
tant to the Community School Councils and President of Afram
Associates, New York. As opposed to etiological measures of
specific attitude change, taken independently by other con-
sultants, the purpose of this evaluation was to obtain par-
ticipant in-depth qualitative analysis of what they had
learned and experienced in the program. Thus, the focus in
this evaluation was on individual perceptions, as expressed
verbally and orally, rather than on changes in previously
obtained base data. Questions, accordingly, were not inten-
sively structured.

Particular foci of the questions asked, however, did
exist. Among the major data to be obtained were responses
that indicated whether participants saw the program as valu-
able to local schools and communities, whether participants
perceived major positive or negative events taking place as
a result of program activity, whether there appeared to be
momentum for future positive action through this program,
and whether program operations fostered or hindered commu-
nity potential for positive educational action within the
community.

The method used to obtain answers involved open-ended
questions, given in both written and verbal format. Of the

questions listed below, written responses were obtained for
Questions A, B, C, E, N, and O. Verbal group responses were
obtained for Questions D, F, G, H, I, J, K, L, and M.

In effect, responses appear to indicate a positive re-
sponse to training and action activities undertaken, as well
as a desire for additional positive action. Negative re-
sponses relate particularly to local social problems and
actions taken in the Model Cities Program that were beyond
Council control.

SECTION I

EVALUATION FEEDBACK SESSION ANALYSIS - MARCH 7, 1970

Respondents: Number and Schools Represented

Present at the beginning of the session were fifty-two individuals. Of these, thirty-six were female and sixteen male. The number of parents in the total figure was forty-three; the remainder was nine teachers. The number of questionnaires turned in at the end of the session was forty-four. Schools represented by the participants were: Dunbar - 5; Edison - 2; Greene - 3; Irving - 6; Louise Troy - 4; MacFarlane - 4; Miami Chapel - 5; Roosevelt - 4; St. James - 4; Weaver - 4; and Whittier - 3.

Findings

A. Question: "Of the organizations that you belong to, which one do you consider most important to you?"

Of the forty-four (44) respondents two (2) of whom were Administrative Interns, only two (2) failed to answer this question. Twenty-five (25) different organizations were listed as being important. Eighteen (18) or 42.9% of the respondents indicated that the Dayton Community School Council was the organization that was "most important" to them. The other twenty-four (24) organizations listed received one vote each, and can be categorized as follows:

1. Churches   10

2. "Human Society"   1

3. Individual school councils   7

4. Neighborhood councils   2

5. P.T.A.'s   3

6. Student groups   1

In summary, 42.9% of the respondents viewed the Community School Council as the "most important" organization to which they belonged. Twenty-four (24) or 57.1% of them listed "other" organizations as being "most important." Significantly, ten (10) or 23.3% included P.T.A. or individual school councils as their preferences.

Since all P.T.A. presidents within the target area sit on the Community School Council as well as the individual school councils, a total of 80.4% of the respondents viewed their participation on some level of the Community School Council as being "most important."

When one considers that the Community School Council was elected on March 21, 1969 and the newly-elected body did not hold its first meeting until April 12, 1969 the degree of identity with the Community School Council is very favorable. It is worthy to note that the respondents listed over ninety different organizations to which they belonged in reaching the determination as to which was the most important.

B. Question: "What do you consider to be the five

most pressing Community problems?"

A total of one hundred seventy nine problem choices
were identified by the forty-four (44) respondents. These
problem choices have been organized into nineteen (19)
categories and are presented in Table VI.

In summary, the five most pressing problems were
identified as follows: The high cost of living, education,
political/community powerlessness/apathy, crime and unem-
ployment. A total of one hundred two or 56.9% of the choices
made fell into the above five problem categories.

One could posit that the involvement of the respondents
in the Community School Council's program has increased their
awareness of:

1. The meaning of education as it relates to one's
    life's chances

2. The relationship between education and income
    (high cost of living and unemployment)

3. The consequences of failure to provide opportuni-
    ties outlined in (1) and (2) (the increase in
    crime and structured powerlessness)

C. Question: "What did you learn about education

and/or the system?"

All forty-four (44) respondents gave written answers to
this question. Twenty (20) verbatim excerpts are listed
here:

1. "Though we live in a democratic country - right does

TABLE VI

RANK ORDER OF PROBLEMS IDENTIFIED AS BEING MOST PRESSING

Rank Order	Problem	Number of Selections
1	High cost of living	30
2	Education	28
3	Political/Community powerlessness apathy	17
4	Crime	14
5	Unemployment	13
6	Youth	12
7	Health	11
8	Housing	11
9	Recreation	8
10	Welfare	7
11	Transportation	5
12	White Racism	5
13	Model Cities (Lack of information)	5
14	Family	4
15	Lack of Black Leadership	3
16	Irrelevance of Churches	2
17	Feeling of Inadequacy/ Inferiority	2
18	Viet Nam War	1
19	Professionalism	1

TOTAL NUMBER   179

not always win - when the power structure does not want right to win."

2. "We need to know that procrastination is the thief of time and that honesty is not the best policy; we utilize that which is needed to conceive the objective logic."

3. "I have learned that all people do err, but only a few people are big enough to admit it."

4. "Educated people - the more education, the more deception and elusiveness - phony."

5. "Whenever a non-white learns the truth and tries to inform his counter-partners, he is sabotaged and termed insane and incompetent. He will eventually be destroyed, unless his counter-partners stand in front of him and hide him."

6. "The myth that all educators are sincerely interested in educating all people has been exploded --- The whole experience has caused me to lose some of my timidity about bucking the establishment and given me courage that with unity and sincere involvement, the entire system can be geared to meet the needs of the Black community. P.S. I find I read more meaningful literature now."

7. "Even though we have made mistakes; this has been one of our most effective learning experiences."

8. "I feel that since we do not belong in this country

anyway, our minds are rejecting unconsciously, this
type of system that is being forced upon us."
(Explaining the reason why Black kids do not do
well on standardized tests)

9. "I learned that the system intends to keep Black
students at the bottom of the educational ladder
by hook or crook. That Black people are being used
to further this end. That the system as it now
stands does not intend for the Black child to bene-
fit from the Federal dollars allotted to them, even
if it means losing the money."

10. "Education is a thing so hard to get as long as we
live in a racist society. And the education that
we have been getting isn't education, it's brain-
washing to you, me and us."

11. "Under the present system, Black students do not
get the best education possible because Black
people are not allowed to decide what is best for
us. Therefore, our needs and desires are forgotten.
Integration is a myth under the present system."

12. "I learned that the system is not a true representa-
tion of the voters. We elected the school board,
however, they are not truly responsible to the
people. They appoint members instead of electing
members."

13. "I have learned that the system is wily, devious and

foxy and that we must learn to anticipate its moves
and have a plan of action and stop always reacting
to it."

14. "I have more _firmly_ learned that the Power Struc-
ture will go to any extreme to ostracize or condemn
anyone who fights for truth, freedom from poverty
and quality of education."

15. "The power structure reacts automatically to pre-
serve the status quo. Press, City Commission,
Board of Education, established West Dayton Coali-
tion, Urban League, all sensed a threat to their
traditional roles and moved concurrently to squash
any attempt to bring the true picture to the commu-
nity."

16. "I learned that parents have not only the right,
but the responsibility for determining the educa-
tional program best suited for their children."

17. "I learned that the system likes to have the upper
hand when it comes to dealing with a large sum of
money. The only way to get something done is to
stick together."

18. "The selection of teachers for the Black schools
has always been poor. Instead of receiving the
best qualified teachers for the Black schools, they
are automatically sent to the advanced white schools.
And the parents of our students are content to take

second best instead of demanding that the best be
sent to the schools in the beginning."

19. "I have learned that Black people _are_ invisible to
white men. Even when we signed a partnership with
him, he couldn't accept that we are people."

20. "I learned that the system will not listen to mi-
nority groups, nor will the news media. I learned
how the power structure can 'holler wolf' and bring
a good program to a slow walk."

D. Questions: (1) "Who were the consultants whom
you felt were helpful to you?"
(2) "What did you learn from the
consultants?"

The above questions were considered with the total group.
The feedback for these questions was received orally.[1] In
response to the first question above, the following responses
were given:

1. Effie Ellis, M.D. (May 24, 1969)

2. Barbara Sizemore (September 6, 1969)

3. Rhody McCoy (July 19, 1969)

4. John Churchville (September 6, 1969)

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[1]For a complete description of the consultants used
refer to Progress Report #1: Educational Leadership Program
For Elected Community Council, June, 1969 and Progress Re-
port #2: Educational Leadership Program for Elected Community
Councils, October, 1969.

5. Arthur Bouldin (April 26, 1969)

6. Julius Hobson

7. Donald Smith (August 2, 1969)

8. Kenneth W. Haskins (July 19, 1969)

9. Thomas Edwards (January 30, 1970)

10. Preston Wilcox (August 1968/July 19, 1969)

The second question attempted to elicit specific recall
of the content of each of the consultant's presentation, as
mentioned in question one (1) above. The following gives a
capsule summary of the responses received.[2]

Consultant	Title	Learning
Ellis	Maternal Child Health Director, State of Ohio	Importance of pre-school; kids fail because they get a terrible beginning and are forced into adult roles; education from "wound to tomb."[3]
Sizemore	Principal, The Woodlawn Experimental School, Chicago	A/B concept; whites over Blacks; "changing improper fraction to a proper fraction"

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[2]Learnings derived from contacts with <u>Wilcox</u> were not
elicited since he conducted this evaluation session. Posi-
tive comments were made about Dolly Millender, Director,
Library Services, Gary, Indiana, during the oral evaluation.
Written comments were received about Dr. Edward Fort, Super-
intendent of Schools, Insker, Michigan and Dr. Roderick Hil-
singer, School of Education, Temple University, Philadelphia,
Pa.

[3]See newspaper report on this session: Steve Clark."Head
Start Straggling Blamed on Malnutrition," in <u>Dayton Daily News</u>,
May 25, 1969.

Consultant	Title	Learning
McCoy	Administrator, Ocean Hill-Brownsville Experimental School District, Brooklyn, New York	Low percentage of minority high school academic graduates; predicted that conflict would occur in Dayton; establishment plans to endermine such efforts.
Churchville	Director, Freedom Library Day School, Philadelphia, Pennsylvania	The value of truth; system built on dreams and lies: "unbrainwash the brainwashed."
Bouldin	Chief, Ohio Office of Equal Educational Opportunity	Showed film; elicited reactions.[4]
Hobson	Director, Washington Institute for Quality Education, Washington, D. C.	Power structure can be fought; Art is only a symbol. The Black community is the target.
Smith	Executive Associate, Urban Coalition, Washington, D.C.	Interpreted Kerner Report, showed how power structure whips game on Blacks; consultant and advocate for Art Thomas. Shared humility.
Haskins	Principal, Morgan Community School, Washington, D. C. Alfred North Whitehead Fellow, Harvard Graduate School of Education, Cambridge, Massachusetts	Successful school without corporal punishment; achieve with funds; chaos predicted; improvise despite lack of supplies.

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[4]See newspaper report on this session: "Biased? Naive? Try Sensitivity Test," in Dayton Daily News, April 27, 1969.

Consultant	Title	Learning
Edwards	Consultant, Science Research Associates	Respondents argued as to whether he favored English as a first or second language.

When one considers the number of consultant presentations that were recalled and the time lag involved, the quality of the recall suggests the importance of bringing in consultants from the outside. All consultants listed above are Black; two are females. There was a positive reaction to the latter; a sense of pride was expressed.

E. Question: "What were the most positive educational achievements?"

Forty-four (44) respondents made one hundred seventy-five choices in seeking to identify, on a collective basis, the five most positive achievements. Each respondent was asked to list a maximum of five choices.

The one hundred seventy-five choices were re-arranged into thirty three categories, then further refined into ten categories. These ten categories are presented in Table VII.

The items ranked number one (1) and number four (4) differ in that number one (1) relates to the degree of involvement and increased understanding while number four (4) relates to efforts to influence and change the community. The first five choices earned eighty seven percent or one hundred fifty three of the one hundred seventy five choices made.

TABLE VII

MOST POSITIVE EDUCATIONAL ACHIEVEMENTS OF THE
COMMUNITY SCHOOL COUNCILS AS PERCEIVED
BY ITS MEMBERSHIP

Rank Order	Achievement	Number of Choices
1	Increased community involvement	33
2	More positive self-image (Black is Beautiful)	33
3	Improved net worth of relationships	31
4	Increased community pressure	24
5	Educational innovations	23
6	Increased student interest in learning	10
7	Increased employment of Blacks (professional and non-professional)	8
8	Improved services (cafeteria, breakfast grounds)	7
9	Use of consultants	2
10	Capital improvements	2

Art Thomas's emphasis of the concepts "Black is Beautiful;
knowledge is power; Be the best of whatever you are; I love
you; trust you, and respect you; You are beautiful;" as well
as his focus on meaningful community involvement, educa-
tional innovation and the involvement of school staff along
with the community have paid off. Members of the Community
School Council viewed educational achievement as having an
important humanistic dimension; relationship environment and
self-concept. A second observation can be made about the
definition of education as revealed by the choices. The
definition seems to extend beyond classroom activities of
reading, writing, etc. to include the total range of service
and programs as an integral part of the Educative process.

F. Question: "What was the worst thing that happened
                since the community school council was
                formed back in March of 1969?"

The total group reacted to this question giving a single
answer. This answer identified the worst thing that happened
as being the firing of Art Thomas, Director of the Model
Cities Education Component by the Dayton Board of Education.[5]

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[5]"Dr. Carle's Real Gripe with Art Thomas," in The Dayton
Express, November 6, 1969, p. 9. Harold Tucker, et al vs.
The Dayton Board of Education, et al, Dayton: U. S. Dis-
trict Court for the District of Southern, Ohio,
February 6, 1970.

G. Question: <u>"What were the events that precipitated</u>
<u>Art Thomas' firing?"</u>

1. Lack of knowledge by sub-communities about what
    was going on.

2. The success of the <u>In-Service Training Session</u>,
    Dunbar High School, Saturday, September 6, 1969.
    There were thirty seven educational consultants
    present; all but three were Black. An estimated
    twelve hundred persons - teachers, principals,
    parents and students - from the eleven target
    area schools were present. Barbara Sizemore and
    John Churchville were the key-note speakers.
    The School Superintendent was present but the
    meeting was chaired by Edward Campbell, Chairman
    Education Committee Model Cities Planning Coun-
    cil and member of the Community School Council.

3. Lack of knowledge of Art Thomas as a <u>person</u>,
    many know him solely as the target of the Board's
    actions.

4. Art Thomas's excellent rapport and relationship
    with students. C. J. McLin, Jr., State Repre-
    sentative, 88th District, Ohio wrote about Art
    Thomas's action during the 1967 riots as follows:

    "He has expressed a genuine concern with
    the youth of Dayton during the first weeks
    of the summer when tensions were high
    and riot disturbances were occurring. He
    became the man who the youth could most

relate to, and in his ability to do
so, curbed a full-fledged riot and
created a new program which in a
short while will probably receive
local and federal funding."[6]

Thomas and McLin were co-founders of the Dayton

Youth Police, also known as the "White Hat

Patrol," which was cited in the <u>Report of the</u>

<u>National Advisory Commission on Civil Disorders</u>.[7]

5. Thomas's role in getting the Black community

obligated toward managing its own destiny.[8]

6. The challenge to the system by the community.

7. Professional jealousy expressed by Superin-

tendent Carle's actions against Art Thomas.[9]

H. Question: <u>"What could the Community School Council</u>

<u>have done to prevent Art Thomas' firing</u>

<u>that it did not do?"</u>

The following statements emanated from those present.

The statements are presented in chronological order.

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[6]C. J. McLin, Jr. <u>Letter to Miami University</u>,
September 26, 1967.

[7]<u>Report of the National Advisory Commission on Civil</u>
<u>Disorders</u>. New York: E. P. Dutton and Co., March, 1968,
pp. 513, 155 and 199.

[8]"Love, Trust and Respect Each Other: Support Art
Thomas ... Support Education," in <u>The Dayton Express</u>,
November 13, 1969, pp. 3 and 8.

[9]Henry Harris, "Carle Explains Beliefs, Calls Thomas
'Beautiful'," in <u>Dayton Daily News</u>, November 12, 1969, pp. 1
and 10. "Art Thomas Nominated as Educator of the Year," in
<u>The Dayton Express</u>, November 13-20, 1969, p. 1.

1. Develop more unity in the community.

2. Door-to-door campaigns to _inform_ the community.

3. Develop collective action involving all commu-
   nally-based organizations.

4. "Couldn't have done anything to stop it; it was
   cut and dried."

I. Question: "What were the mistakes that were made
   during the Art Thomas crisis?"

Responses to this question are listed in order of
mention:

1. We reacted too quickly (rather than reflecting and
   enacting our own ideas).

2. There was a lack of communication (among the vari-
   ous parts of the whole).

3. Lack of cooperation.

4. Failure of the Blacks on the west side of Dayton
   to become involved.

5. A general lack of involvement.

6. Failure to identify (and deal with) the "shufflers,"
   Uncle Toms, Super-Niggers, double agents, "bull-
   shitters," etc.

7. Too much reliance on the credibility of the mass
   media.

8. _Fear_ of loss of jobs, position and status.

9. Failure to determine who speaks _for_ the Black

community to the establishment. There was some feeling that the West Dayton Coalition was not and should not speak for the target area. The target area should have selected and identified their own spokesmen and let the establishment know who speaks for the community.

10. The adults permitted the youth to provide the leadership rather than carrying their own weight.

There was a general feeling that those who were involved were being pulled in too many directions, that too much confusion prevailed and that the Community School Council was too young to take on the establishment when it did.

J. Question: "What were the "good things" that happened: things that made you feel good?"

This question concerned the "good things" that happened or the things that made council members "feel good" in relation to the Art Thomas crisis. The following responses are presented in the order in which they were made.

1. Five thousand (5,000) signatures were collected through the circulation of petitions.

2. The returning of children to school after boycotts and suspensions.

3. The community began to learn how to "stick together."

4. There is a higher level and frequency of parent

participation.

5. Unity has developed even though the community lost.

6. There is more awareness of problems confronting Black people.

7. Arthur E. Thomas has not shuffled yet.

8. The ability to help out in a crisis; the ability to make a sacrifice (loss of two days pay) in order to help out.

9. The march by three thousand (3,000) people to the Board of Education on September 10, 1969.

10. The immediate response of the individual school council chairman when called into action.

11. Even though Art Thomas has been crucified (by the establishment), he still loves us! Discussion of this point revealed that:

    a. It is difficult to express love for one who has been crucified without making him feel that one enjoyed his crucifixion.

    b. We live in a society where one who is crucified is seldom loved.

    c. Was the crucifixion of Thomas a reward or a punishment?

12. "There ain't no limit to what we can do, as long as we don't give a damn who gets credit for it."

The most intense feeling was revealed by the group in

terms of Items 5, 7, 11, and 12 above. All references to
Art Thomas were accompanied by a great deal of feeling and
admiration.

K. Question: "Where are the places where you can talk
               to local residents with the greatest
               ease?"

"The grocery store, Block Club, bootleg joints, beauty
parlors, barber shops, churches, anywhere on the street, on
the job, on the bus, at lunch time, the pool room, the laun-
dromat, etc." Thirty one (31) of the fourty four people
present indicated that they have spent time in the community
attempting to increase involvement.

L. Question: "How did you feel when Art Thomas was
               fired?"

The unanimous response to this question was:
TERRIBLE.

M. Question: "What are you going to do about it?"

1. Fight it.

2. Make the program work.

3. Put money in the pot to help Art fight his
   case.

4. Teach our children the truth: love, respect
   and trust. It's a "two-way street."

5. Bring more Black males into the fold.

6. Muting the influence of the Toms: getting rid of them.

7. Working together in harmony and peace toward a common goal.

8. Letter-writing campaigns.

N. Question: "How often do you visit the school or schools in your area?"

Forty-two (42) individuals responded to this question. Their responses have been tabulated and are presented in Table VIII.

TABLE VIII

RATE OF SCHOOL VISITATION BY MEMBERS OF THE COMMUNITY SCHOOL COUNCIL

Frequency	Number of Members	Percentage
Once per week	10	23.3%
Once per month	12	28.5%
Less frequently	19	45.2%
Once per school year	1	2.3%
TOTAL	42	99.4%

O. Question: <u>"What do you see as the purpose of the</u>
<u>Community School Council?"</u>

The following were listed in response to the above question:

1. "Getting people together to work on common probiems."

2. "Helping to bring the school and community closer together."

3. "Helping to inspire the quality of the education."

4. "To involve the community in running its own schools."

In a written survey conducted on Saturday, February 27, 2970, the individual school councils met separately to discuss the purpose of the Community School Council. A cursory review of their written reports suggests a possible model for levels of involvement as they relate to the purposes of the councils. Levels of involvement are presented in Table IX.

TABLE IX

LEVELS OF INVOLVEMENT AND COUNCIL PURPOSES

IN ORDER OF INCREASING COMMUNITY ROLE

Levels of Community Involvement	Accompanying Questions
1. Reinforcement of Current Programs	Does community understand that which is being re-inforced?
2. Increased Parental Participation	Is activity a meaningful involvement?
3. Liaison between School and Community	Is community simply providing cooperation in compliance?
4. Assistance with Individual School Problems	Is there a need for new policies and procedures?
5. Community Problem-Solving	What is the school's role in this process?
6. Advisory Role of community members	Is this rubber stamp or a sharing process?
7. Community-created guide-lines for evaluation	What are parent/student evaluations of program?
8. Policy making by community	How does one mediate ex-clusive vs. shared devisions between community members and officials?

Summary and Conclusions

Table IX can serve as a tool for evaluating and deter-
mining the levels of involvement and the purposes of parent/
community involvement in school affairs. It includes a
range from principal-directed programs to parent/community
directed programs with a variety of intermediate alterna-
tives.[10]

On the basis of questions asked by the evaluator it is
apparent that all School Council members have at least moved
to the third level of involvement on Table IX; as noted in
the narrative of events elsewhere in this report, individual
Task Forces and Councils have moved in some cases actually
as far as the sixth level.

Highlights of the responses reviewed above indicate
that Councils are the major organization for a majority of
resident members, that - in a low-income area -- education is
ranked by members to be as important a problem as the cost
of living, and more important than other individual environ-
mental problems such as employment, health, or housing.

As reflected in questions related to lessons learned by
members, achievements of Councils, and reaction to other
Model Cities events, there is now a strong awareness of the
need for community organization. (This awareness is in fact

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[10]Preston Wilcox, On the Way to School-Community Con-
trol: Some Observations. New York: Afram Associates, Inc.,
February 20, 1970. pp. 4.

reflected in present block by block organization efforts described elsewhere in this report) Related to community organization, there is a very strong sentiment that schools are not really serving local needs adequately and that "the system is wily, devious, and foxy" in acting to preserve "the status quo." In the eyes of Council members administrators "will go to any extremes to ostracize or condemn anyone who fights for the truth."

In another context such sentiment could be interpreted as simple alienation. However, such comments are being uttered in a context of positive individual actions involving community nights, regular meetings with principals, participation in other Model Cities efforts such as community schools, and actions to achieve community organization. These actions combine with an awareness of the need for reform to provide a strong momentum for further individual and council effort.

Moreover, in the West Dayton context it should be noted that schools do not meet community needs adequately. For example, less than twenty percent of Model Cities high school graduates go on to further education, according to latest available counselor estimates; the city wide average excluding West Dayton is about forty percent. Student achievement in comparison with other city schools is in fact low, and experienced teachers tend to transfer or are transferred out of the Model Cities area (observation confirmed both by tea-

chers and a statement of Board of Education member Leo Lucas
at a December, 1969 official Board meeting). A developed
awareness of unproductive school services, when combined with
a knowledge of potential methods of change, is thus both an
accurate perception and a necessary initiation into the need
for positive action.

The listing of many different Model Cities consultants
as positive influences suggests that Community School Council
training has in fact had a role in sharpening resident aware-
ness by providing standards of comparison. Continued liaison
between consultants and Council members thus appears to be a
necessary activity in providing positive alternatives for
change.

It should be noted that about one-fourth of resident
members polled visit schools at least once a week, and over
half at least once a month or more often to review school
activities. This is further evidence of involvement with
schools, although a focus for next year's program will be to
increase parental presence through such activities as volun-
teer efforts and paid aide-trainee positions in other Model
Cities programs.

In summary, resident responses appear to reveal a mix
of dissatisfaction with school administration: commitment
to change, initial comprehension of methods for change, and
an ability as a result of past experience to discriminate be-
tween actual reforms and dormancy. The future value of these

attitudes will depend largely on Council ability to see positive results from their activities and support for the leaders they endorse.

SECTION II

EVALUATION FEEDBACK SESSION ANALYSIS - MARCH 14, 1970

Introduction

On March 14, 1970, the individual School Council con-
ducted "buzz sessions" in order to consider the following
issues or questions:

a. Relationship between Individual Councils and
    Principals.

b. Role of the individual Councils in Promoting
    Student Achievement.

c. Joint Action - Principals and Individual Councils.

All eleven (11) councils submitted written reports as
did the Black Student Union. The attendance and the pre-
senters were as follows:

School	Attendance	Presenter
Dunbar	6	Sr. Juanita Johnson
Edison	9	Sr. Thompson
Greene	5	Sr. Helen Ward
Irving	6	Sr. Retha Reed
MacFarlane	6	Sr. Lillian Walker
Miami Chapel	7	Bro. Augustus Beal
Roosevelt	6	Bro. Robert L. Allen
St. James	7	Bro. George Self
Troy	7	Sr. Barbara Dennis
Whittier	7	Bro. Otis Drake
Weaver	5	Bro. Edythe Fox
Black Student Union	7	Bro. Donnie Moore

Methodology

Each individual school council conducted a buzz session
in which it discussed the above questions and developed a
written statement. The written statements were presented
by the above-mentioned Brothers and Sisters.

Findings

Listed below are the results of the above buzz sessions.
No attempt has been made to combine the responses or to list
them in order of importance, except in part A below. Some
of the councils reported on what they had been doing in
the past; others reported on what they would like to see
done.

One gets the distinct impression that the level of
awareness and understanding has increased; that the council
members have a healthy attitude toward their responsibilities
and are deepening their sense of commitment.

A. Relationship between Principal and the Individual
    School Council
    1. Responsible and Accountable to Individual
        School Councils
        a. Supportive of Parent/Student/Teacher
            Involvement
        b. Regular Conferences with Individual Councils
            (1) Full disclosure of information
            (2) Technical advisor
    2. Working Member of Council

3. Communication between School and Community

    a. Promotes Social Adjustment/Change in School and Community

    b. Ensure Access to School and Classroom

    c. Reports on Internal School Problems - Listens to Community Problems

4. Social Action

    a. Utilize Parent/Community Power to Expand Principals' Powers Where Limited

    b. Complete and Full Involvement of Community in Planning

B. Role of Individual School Councils in Promoting Student Achievement

1. Providing Tutorial Assistance.

2. Sponsoring Extra-Curricular Activities to Teach Social Graces, Social Adjustment, Enable Communication and to Instill the Determination to Achieve.

3. Development of Program Proposals and Participations in Their Evaluation.

4. Determining New Ways to Measure Achievement and Establishing Norms.

5. Learn About the Structure of the Curriculum.

6. Attend Planning Meetings in the School.

7. Eliminate the Divisive and Destructive Impact of the Grading System.

8. Classroom Visitation and Observations.

9. Organize into small Groups to Combat Community Problems Such as Narcotics.

10. Determination of the Kinds of Staff Needed: Reading Specialists, Social Studies Teachers, etc.

11. Evaluation of School Needs.

12. Support of In-service Training Programs for Teachers.

13. Request more Specific Reports as to the Specific Skills Which Students are Obtaining or Not.

14. Developing a good Working Relationship Between the School and the Community it Serves.

15. Assist in Preventing Further Drop-outs, Improving the Rate of Attendance and Curtailing Discipline Problems.

16. To Reinforce and Support School Activities.

17. Hold Frequent Parent-Teacher Conferences.

18. Jointly Sponsored Programs on Community Problems (Drug Abuse).

19. Regular "Parental Presence" in the Schools.

20. Free Access to the School by Parents.

C. <u>Joint Actions: Principals and Individual School</u>
   <u>Councils</u>

   1. Identification of the Needs of the Teachers.

   2. Cooperation with all Other Community School
      Councils.

   3. Collected Petitions in the Battle to Retain
      Arthur E. Thomas, Director, Education Component
      and Sent Telegram to Central Administration.

   4. Secured Proper Facilities for Edgemont Elm
      Park.

   5. Planning Courses for Eighth Graders Throughout
      Their High School Careers.

   6. Revising Educational Program.

   7. Holding Teachers Accountable for Innovative
      Programming.

   8. Pressuring to See that Educational Needs are
      Met.

   9. Develop Tutoring Programs.

   10. Decreasing the Rate of Suspensions.

   11. Identifying Learning Disabilities.

   12. Alleviating Special Problems.

   13. Minimized Impact of Suspensions by Bussing
       Children to Drew Health Center to be Taught
       and Supervised. It was Used as a Substitute
       for Suspensions, Which Serve Only to "Give
       the Student a Holiday."

14. Assess Needs and Make <u>Combined</u> requests to the
    Central Administration.

15. Develop Proposals for Funding.

16. Establish Additional Guidance and Vocations in
    Elementary Schools.

17. Organize the Community Around Educational Needs;
    to Obtain Police Surveillance at "Illegal"
    hangouts.

18. Meet With School Counselors re: Student
    Problems.

19. Conducted a Mass Meeting to Air Facts About
    Disruptions in Schools and to Censure the
    School Superintendent for His Irresponsible
    Actions

Conclusions

It is evident from the responses given by the council
members, to the issues and questions presented for considera-
tion, that the level of awareness and understanding of commu-
nity-school relationships has increased significantly during
the training year. It appears that council members are be-
ginning to demonstrate a healthy attitude toward their re-
sponsibilities and are gaining an ever deepening sense of
commitment to the education of their children.

The concept of accountability, presented by the coun-
cils in response to the question on relationships between
the principal and the council, demonstrates the members in-

depth perception of operational responsibility for school affairs.

The broad range of activities and roles given by the councils for promoting student achievement within the school indicates the council's concern and understanding and demonstrates the council's ability to deal effectively with educational policy matters.

In response to the third question presented to the councils, regarding joint action between the principals and the school councils, the councils were able to identify nineteen (19) concrete areas of concern where principals and councils could and did work together toward better educational policy and school improvement.

From these short questions and the responses thereto it becomes quite clear that council members have moved from the cautious behavior they demonstrated a year ago, toward vocal, positive action in the affairs of the educational establishment, for which they now sense a deep responsibility· and demonstrate strong concern and action.

PART D (1) - CLARIFYING THE BLACK EXPERIENCE

Introduction and Objectives

On April 26, 1969 and March 25, 1970 a multi-sensual participatory seminar was conducted by Arthur L. Bouldin, Chief, Office of Equal Educational Opportunity, Ohio Department of Education. The objectives of this seminar were:

1. To identify stereotypic thinking that is directed toward Black people.

2. To confront individuals with choices to determine what attitudes they are behaviorally supporting in terms of Black people.

3. To provide those participating with sufficient background to enable them to determine what attitudes they would like to continue to behaviorally support and what attitudes they would like to change behaviorally in regard to Black people.

4. To provide those participating in the Dayton project with the necessary background to enable them to make intelligent decisions in planning and evaluating new and experimental school programs, and in interpreting these programs to neighborhood communities.

Procedures

1. After an introduction in which the participants are advised that there are no correct answers, only

answers that come closest to reflecting their
thinking; the participants are passed out booklets
with tear out sheets.

2. Utilization is made of the film, "Of Black America,"
    which has been restructured to provide eleven dra-
    matic settings that deal with the following vola-
    tile discussion areas:

    a. Did the publishers systematic neglect of Black
        contributions to America reflect the desires
        and demands of the white book purchasing
        public?

    b. Was slavery in the United States unique in terms
        of the basis of selection and the nature of the
        involuntary servitude when compared with other
        forms of slavery found around the world?

    c. What is the role of the school in terms of its
        collective responsibility for deficits that are
        directly attributed to society's failures?

    d. Does the entertainment media largely reflect and
        perpetuate the thinking of a people during any
        given time in history?

    e. Has the Black male been systematically attacked
        throughout history or has his lot been largely
        determined by his own inadequacies?

    f. Is there a polar discrepancy between liberal
        thought and liberal action when such action

touches home?

g. Is intermarriage too explosive a subject to be used as an index to gauge white America's commitment to Black human rights and aspirations?

h. Must young Black people be willing to reject the attitudes and behavior patterns of their parents if they are to bring about the necessary changes in this country?

i. Has the Afro-American grooming and dress attempt created positive or negative results in this country?

j. Does the attitude of the American majority toward social institutions encourage or discourage separatist thought among minorities?

k. Does the time that is spent for the kind of indoctrination seen in the school scene warrant priority over an early introduction to the three R's for the children in the Black community?

The questions are directly or indirectly related to the role of the school and the role of Black parents and youngsters in relation to the school.

3. Exactly one minute and thirty seconds are provided the participants to make a forced choice from three possibilities following the viewing of each dramatic

set.

4. At the conclusion of the showing of the film,
eleven discussion groups are set up with a member
of the group serving as chairman to discuss one of
the eleven dramatic sets. The following questions
are asked:

a. What choice did you make for this set?

b. Why did you make that selection?

During the discussion group, each individual is
given the opportunity to express his thinking in
terms of why he had selected one choice over another.
The discussion is designed to allow each member of
the discussion group (never exceeding nine in num-
ber) to exchange ideas with his peers in determining
whether or not he is behaviorally supporting nega-
tive stereotypes toward Black people.

c. As a result of the discussion what choice would
you make now?

Exactly fifteen minutes are allowed for discussion
in these groups after which the chairmen return and
make direct reports to the total group.

5. Concluding the discussion on each dramatic set, a
graph indicating how the total group voted is
shown with pertinent additional data presented by

the director of the seminar.

The choices fall into three categories:

<u>Sensitive</u>   -- Indicating an understanding of the needs, feelings and aspirations of Black people.

<u>Naive</u>   -- Indicating sympathy, but perhaps a lack of understanding of Black needs, feelings and aspirations and the harboring of misconceptions.

<u>Insensitive</u>   -- Indicating a lack of understanding of the needs, feelings and aspirations of Black people.

Because of the time lapse between pre- and post-testing it was decided that the changes due to familiarity and memory would be virtually negligible. Therefore, whatever changes occurred could be attributed to the activities of the Community School Council and Model Cities Educational Committee year long program.

Findings and Conclusions

An examination of the results of this seminar given on April 26, 1969 (see Table X) reveals: 19.4% of the responses were naive, 14.4% were insensitive, and 66.2% were sensitive. While 66.2% sensitive answers represents the highest amount

TABLE X

ATTITUDINAL TEST RESULTS FOR DAYTON

April 26, 1969

Question	Naive	Insensitive	Sensitive
1.	A - 14	C - 4	B - 60
2.	A - 9	C - 22	B - 52
3.	A - 11	B - 16	C - 60
4.	A - 35	C - 7	B - 48
5.	A - 29	B - 4	C - 54
6.	B - 10	C - 18	A - 57
7.	B - 28	A - 6	C - 55
8.	C - 9	A - 19	B - 61
9.	A - 17	B - 30	C - 40
10.	B - 12	A - 4	C - 72
11.	B - 10	A - 7	C - 70
*Total	184	137	629

Results: Naive   -- 19.4%

Insensitive -- 14.4%

Sensitive   -- 66.2%

* Total number of "forced choices." After viewing each issue,
each participant was required to select the one of three
choices that most nearly reflected his opinion of what he
had observed in the film.

The symbols A, B, and C were used only for identification
of choice which when related to the code indicated whether
the choice was naive, sensitive, or insensitive.

TABLE XI

ATTITUDINAL TEST RESULTS FOR DAYTON

March 25, 1970

Question	Naive	Insensitive	Sensitive
1.	A - 3	C - 1	B - 19
2.	B - 6	C - 3	A - 20
3.	A - 4	B - 4	C - 21
4.	A - 2	C - 2	B - 25
5.	A - 10	B - 2	C - 19
6.	B - 5	C - 5	A - 20
7.	B - 4	A - 2	C - 24
8.	C - 1	A - 4	B - 27
9.	A - 4	B - 8	C - 19
10.	B - 3	A - 1	C - 27
11.	B - 2	A - 2	C - 30
*Total	44	34	251

Results: Naive   -- 13.4%

Insensitive -- 10.3%

Sensitive   -- 76.3%

* Total number of "forced choices." After viewing each issue, each participant was required to select the one of three choices that most nearly reflected his opinion of what he had observed in the film.

The symbols A, B, and C were used only for identification of choice which when related to the code indicated whether the choice was naive, sensitive, or insensitive.

ever achieved in countless seminars in and out of state, an examination of the results of the seminar given on March 25, 1970 (see Table XI) reveals that 13.4% of the answers were naive, 10.3% were insensitive and 76.3% were sensitive. This substantial change of ten percentage points in sensitive responses must be attributed to some experience that this group has undergone between April of 1969 and March of 1970. The only common experience is that attributed to activities in relation to the Community School Council and Model Cities Educational Committee Project. Thus, we may conclude that this increased sensitivity is the result of the project. It is also reasonable to assume that this increased sensitivity better equips those participants taking part in this project to:

1. Recognize, strive for, and support educational programs for largely Black target schools.

2. Serve as a communicational link between the school and its neighborhood.

3. To participate and to encourage participation in the school program.

4. Demonstrate interest and respect for and raise the level of expectations of the schools.

The final index of sensitivity will be the impact of the Community School Council project on the target schools in Dayton, Ohio.

PART D (2) – A REVIEW OF THE CRISIS ON
DAYTON'S EDUCATIONAL SCENE

Introduction

A major American sociologist has argued that a so-
ciety's particular social order manifests itself, in some
ways, by the social problems which are definitive of that
society. The suspension of Arthur Thomas, Project Director
of the Dayton Model Cities Education Component, was the im-
mediate cause of the retention of Dr. Stanley Crockett,
Director, Research and Evaluation, Western Behavioral Sci-
ences Institute, La Jolla, California. The task assigned
was to investigate the background of incidents which led
up to the suspension of Mr. Thomas by the Board of Educa-
tion of the Dayton Public Schools. A combination of inter-
views, discussions, and observations were carried on by the
writer over a four day period with professional educators,
target and non-target area black parents, members of the
Board of Education, members of the Model Cities Planning
Council, students in target area schools (Black), and members
of the Dayton city government.

Methodology

During October of 1969, open ended interview schedules
were administered to the (1) Superintendent of Schools;
(2) Police officials; (3) Laborers; (4) Housewives; (5)
Model City Planning Council officials; (6) Parents of stu-
dents at Stivers High School; (7) Black high school stu-

dents; (8) Black Board of Education member; and (9) White
Board of Education member. The interviewer represented
himself as a neutral social scientist brought to Dayton to
investigate the suspension of Mr. Thomas. The interviewer
promised strict confidentiality across the board - no names
and no direct quotes.

Questions presented fell into the following categories:

1. What do you think caused Mr. Thomas' suspension?

2. What is your opinion of the action?

3. Why did the action occur?

4. Did Mr. Thomas act within what you perceive as
   being the role of the Model Cities Education
   Planning Council?

5. What types of people do you think would agree
   with your responses?

All individuals listed above were asked these five (5)
questions.

Discussion and Analysis

Approximately a year and a half ago, the Dayton Board
of Education admitted that the distribution of Black and
white pupils in the Dayton city schools betrayed the racist
thinking of the Board. Accordingly, the Board repudiated
racism and put itself on record to bring about quality inte-
grated education. Since 1962, the suspended project director
has served as a teacher and an administrator in said system,

working at the community level to bring about changes in attitudes and behaviours of target area children and their parents. Working within the prevailing sense of order in Dayton, a growing majority of the Board members and the district superintendent sought to make those educational changes which would alter the pattern of achievement for Black students in the Dayton schools. The state of the prevailing sense of order argued for a descending pattern of change initiated from above by those deemed to be professional educators.

Mr. Thomas functioned in terms of the legitimacy granted to him by the parents and students familiar with his efforts within the target area. As a consequence of identifying the traditional social order as controlling the process of change, Mr. Thomas sought to deviate from the leadership roles defined by that social order and the change processes characteristic of that social order. We have a picture, then, of two change forces, one traditional in its style and direction, the other innovative from the traditional model of change agent in the city of Dayton.

Within the context of American society, the school is a major mass socializing institution preparing children for occupancy of the roles which are necessary to maintain that society. The traditional structure of American society is such that Black people disproportionately occupy the lower levels of the socioeconomic structure. Paternalism on the part of whites in the social structure is supported by be-

haviour patterns of Blacks. The locus of error centers with-
in the Black psyche while the educational establishment seeks
to maintain the flaw within Black children and their parents.
It appears that those Black parents who have, by virtue of
income and position, become established in Dayton and have,
as a result, enabled their children to "succeed" in the
schools are against Mr. Thomas's change style if not the con-
tent of his innovative programs. (There is some evidence
that parts of his programs have already been utilized by the
school district's central administration in schools other than
those in which Mr. Thomas has served.) It appears, too, that
there are Black parents whose view of street life enables them
to define "being in school" as a virtue in and of itself.
Thus, either the possibility or the actuality of students boy-
cotting the schools becomes a primary sin in the eyes of these
parents.

It follows, then, that Mr. Thomas does not enjoy uni-
versal support among the Black ethnic community. Those par-
ents and students who have experienced positive changes in
attitudes and behaviours related to education identify Mr.
Thomas as the "Messiah" or "Moses" who is able, given the
chance, to reverse the educational destinies of Dayton chil-
dren. For those parents who value school attendance as an
ideal undisturbed by the quality of school, as reflected by
academic achievement and attitude toward school attendance
on the part of students, Mr. Thomas appears as an evil genius

best expelled from the educational scene.

There is some evidence for believing that Board of Education members as well as the Superintendent of Schools feel that the suspended director's change programs are of positive value to the Black community, while his identified deviancy in style of leadership are of negative value both to the educational establishment's power and to the prevailing sense of order in Dayton. An example of this is to be found in the various readings of the Stivers incident. Mr. Thomas, identifying his constituency as concerned lower class Blacks, acted in concert with their concerns by going to Stivers to assess the danger to Black children in this primarily lower-class white school. Unable to receive a guarantee of safety for these Black children from the school administration, he advised the children to vacate the school. Apparently, the Board of Education and the superintendent of schools feel that this action by Mr. Thomas constitutes a dangerous example of his inability to "go through channels" in seeking to resolve social difficulties. Obviously, Mr. Thomas and the controlling figures of the educational establishment perceive their mandates differently and, at the same time, harbor deep-seated suspicions concerning each other's motives.

Given the prevailing sense of social order in Dayton, it is necessary to analyze the serious threat to social position and power Mr. Thomas poses for members of the Black

establishment. We would hypothesize that the majority of
the city's Black leaders would be negative to his change
style as well as his attempts to increase the decision-ma-
king possibilities of lower-class Blacks, both adults and
children. There seems, in fact, to be some evidence that
highly placed members of the Model Cities Planning Council
see Thomas as a threat to their own needs to erect a power
base in the white establishment by becoming the foremost
voice for poor Blacks--a brooding threat to the city's tra-
ditional social arrangements.

We would be remiss in our obligations to our client
were we not to point out the potential affect of Mr. Thomas
controlling both the education project's funds and allocation
of said funds. The Board of Education and its chief opera-
tional officer seem to identify their clientele as the en-
tire city. Mr. Thomas identifies his clientele as poor Black
people in the target area. It would come as no surprise,
then, if the educational establishment sought to remove Mr.
Thomas from control of these funds.

The entire issue is intensified by the charismatic qual-
ities of the suspended director. History all too often shows
the pattern of opposition aroused by charismatic leaders, a
pattern which frequently results in assassination either real
or symbolic. Since the charismatic leader involves the emo-
tions of the people, he becomes far more of a threat than
the leader who involves solely the rational faculties of the

people. Interview evidence suggests that Mr. Thomas arouses
emotional as well as rational commitment to change on the
part of his supporters, change radical enough to suggest that
the official agents of educational and community change are
inadequate to fulfill the functions of their roles. Thus,
Thomas poses a threat to social status, occupational role,
and parental role. The latter area of threat is seen in
the perceived threat by some Black parents of their chil-
dren's allegiance to Mr. Thomas. Concomitant with their
allegiance to Mr. Thomas is a growing perception of their
parents as supporters of the status quo as far as it applies
to the functions of education. School attendance as an
ideal rather than school attendance as a function of edu-
cational gain, said gain being the result of relevant teach-
ing within the context of a relevant curriculum together
with the student's response to such educational behaviour,
marks the area of difference between the students who sup-
port Mr. Thomas and the parents who object to him.

It comes as little surprise that the degree of commu-
nication, of mutual trust defining the area for exploration
of community and educational problems, between the Board of
Education and the Model Cities Planning Council is extremely
low. Given the lack of face-to-face communication about
problem definition and resolution strategies, rumor takes
the place of fact. Legal confrontations substitute for pro-
gram development and program implementation.

The newspapers of major circulation stand united against
Mr. Thomas and in support of the Board's dismissal action.
Perhaps single ownership of both papers accounts for this.
What is certain, however, is that Mr. Thomas's style is ob-
jectionable to the newspaper editorial writers. Thus the
communication of the state of affairs between Mr. Thomas and
the Board leaves Mr. Thomas on the negative side of the ques-
tion. The readers of the newspaper hear this aspect of the
entire issue.

The city police have been termed "pigs" by Mr. Thomas.
There is evidence that Mr. Thomas deems this term necessary
in order to maintain an upright stance in the eyes of his
constituency, a constituency he defines as repressively con-
trolled by the representatives of the white establishment,
it is equally clear that not all policemen see themselves
in this role. The acceptance of the police by many whites
and Blacks as legitimate symbols of authority deepen the
growing schisms within the Dayton community.

The conflict between Mr. Thomas and the Board of Edu-
cation is symbolic of less apparent conflicts within and be-
tween the various population groups inhabiting Dayton, con-
flicts that are less apparent if no less serious. A far
larger investigative effort than is represented by these pa-
ges might more adequately fill in the entire network of
events represented by the conflict between Arthur Thomas and
the Board of Education. Such an investigation would involve

a larger sample of inhabitants, white as well as Black. Such
an investigation might also seek to derive actual data con-
cerning the educational performance of Black and white chil-
dren, the allocation of human and financial resources to the
city's schools, and the employment profile of Blacks and
whites in and around Dayton. In short, a thorough investi-
gation of the matrix of socioeconomic events which yield an
accurate profile of social arrangements in Dayton. Schools,
we know, tend to perpetuate rather than challenge social or-
ders, despite the costs of those ordered arrangements for
everyone in a society. Thomas vs. Dayton Board of Education
reveals the articulation of education with the prevailing
social order of the city.

C H A P T E R   V I I

SUMMARY, RECOMMENDATIONS, AND CONCLUSIONS

Professionalism in education is the poli-
tics of conservatism; its value neutral
philosophy functions as a 'cool-out' for
maintaining the status quo.

Professional educators foster the severely
hierarchial structure of school systems
which exacerbates conflict in that it in-
hibits communication and role-reciprocity
between administrators and teachers and
students, it emphasizes student powerless-
ness, and it perpetuates racism. This
phenomenon is at the core of student frus-
tration and alienation.

There is no such thing as a value neutral
consultant. Value neutrality is rhetori-
cal nonsense in that consultants are hired
by management to produce in the partisan
interest of management. 'One must either
perform as an ambassador of the elite or as
a representative of the oppressed.'

Whether or not it is possible to do non-
partisan research is not the only question;
is it desirable? ...All research is parti-
san in conduct or use if it is going to be
public; it can be used by a variety of par-
tisan audiences. Who ought to be shaping
that partisanship? How much of that re-
sponsibility can you avoid as a scientist
who claims to do non-partisan or basic
research?

--Bryant and Chesler

Objective of the Study Restated

The objective of this research was to present a de-

scriptive case study of the first-year program of the Dayton

Community School Council. To this end, the reader should

note that empirical research methodology has not been employed;

rather a narrative and expository process method has served the purpose of describing the selected case. The selected case combined the elements of purpose and perspective as indicated below:

Purposes	Perspectives
1. To illuminate social science concepts as applied to educational change	1. Historical
2. To describe human behavior and interaction in program and policy development	2. Problem
3. To explicate relationships between groups and individuals	3. Thematic
4. To provide decision-making situations as they evolved in program and policy development	4. Process
5. To precipitate the collection of data for situational analysis as related to events occurring as a result of program development	5. Causal

The study has focused on: (1) the organizational and programmatic changes taking place as a direct result of federal intervention, administrative process, political activity, and policy decisions within the programs and decision-making bodies affecting the Dayton Community School Council, (2) the working relations between and among staff, citizen participants and selected school personnel responsible for public school education in the Dayton Community School Council target area, (3) the review of various factors of the programs as re-

lated to citizen participation in program and policy-making,
and (4) an examination and evaluation of the character of
citizen involvement in the program as an indication of the
continuation of the Dayton Community School Council.

No attempt has been made to compare the Dayton Community
School Council with other models because of the lack of re-
search in the area of community school councils or similar
models specifically designed to work in conjunction with the
local board of education, administration, parents, students,
and community and education interest groups. Most minority
groups are organized to work against the school system. In
this case, the Dayton program was designed to train Council
members in company with school principals, teachers, students,
PTA representatives, Model Cities Education Program staff, and
Board of Education members.

The case study is presented as a recorded account of a
real situation, grounded in fact and seeks to serve as a stim-
ulus to students of educational administration. Quite simply,
the relevancy of the case study of the Dayton Community School
Council in terms of its potential usage as an instructional
case in educational administration can be established through
positive responses to the following questions:

1. Does the case under study encompass problems or
   issues, in education or the society in general,
   bearing upon educational organization and/or ad-
   ministration?

2. Have the roles, functions, processes, and behavior of educational-social administrators central dynamics in the case been considered? The community?

3. Can the case under consideration serve as a vehicle for illuminating knowledge or concepts relevant to education or the administration of education to a systematically deprived community?

4. Is the selected case considered relatively significant to the practice of community school administration?

5. Does the case study deal with emerging dynamics of significance to the field of educational administration?

6. Does the case study reveal something unique or commonplace?

7. Does the case study reflect the potential of having looked at skills, competencies, content, processes, job dimensions, or concepts related to citizen participation and educational administration?

If the reader can give positive responses to a majority of the above listed questions, then it can be said that case selection was feasible, relevant, and has in addition to instructional value achieved the objective of the study.

Summary

A history of the project is included to give a sense of
perspective; it portrays the activities and program of events
preceding and during the training year. These events cover
an evolutionary process of Council development, actual train-
ing sessions, programs and actions of the Dayton Community
School Council, the individual neighborhood school councils
and task forces, and indicate the relationships of these and
other events to the over-all training program. It includes
and interprets the council progression of movement as well
as related activities external to direct Council control and
cites reasons for the internal program changes which were not
perceived at the beginning of the training year. One of these
changes was the crisis brought about by the school administra-
tion and the Dayton Board of Education which precipitated a
crucial period of Black and white confrontation, community-
school disruptions, parent-student unrest, and resulted in the
firing of the Model Cities Education Director, Arthur E. Thomas,
who was also Director of the Dayton Community School Council.

Also included are the training design originally pro-
posed for the first year's program operation and descriptions
of the Dayton Community School Council and the Community School
Program which encompass the objectives, structure for partici-
pants and staff, training approach, and content for each of
the proposed training sessions. Additionally, the design en-
compasses a construct for evaluation: goals, objectives, in-

dices, measurement and form test schemes. The evaluation
outline within the construct specifies goals and objectives
of the training program to be considered during evaluation to
indicate change and redefinition of roles for the parents,
students, school administration and related personnel. The
import of the outline is that it proposes the means by which
the identification of success or failure of the program is
determined, creates descriptive task assignments and responsi-
bilities for staff and evaluation team in implementing the
evaluation process, and, consequently, produces a guide for
the development of this study.

Included are evaluation documents: Community School
Council Evaluation Report, Evaluative Analysis of Demographic
Survey Data - School Community Questionnaire and Sentiments
Inventory, and Evaluative Feedback Sessions report. Addition-
al reports include Pre-Test and Post-Test Evaluation through
a Multi-Sensual Participatory Seminar for the Dayton Community
School Council and a special report of the suspension of
Arthur E. Thomas.

The Community School Council evaluation delves into par-
ent, student, teacher, principal, and PTA president considera-
tions of how and whether they feel the program successfully
met the objectives as originally proposed in the training de-
sign. For emphasis, their suggestions and recommendations for
improving the design are a part of the study.

Explored in more depth are other elements of the Council

program through an Evaluative Analysis of Demographic Survey
Data which in its scope also supplies information by means of
a School Community Questionnaire and a Sentiments Inventory.
This is essential in determining whether community involve-
ment can or does make a difference in the educational process
of poor minority and Black children, and, further, there is
a necessity for exploring needs and roles of the participants
involved in the training process in order to discern motiva-
tional interest in educational problems and in an organiza-
tional setting such as the Dayton Community School Council.
Too, there is also need to have some profile which gives in-
formation about the families, length of residence and some
general knowledge about the environment in which they live.

Recorded are the responses of the participants about
their neighborhoods, the organizations and groups within the
neighborhoods and larger community with and to which they
identify and relate, their perception of needs and problems of
the neighborhoods, the community interaction which takes place
about them as related to neighborhood values, activities and
projects, and general contributions to the school by the com-
munity and to the community by the school. From among these
various elements, there is an attempt to determine the changes
occurring within a one year period to what extent the training
had had an impact on all of the previously mentioned variables
and the resultant participant changes in attitudes at the end
of the year. It is clear in this Dayton experience that while

the demographic data and neighborhood physical characteristics have changed very little that there have been significant positive changes made in participant feelings about the nature of neighborhoods, groups and organizations, neighborhood values and needs. Some of these changes have manifested themselves through Council realization of a greater need for working together, providing greater services to the community, seeing a greater need for working together, providing greater services to the community, seeing a greater need for better communications, seeking structures and avenues designed to provide social service, working for a more responsive school administration, better schools, relevant curricula, and increased voter registration. Perhaps the greatest realization is that they see the need for "schools to fit the community" steered by community efforts. A significant suggestion coming from the participants calls for a model school completely separate and autonomous from the Dayton Board of Education. Such a school would take the form of an alternative school structured to show that local children can, with proper teaching and parental involvement in academic affairs and behavioral problems, out-perform others in "the system."

In this report, particularly the Sentiments Inventory, participants show more strongly than ever that they believe in democratic action. This is shown simultaneously that while there is a greater willingness to work together, they believe that group action does not replace individual initiative, which

in turn explains that while they are aware of the need to
utilize the skills of consultants in the areas of education,
community organization, community school control and social
welfare, that they are also unwilling to accept the advice of
consultants unquestioningly which might obviate their own need
and desire to take action independent of the advice given by
the consultants.

Also considered is the question of how Community School
Council members on a free association basis (unstructured) in
a relatively informal group setting react to instant decision
making. The Evaluation Feedback Sessions served this purpose.
After analyzing the questions which dealt with past training
sessions including consultants, educational achievements,
events occurring during the program year, the loss of the
Model Cities Education Director, past mistakes of the Commu-
nity School Council, policy decisions and relationships with
school personnel, results were examined to determine where the
concerns of the Council were in relation to educational policy
and school improvement, roles of the Community School Council
members, and levels of awareness and understanding of school-
community relationships, as well as learning content. This,
of course, gives one rather special indication of how the par-
ticipants actually feel about their training and related ex-
periences without the accompanying inhibitions usually associ-
ated with written questionnaires and formal interview sessions.
In analyzing the questions, consideration was given to the

complex one of exactly how many participants were responding
on the basis of what they actually remembered from the train-
ing session on a superficial basis as opposed to how much
knowledge had been absorbed and become a working part of the
members' decision-making function.

Also examined, through the Multi-Sensual Participatory
Seminar, were the sensitivities of the Council members toward
Black people, their own background and themselves in order to
determine whether these sensitivities might enable them to
make intelligent decisions in planning and evaluating new and
experimental school programs and interpreting these programs
in neighborhood communities. Seminars were conducted at the
beginning and again at the end of the program year. The most
significant result of both sessions was that in the April 26,
1969 session 66.2% of the respondents gave sensitive reactions
which indicate an understanding of the needs, feelings and as-
pirations of Black people, and represents the highest percent-
age ever received by any group responding to the test; and
even more importantly, on March 25, 1970 when the post-test
was administered the results showed an increase of 10% or
76.3%. It is significant to note that the substantial change
of 10% in sensitive responses must be attributed to some ex-
perience that this group underwent between April, 1969 and
March, 1970, and the only common experience is that which is
attributed to activities in relation to the community school
council. This assumption is based on the fact that the writer

found in examining other research reported in this document
that Council members listed the Dayton Community School Coun-
cil as the most important, indicating that these meetings are
more frequently attended and that this program occupies more
time, effort, concern and interest than any other. Thus, it
may be concluded that this increased sensitivity is the result
of the project.

Finally, the writer sought to examine, by means of the
special report on the suspension of Arthur E. Thomas, and
other qualitative data the feelings, receptivity, and sensi-
tivities about the crisis, of persons outside of the Community
School Council - the firing of the Model Cities Education Pro-
gram Director, Arthur E. Thomas, the general abortive attempt
to integrate Stiver's High School, the arrest of Mr. Thomas,
the school boycotts and Mr. Thomas' style of performance as
related to the improvement of education for Black children.
The writer was forced to consider these issues which resulted
from the unilateral action of the superintendent and his break-
ing of the partnership agreement with the Model Cities Planning
Council.

The partnership agreement, a policy statement existing
between the Dayton Board of Education and the Model Cities Plan-
ning Council, stated in effect that: the Director of the Model
Cities Education Program could not be fired by the school board
without the concurrence of the Model Cities Planning Council
and Dayton Board of Education. The superintendent in relieving

the program of its Director was tantamount to firing Mr. Thomas since it left the Model Cities Education Program without a Director and was seen in the eyes of the Community School Council as his being fired. However, since Mr. Thomas served as the Director of both programs, the Model Cities Education Program and the Dayton Community School Council, and the two programs were so interlinked, being confined to his office and relieved of all administrative responsibilities and restricted from entering all schools in the city including those included in the Community School Council target area, in effect, would have left even the Community School Council without an active Director. This action of the superintendent was followed by a termination of Mr. Thomas' contract and actually being fired by the board; it is, therefore, important that we give attention to this event which interrupted and prevented the continuation of the Community School Council training program as originally proposed. Subsequently, it was necessary to ascertain and report the attitudes of the larger community not only toward Mr. Thomas but toward the education of Black children in this city and particularly because the children in the schools of the Community School Council target area are ninety nine percent Black. The results clearly indicate that the conflict, which arose between the Model Cities Planning Council and the Board of Education and which directly affected Mr. Thomas as a third party beneficiary to the partnership agreement, was initiated by the school system in this

city and tends to perpetuate rather than challenge the social
order - which is designed and operated to insure and reinforce
the miseducation and uneducation of Black children, to crush
any efforts by the people of the target area to elect their
own leaders, and to eliminate those leaders who select their
own educators.

From all this, we have tried to put together specific
ideas to explain the way in which the Dayton Community School
Council has operated in the past year and to give some general
ideas in which a minority group "community" can proceed to
define some of its own needs. Since there are summaries at
the end of each chapter, it is needless to repeat all of the
findings, the premises, or hypotheses which have been stated
earlier. However, it may be noteworthy to mention some of the
more engaging and suggestive assumptions.

Conclusions

The project was begun by assuming that all segments of
the target area community would be concerned with improving
the quality of education for the children in those schools.
It was also assumed that the Board of Education, school per-
sonnel - central administration, principals, teachers and re-
lated staff - would be significantly concerned with having
parents and students actively increase their knowledge about
and participate in the decision-making process of policy for-
mation and programs for the schools. While this is a concern,
it is not a basic objective of either the central administra-

tion or principal and teacher. With the Board of Education
and school personnel, the main objective seems to be convin-
cing or coercing the parents and students to make the strong-
est possible effort and commitment to the concept of unilat-
eral administrative rule. And in this case the Community
School Council could demonstrate such commitment by not ques-
tioning, acting or reacting to administrative decisions. How-
ever, the school system permits a large amount of quasi-commu-
nity involvement for public image purposes, but in actuality
does not follow through by active and cooperative implementa-
tion of Community School Council decisions, requests, or recom-
mendations. In other words the Community School Council is
more symbolic of social action and community involvement than
community decision-making or community school control which,
of course, presupposes that the decisions will be carried out
by the administration.

The project was also begun by assuming that parents and
students would be rather easily influenced to determine their
own thinking about what is best for the education of children
in the target community. After rather numerous and often long
arduous meetings, discussions, and work sessions with students
and parents, it was found that in most cases this is the best
way to approach the problem, as time-consuming as the approach
may seem. In most cases, the Community School Council members
initially responded by proceeding according to their own pre-
conceptions about education and who should control it. Despite

the fact that children within the target area graduate with
the equivalent of an eighth grade education, a small admini-
stratively oriented group tended to feel that the administra-
tion knows best, "because that's what they are elected and
paid for." The second group felt that the teachers, princi-
pals, central administration and Board possessed, for the most
part, the skills to educate the children, although they ob-
viously do not, but should be made to do a better job and held
accountable by the parents. The third and largest group felt
that the schools should be completely controlled by the parents
who would make policy decisions about hiring and firing prac-
tices, expenditure of funds, and relevant curricula. Further,
that curricula should relate to and simultaneously provide mo-
tivation for aspirations which would afford the children the
opportunity to live within the immediate environment and at
the same time to move out of it if the desire and choice were
present. By increasing training and knowledge, the Community
School Council might be able to bring more pressure upon the
administration and expand its sphere of influence to include
more parents (councils). Thus, the Council would make the
school system more responsive and accountable to the communi-
ty and better educated children would be the result.

The writer assumed that the school administration exerts
more influence over the operation of the schools than the Board
of Education. The writer's information shows this to be true:
the administration decides which parents shall be involved on

Board committees and employed in schools, and which schools
shall receive supplies and have access to general information
about the school system. The Board of Education plays a much
less important role - initiating few policy proposals or sug-
gestions for school improvements - changing of boundary lines,
need for new school facilities, changing curricula, budgetary
necessities or even changes in how the school Board shall op-
erate. Through its self-contained patronage system, the ad-
ministration attempts, with decreasing effectiveness, to divide
teachers and principals, school personnel and the community,
and the Black educational leaders and their constituents. As
Community School Council members and other residents more
closely observe and participate in community-school affairs,
they are more alert to the operation of the patronage system
as the administration seeks to maintain itself in the communi-
ty through providing or withholding of jobs and/or promotions
and demotions among professional and paraprofessional staff.
Additionally, the low-income residents of the community are
aware of the unilateral administrative decisions and actions
which change or eliminate programs that would supply services
and salaries to them and instead provide extra income for ful-
ly employed middle income persons both from within and without
the school system and the target area.

Another assumption was that Council members, would have
knowledge of educational problems in the community, and would
increase that knowledge and become more effective in dealing

with them. It is evident that the confidence that the Council members have in themselves has increased tremendously. They are more sophisticated about the ways in which both the Black and white power structures operate. They are more knowledgable about the process of education and the various processes and techniques and types of racism. They have begun to generate their own ideas for problem solving and to initiate action on their own without always seeking help from the so-called professionals. Through increased knowledge and information gained from the training program, they have realized transfer value, in the sense that the participants are able to use the information in dealing with policy makers and administrators of programs other than the Board of Education and its administration. A case in point is the participants' call upon the city manager for funding for the project as part of the city's future planning, and their decision to seek sponsorship from Central State University rather than continue their relationship with the City Demonstration Agency. Central State University has provided many services in the past without cost to the Council; its student population is predominantly Black.

Another assumption was with increased knowledge and insight into the Council members' own attitudes about themselves as Black people, about their children, and the professional educators, that they would be more willing to move collectively toward solving their problems rather than individually suffer-

ing from isolated incidents of injustice and would learn that
through documentation of many individual problems and sharing
of this information among themselves they can present a more
united effort toward major changes resulting in the solution
of their common problems.

The writer found that in addition to the fact Council
members were already sensitive to their own problems, needs,
and aspirations, the training tended to increase their self
confidence and that they increased their sensitivity to the
problems and needs of other parents and students. Subsequent-
ly, coalitions with other groups have come into being: com-
mittees concerned with school personnel accountability; Black
student Union concerns for general student welfare - teacher
performance and conduct, suspensions, dress codes, assembly
privileges, discriminatory practices against pregnant students,
and inadequate lunch program; and community groups concerned
with improved neighborhood services - drug control, recrea-
tional programs, breakfast programs and general social ser-
vice reform. Perhaps, a more significant indication of the
Council's movement to utilize techniques from the training
process has been their alliances with white groups having
similar problems and working cooperatively to solve them. The
unpredicted though obvious result of the training has been to
have students first confront then to openly praise and give
more respect to their parents who have been "standing up"
and fighting battles in order that they may have a better

education. The Council's increased awareness is committed to
the improved education of their children as they continue to
discover ways to love, trust, and respect each other. Other
conclusions reached as a result of the Evaluation Team's find-
ings are indicated in the following pages.

Effectiveness Of Program. Based on the responses of the
Dayton Community School Council members, the persons who shared
in the conduct of the evaluation all agree that the training
experience has been both positive and constructive. Linzer
states that "...one theme seems to be brought time and again.
There is a sense that people are seeing for the first time,
that problems can be shared with others and that the solution
to those problems are within the grasp of groups willing to
work together. There is a concrete awareness that social
change takes time and surprisingly enough there is little
frustration reflected in the responses. People seem to sense
that over time the schools can be changed, the community im-
proved, the children better served and perhaps the city brought
around to a point of greater cooperation." He further states
that, "...finally there is a strong indication that in terms
of the over-all group there has been movement on the part of
people from simply seeing things in individualistic terms, to
a wider sense of belonging to the Community School Council and
an identification and internalization of the importance of the
total Community School Program."

Assuming that Linzer's findings are valid, this leads one

to accept Qubeck's listing of first priorities as ranked by
the Community School Council members on neighborhood values.
The rankings are: (1) working together, (2) friendliness,
and (3) service to the community, which supports Wilcox's
finding that the Council members collective awareness of need
for community organization as being based on their belief
that the schools are not serving local needs of West Dayton
schools adequately: that the Board of Education and its ad-
ministration will go to any extreme to ostracize or condemn
anyone who fights for the truth (about the school system).
Wilcox states that while the foregoing expressions could be
interpreted as simple alienations, the fact that the Council
members' knowledge of the facts that : twenty percent of
target area students go on to higher education as compared
with forty percent of the students from schools outside the
target area; student achievement is low in the target area;
and the experienced teachers transfer or are transferred out
of the area, all explain that alienation or not, utilization .
of standards of comparison have sharpened the Community School
Council's awareness of how the Dayton public school system
operates and therefore kindles within them an awareness which
provides strong momentum for further individual and Community
School Council efforts.

The increased sensitivity toward the needs and aspira-
tions of Black people as cited by Bouldin perhaps accounts
for Wilcox's findings that "...council members are beginning

to demonstrate a healthy attitude toward their responsibili-
ties and are gaining an ever-deepening sense of commitment
to the education of their children," and Linzer's conclusion
"...it becomes quite clear that Council members have moved
from the cautious behavior they demonstrated a year ago, to-
ward vocal, positive action in the affairs of educational
establishment, for which they now sense a deep responsibility
and demonstrate strong concern and action." It is signifi-
cant to note that Linzer reached his conclusion from data
which was analyzed by using the median split Chi-Square test,
but no findings were determined which suggested significant
differences of attitude between parents, teachers, students
or principals.

     All persons taking part in the conduct of the evaluation
process found within the Council an increased awareness of
problems within the general community that related to the
Community School Program.

     Qubeck cites a greater number of responses which indi-
cate a need for better schools, relevant curricula, use of
consultants for community organization, Black perspective
projects, drop-out prevention, family relations aid, career
oriented programs, more respect for parents and authority,
and better state financing for schools.

     Linzer concludes "...that only time and continued effort
would provide definite answers to the question of the impact
of this program on the participants and the community. Almost

all the Council members felt that the training program had
been valuable and that they had personally benefited from it.
The suggestions and recommendations indicate an acceptance of
the program and a willingness to improve it. No one sugges-
ted that the training had been of little worth and should be
discontinued. The comments are consequently focused on making
the process better."

Bouldin concludes that "...increased sensitivity better
equips those participants taking part in this project to:
(1) recognize, strive for, and support educational programs
for largely Black target schools; (2) serve as a communica-
tional link between the school and its neighborhood, (3) par-
ticipate and encourage participation in the school program,
(4) demonstrate interest and respect for and raise the level
of expectations of the schools."

Wilcox summarizes by stating: "...the level of awareness
and understanding of community-school relationships has in-
creased significantly during the training year. Resident re-
sponses appear to reveal dissatisfaction with school admini-
stration, commitment to change, initial comprehension of
methods for change, an ability as a result of past experience
to discriminate between actual reform and formancy. The fu-
ture value of these attitudes will depend largely on Council
ability to see positive results from their activities and sup-
port for the leaders they endorse.

"The concept of accountability presented by the Council

...on relationships between the principals and the Council demonstrates the members in-depth perception of operational responsibility for school affairs.

"The broad range of activities and roles given by the councils for promoting student achievement within the school ...(and) joint action between the principals and the school councils, indicates the council's ability to deal effectively with educational policy.

"...the councils were able to identify nineteen areas of concern where principals and councils could and did work together toward better educational policy and school improvement," and recommends: "Continued liaison between consultants and council members thus appears to be a necessary activity in providing positive alternatives for change."

All members of the evaluation team agree that the final index of success will be the impact of the Community School Council project on the increased involvement of parents and students and student achievement in target schools in Dayton, Ohio.

Blockages To Progress And Process. The Dayton Community School Council still has yet to totally or equally share in the decision-making process for education in the Dayton community, a process which has traditionally excluded Black citizen participation in this city of 243,601 people, of which 30.5% are Black. Usually a few key people, Black and/or white known to the power structure, are called upon to determine what

to do about any issue, person or problem confronting the
power structure, or, in this case, the Dayton Board of Edu-
cation or its central administration. Board appointed citi-
zens committees are usually fed ideas by the administration
and led through an amazing number of meetings, breakfasts,
dinners, luncheons, brunches, and teas, which leads up to some
grandiose scene and scheme of approval for a decision which
has been previously determined by the administration and is
rubber stamped at one of the "official" Board of Education
public meetings. Such decision-making is usually highly cele-
brated with great pomp and circumstance and fed back to the
community through the power structures own public relations
program - the daily newspapers, television and radios, espe-
cially the "soul" stations.

It is difficult for the school administration to under-
stand and impossible to accept the fact that parents of the
target area or the Black community want to participate in the
educational decision-making process. For some administrators
it is clearly a matter of maintaining the status quo, business-
as-usual operation, simply because things have been done the
same way traditionally, and perhaps in a few isolated cases
they honestly cannot see a need for change even if it is only
for the democratic sake of having representatives from all
segments of the community share the process. For others it
is a matter of insecurity: they fear losing their jobs or the
prestige and power of being able to decide for others what is

best for them; this is despite the fact that the results of
their decisions are non-rewarding to the target communities
in that the children are untrained, uneducated and their cur-
ricula unrelated to possible job experiences and other posi-
tive levels of aspiration. There are still others who per-
haps want to make a change, but due to inherent reprisals in
the form of job loss, demotions, increased responsibility and
decrease of authority, sit idly by and do nothing.

Federally assisted programs, which are a part of the Day-
ton school system, contain clauses of equal opportunity and
citizen participation but are implemented like those which are
part of the locally funded program. In other words, the same
discriminatory practices are carried out. For example, despite
public advertisements for job availability and the fact that
applications are taken from some of those who are interested,
personnel are usually selected prior to the time of the public
notice and those other applicants are merely exercising their
rights to apply in a general state of futility. To put it
another way, they have no hopes of ever being selected for the
job. Therefore, when citizens attempt to bring pressure to
bear in order to have their candidate selected for a position
(unless there is a previous stamp of approval by the admini-
stration), there is little chance that the citizens' choice
will be selected, or if so, termination is certainly inevit-
able.

While many of the community's power structure, particu-

larly the Board of Education and its administration, have
heard the Community School Council call for decentralization
and improvement of all schools toward quality education, they
fail to state that the Council has also been joined by the
predominantly white conservative Save-Our-Schools Committee
as indicated earlier in the historical analysis. The admini-
stration continues to pursue the idea of desegregation as
bussing of Black children to white schools, as the answer to
educational problems of the Black community. It has never been
made clear why there is no general program of relevancy to im-
prove the quality of education in schools in the target area
so that all schools are operating at the same high quality
level. If this step were taken, it would make no difference
where a child went to school; he could be certain of a decent
education whether he attended schools within or without his
immediate neighborhood. Is there unquestionable proof that
social integration brings about an increased intelligence sim-
ply because children of different races sit next to each other
in the same classroom? What about Black children who are
bussed to white schools and end up being resegregated or placed
in special education classes to receive compensatory education?
Is there educational value in having integrated special edu-
cation compensatory classes? Can resegregation of Black stu-
dents through the tracking system be beneficial? And if so,
what value is there in having desegregation? What value has
bussing Black children to a white school, when a school which

previously housed the Black children has been firegutted,
and those children are segregated in classrooms which keep
them intact as a group, the same as they were prior to the
time of the bussing? The most important issue is not whether
the school administration or the United States government
thinks desegregation is a good thing in and of itself, but
whether parents see integration as an administrative tool to
divide and conquer the poor Black communities so that white
people can continue to have control, not only over their own
schools but over schools in the Black neighborhood where par-
ents are becoming more aware of the real political issue in-
volved. That issue is: Who's got the power? And, what is
the power doing or not doing to educate Black children?

Prior to the existence of the Community School Council,
parents of the target area lacked a sense of solidarity in
terms of their common needs and goals and were unorganized as
a community school body. The Board of Education, in trading
upon what seemed to be a generally passive civic posture, ig-
nored parents who came to Board meetings individually or at
best represented only one school at a time. Now that the
Council does exist as an organized educational interest group,
the Board of Education's administration is grossly concerned
with the Council as a power group since this community elected
body, representing eleven schools, cannot be ignored. As
usual, rather than occupying itself with educational improve-
ments for children and attempting to work with the parents to

improve the school conditions in the target area, the administration has engaged itself in an elaborate grandiose scheme designed to undermine the work of the Council.

The administration has proposed a "pod system" which is a cluster arrangement of several schools (ten or more schools per cluster) and which splits the Community School Council's schools into three separate groupings (or pods). This divisive technique of re-establishing school boundaries is tantamount to, if indeed it does not surpass the gerrymandering practice commonly used in the South to limit the power by splitting the vote of Black people. Only in this case the gerrymandering pod system would not only split the Dayton Community School Council as it now exists. It could force parents to either divide their interests between school problems outside their own neighborhoods and work for the Council which would lose meaning as an organization formed to focus on improved education of students in schools within the neighborhood, or so tend to confuse, divide and impair the interest of parents that they would simply cease to have continuing interest and hope for improving the schools. In either case, the administration could, if the pod system is implemented resume its usual posture of ignoring parents. It is encouraging to note at this point that the Council has officially informed the Board of Education that the Council members see the pod system as disruptive and divisive and that they will have no part of it. The foregoing information in this paragraph is

merely suggestive on some of the political-educational issues
to which the Community School Council must address itself
during the second program year and all the years thereafter.

In addition to the above, Council members, in concert
with other community groups, must address itself to another
force which makes it possible for the continued destruction
of people and their communities, specifically that of funding
patterns of the United States government. The continued fund-
ing of school boards for special educational programs in low
income urban areas, and the continuous push of laws since 1954
mean little so far and will not until the federal government
ensures that the methods, content, and delivery of educational
services do not remain the same; that remedial programs do
not go unmonitored, unmeasured, and unproductive. The almost
total lack of meaningful accountability and the closed admini-
strative and political system of the local public education
body help neither the children nor the community. In the long
run what is needed is for the federal government to cease to
play on words and to write into law not only clauses of "equal
opportunity" and "citizen participation," but in addition in-
clude the legal intent and the means for citizens to define
how they shall be involved in all programs. Finally, the gov-
ernment must serve as an advocate for the people by providing
the legal clout for enforcing the law by holding local boards
of education accountable for their actions and those of their
administrators.

The author focused on research and critical analysis
and accomplished three major tasks: (1) determined the
identifiable effects of the designed program upon program
participants; (2) conceptualized aspects of the training
program potentially useful in other inner-city areas, and
(3) recorded the interaction and interrelationships between
local education-related events and a structured training
program and determined the extent to which each set of ac-
tivities tended to modify the other. In addition, four basic
procedures were utilized for accomplishing the tasks: (1) re-
viewed the series of events leading to the development of the
Council through examination of newspaper articles, official
local and federal documents, and conducted informal inter-
views; (2) presented a description of the training program;
(3) reviewed and analyzed evaluation documents resulting from
the first year's operation, examined and recorded program
events by reviewing reports made to OEO and contributions
made by consultants and community leaders; and (4) applied the
theoretical and practical aspects of social science and ad-
ministration to this community-school education program.

Considerations for the Continued Operation
of the Dayton Community School Council

An assessment of the events of the first year forces one
to recognize certain facts in making recommendations for the
continuation of the Dayton Community School Council. First,
as a result of outside crises, the initial training design was

substantially altered in mid-September; particular elements
intended for the fall part of the program -- notably community
and block organization -- were not actually initiated until
mid-winter. Particular elements intended for the late part of
the program -- increasingly, action oriented projects for high-
quality education backed by community action and technical
expertise -- were prematurely initiated as a result of the
Stivers crisis.

One consequence of this alternative course of action is
that results of the program could not be precisely those anti-
cipated by the training design. This is reflected particular-
ly in consultants' reports on the pre and post test results of
evaluation instruments.

Despite the disruption of the schedule for implementing
the training design, the operation of the program did tend to
give residents a reasonably large experience in group dynamics,
basic understanding of educational needs and problems, program
planning, local action, and negotiation with various school
officials. The reason for this experience is the operation of
the Council project on several levels -- on the joint Council
level, on the individual school council level, and on the task
force level. An individual's qualitative experience on one
level might not be significant, but the triple opportunity
for training tended to give a greater opportunity for involve-
ment in some aspect of community-school problem solving. At
the same time, the existence of the Community School Council

appears to have forced Board of Education and central admini-
strators into a reluctant endorsement of community involve-
ment. This is reflected, for example, in the administrative
formation of schoolwide advisory school councils, efforts to
hold Board of Education meetings at citizen convenience, pro-
vision of more information on school operations, and eventual
willingness to accept, however reluctantly, the principle of
meeting with local resident groups in the course of planning
programs for a local area. There also remains the fact that
the Dayton Board of Education and the administration have
still failed to make the distinction between talking at resi-
dents and actually holding a dialogue between equals on local
problems. The present climate, however, represents a new op-
portunity for general resident direction of Community School
programs.

The following pages based on consultant team analyses
contain recommendations in relation to the continued effect
of the program on residents and administrators, the utility
of the training design itself, and suggestions as to the
relevance of the Dayton experience for other areas.

Utility Of The Training Design. The tendency of commu-
nity action to accelerate after the training schedule was in-
terrupted suggests a continuing need for step by step process
of community education and organization. Quite apparently
community action should not take place until there has been
extensive community organization. After the Stivers crisis,

meetings were much more action directed; this is probably responsible for the tendency of some members to focus more on action oriented projects as opposed to planning and active implementation of education programs at the end of the Council training program than at the beginning. The intent of the training design was to introduce community organization and action through a planned process of assessing and solving school problems.

The Dayton experience as originally conceived is inconclusive because the training design was not followed sequentially. Its various elements did contribute to learning experience by residents; the writer's conclusion is that the Council may have more educationally benefitted had it been possible to follow the design more closely, and, therefore, would recommend that the original training design continue to be utilized.

Qualitative Effect Of The Program. Because of their presence in the target area, school administrators in particular must maintain a great sensitivity to resident needs. The continued pressure for positive changes and particularly community involvement from Council members appears to be a necessary element of the program. One administrator has commented, "I feel much better about developing our program priorities when we are in close contact with parents and task forces."

Central administrators of the Board of Education are quite patently concerned about the nature of the councils. In addi-

tion to their gerrymandering activities, their flattery has
taken the form of city-wide efforts to develop quasi citizen
participation and unsuccessful efforts to establish local ad-
visory boards in the schools where Council members are already
established. Attitudes as of this writing appear to be a com-
bination of a reluctant willingness of central administration
to tolerate resident participation in educational planning
sessions and an effort to coopt the program, and by hampering
citizens choice of outspoken personnel. Some principals have
indicated a willingness to work closely with individual coun-
cils in their schools, but fear the individual councils' ac-
ting jointly to criticize the Board of Education and central
administration, which may place the principals' job security
in jeopardy.

Recommendations for the Dayton
Community School Council

The historical account of the document states that be-
cause of the success of the Dayton Community School Council
the Board of Education has set up city-wide school councils
of its own. Although this may seem flattering, these latter
councils are in a position where they may be used as instru-
ments of central administrative discretion and convenience.
The experimental nature of the OEO funded Dayton Community
School Council demands and recommends for itself that the
Council retain their independence, so that they may be free
to operate in spheres of activity which may not reflect the

thinking of the Dayton Board of Education and the central ad-
ministration. Other recommendations from the writer would be
that:

The Dayton Community School Council program remain sep-
arate from but complementary to the Model Cities Education
Program because the program personnel are, although with ex-
cruciatingly limited citizen involvement in the process, hired
and fired by the Board of Education. Further, past experience
and recent research show that the central administration and
the Board of Education retain sole authority for hiring and
firing of staff of Model Cities Education Program. Their fir-
ing of the Model Cities Education Director, Arthur E. Thomas,
clearly indicates this, and is documented not only in the hear-
ings held by the Board of Education, the federal and local
courts, but also in the hearts and minds of the people who se-
lected him as Director and who demonstrably objected to his
being fired.

Continued liaison between the Dayton Community School
Council and the Model Cities Planning Council exist so that
the continued interest in the HUD-funded Model Cities Educa-
tion Program is maintained and that they mutually support each
other in their efforts to jointly monitor and act to see that
the Board of Education and central administration implement
the program in such a manner that the target area residents
developed and desire to have it implemented.

The Dayton Community School Council become affiliated
with Central State University for its continued program oper-

ation so that it may draw upon the University's experience in
training for community organization and politics, educational
interest groups, paraprofessionals, career opportunity train-
ees, teachers and because of its rather extensive and produc-
tive involvement in the Model Cities Education Program and
other educational efforts in the target community.

The Task Force on Dayton Community School Council opera-
tions carry out its responsibilities for determining a method
of selection of governance for the Dayton Community School
Council and that this method be ratified by the total Commu-
nity School Council.

The individual councils of the eleven schools be enlarged
to include more parents which would provide more citizen in-
volvement and training within the Dayton Community School Coun-
cil program.

More public informal affairs take place so that more of
the target area people are afforded the opportunity to learn
to love, trust and respect each other and to relate to their
common problems more effectively.

The Dayton Community School Council continue to utilize
the services of consultants in the area of education, general
social welfare and community school control who should contin-
uously provide members with new insights and realizations of
program ideas and movements occurring throughout the country
which may help them in decision-making and considerations of
alternative strategies for program and action.

The Dayton Community School Council begin developing a

financial base of their own so that they are not necessarily
dependent upon the OEO funds coming into the area. Consider-
ation should be given to the Council's earlier appeal to the
Dayton Model Cities Planning Council and the Dayton city man-
ager and, additionally the Dayton City Commission to consider
funding for Council program from the HUD monies available to
the target area. Since the program will require another eight
to ten years to make any steps toward permanent institutional
change, funding should also be sought from foundations and
other locally developed sources.

The Community School Council in recruiting for new staff,
especially the Director, extend themselves to seeking persons
having, in addition to educational administrative skills and
training, general social administration and community organi-
zation background. (Harvard University Graduate School of
Education and the University of Massachusetts Graduate School
of Education are spending an enormous amount of time and money
to recruit and train persons who are outstanding in fields
other than education. Realizing that one of the fallacies of
the educational system has been the thought that only people
trained in teaching methodology have anything to offer in the
education of children, these two universities recognize the
necessity for a cross-fertilization in leadership for educa-
tion.) The Council should explore such new areas for seeking
community-school leadership.

Information provided by speakers and participants during

the training session should be video or audio taped, so that it may be used for training in classrooms, at other training sessions, and by other organizations and agencies within the community and throughout the country.

Training sessions should be conducted by the Dayton Community School Council members for other groups interested in establishing community school councils in communities by those who have completed this program.

Finally, in problem-solving, direct conflict should be avoided if at all possible and the concentration of effort toward securing change should be channeled through the course and methods of negotiation, enforcable legislation, community organization and action, community sponsored public forums, and the courts, if necessary, as a last resort.

Elements of the Dayton Program for Future Use

The program has operated on three levels: joint Council, task forces, and individual councils. On the basis of the writer's involvement, experience, and analysis of the program, this form of organization is helpful in providing a variety of experiences for residents - group dynamics, decision-making, program planning and monitoring, and community organization and action. The training design reprinted here would also appear to be a valid approach for other communities working toward resident training, even though circumstances prevented its full utilization the first year in Dayton, Ohio.

A useful element in the Dayton program is the close liai-

son between working technicians and residents. This type of
tie works best when there is a true partnership in which the
residents provide ideas for action, and the technician pro-
vides the expertise necessary to bring action about. In cases
in which it is necessary also for technicians to expose resi-
dents to ideas on school reform, the potential for achieving
this partnership is great. Two possible pitfalls are the ab-
solute manipulation of residents by technicians to achieve
technicians' programs and the breakdown of communication be-
tween technicians and residents so that either of the two is
proceeding according to different working assumptions. Dayton
has in fact been extremely fortunate and has enjoyed close
partnership activities between technicians and the Council.

An element of the Dayton program, which was bound to
occur, is the cooptation of certain program components by the
Dayton Board of Education and central administrators. To the
extent that some School Board members and administrators are
sincere in their desire to implement programs, this cooptation
will not be condemned without examination. However, the con-
tinued function of resident pressure, for quality education
for poor and Black children and parental involvement and con-
trol throughout this country, must continue to achieve those
points of view within those endless bounds in which justice
must reside.

The training design for the Dayton program may have been
too tightly structured, a forgivable weakness considering the

desire of community people to do as much as they possibly could in an uncertainly-funded program. This leads to the corollary recommendation of the need for long-term social planning which has been stressed throughout this analysis: that the program was flexible enough to use serious crises situations as educational tools was more a credit to the ingenuity, resourcefulness, and stamina of the program staff to work under extreme pressure, than to the bureaucratic structure christened by the federal government to solve complex educational and social problems.

Another foreseeable change which the Dayton experience may prompt on a nation-wide scale is the trend of partnership of community school organizations in a legally defined and defended relationship. The Model Cities Planning Council transformed an indirect line of authority to the superintendent to a direct line between the Model Cities Planning Council and the Board of Education.

There is yet much to be worked out in terms of the legal framework for those who need the power of the law behind them, yet, who at the same time encounter archaic legal obstacles. For instance, the Model Cities Planning Council decided to keep the Community School Council separate from the Board of Education because of restrictions placed upon education innovation by the Ohio Revised Code and the state legislature.

Sometimes, however, adequately written laws are either mis-applied or applied in "quaintly" oppressive ways. In effect, the law states that the Board of Education can appoint and cooperate with such groups as the Community School Council.

More often, however, political realities rather than Lady Justice determine the expedience of such relationships for both parties.

The implications of the Dayton Community School Council for programs of citizen participation, both social and educational have been touched upon in some detail earlier. Nevertheless, the general significance of the experience for others who would undertake a similar effort is quite clear:

> The survival of our society is now threatened unless massive funding is applied to the public sector to alleviate the needless suffering brought on by racism, poverty, and social neglect, both benign and malign.
>
> We must revive the tradition of a people seizing control of what is theirs already, and
>
> Dayton's experience underscores the necessity for Blacks, other minorities, and the poor to build and sustain effective organizations which will enable them to control their own destinies.

Dayton is different this year; the whole country is different this year; the people and the events of time make them different. Only the uneducated and the mis-educated remain the same. There are no singular or easy answers to the problems of urban education or for the change agents seeking to solve those problems. The only hope is that boards of education, school personnel, the federal, state, and local governments, schools of education, and other groups will become true advocates of change for expanding citizen participation in decision-making for quality education for all the children of America.

APPENDIX

A - Basic Documents

    1 - Summary of Joint Community School
       Council Meetings
    2 - Dayton Model Cities Education
       Program Synopsis
    3 - Policy Statement on Quality Education
       and Integration of Schools
    4 - Partnership Agreement Between Model
       Cities Planning Council of Dayton,
       Ohio, Inc., and the Board of Education
       of the Dayton City School District

B - Results of the School Community Questionnaire

    1 - Questionnaire Administered May 1969
    2 - Questionnaire Administered February 1970

C - Sample Copies of Evaluation Questionnaires

    1 - Demographic Survey
    2 - Sentiments Inventory
    3 - Community School Council Evaluation

D - Program-Related Documents

    1 - Biographical Data on Arthur E. Thomas
    2 - Task Force Structure
    3 - Letters Exchanged on Proposed Third
       Party Contract
    4 - News Clippings
    5 - SCOPE Memorandum

E - Autobiographical Data

APPENDIX A

BASIC DOCUMENTS

Exhibit 1   423

- SUMMARY OF JOINT COMMUNITY SCHOOL COUNCIL MEETINGS

MEETING ONE: April 22, 1969

Swearing in of members.   Description of Model Cities Education Component.

MEETING TWO: April 26, 1969

Continued review of Education Component, Review of Drop-Out proposal abstract.

MEETING THREE: May 10, 1969

Evaluation pre-test.   Discussion by Richard Strickland of Miami University on potential early childhood education program.   Presentation by Roger Coy of Miami University on Community School Council roles.   Review by Edward Campbell of Model Cities Planning Council of "equal Partnership agreement" between City and Model Cities Planning Council, proposed also between Model Cities Planning Council and Board of Education.   Discussion of future Education Program Director choice, with local sentiment favoring Arthur E. Thomas.   Suggestion that School Councils take position. Absence of Board of Education members at meeting noted.

Review of following written material:
1. Dayton Public Schools Budget for Funding Year 1969.
2. Partnership Agreement between the Model Cities Planning Council of Dayton, Inc. and Dayton Board of Education.
3. Position Statement on Education.
4. Reversal and Prevention of Negative Social Attitudes in School Children: Model City Area Schools, Dayton, Ohio.
5. Special Assistance Program Bulletin.
6. Your Dayton Schools Welcome You.
7. Handbook of Policies, Rules and Regulations – Dayton Public Schools.
8. School Day, issue of January 6, 1969.
9. Tentative Schedule of Dates of Meetings.
10. Research Approach toward Evaluation.

MEETING FOUR: May 24, 1969

Discussion by Dr. Ellis, Ohio State Maternal and Child Health Service Division, on Health programs, early childhood, sex education, related to school service programs. Question and answer period.

MEETING FIVE: June 7, 1969

Model Cities Planning Council and City Demonstration technicians explain general Model Cities program, with charts on the administrative organization of Dayton Model Cities Program, organization of education, health, employment, housing, and social services components.   Followed by Questions and Answers.

Speeches by Board of Education members Walter Martin, Leo Lucas.   Mr. Martin: "The Board is interested in the program and we want parents to come to Board meetings . . . There are gaps in communication . . . I am not officially representing the Board, but we came because we were interested."   Mr. Lucas: "We have people. We must do our thing. . . I came because I think the Board of Education needs participation . . . We need three Blacks on the Board. We deserve three at least."   Lucas noted that the superintendent of schools should have the right to appoint members he can work with.

Motion passed that Council members should be on Project EMERGE screening committee for hiring.

Review of following written materials:
1. Current status of the Community School Council program.
2. Copy of application for Community School Council grant.
3. Memo explaining the Reversal and Prevention of Negative Attitudes in School Children: Model Cities Area Schools.
4. Task Force descriptions and assignment sheets.
5. Task Force structure.
6. Format for progress reports to OEO for Research and Demonstration Projects.
7. Complete copy of Education Component for Model Cities.
8. Copies of newspaper reports on Education Program and Community School Council.

Explanation of Model Cities progress by Edward E. Campbell, Chairman, Model Cities Planning Council Education Committee. Explanation of education program, planning processes, School Council Training Design, Task Force rationale and structure by Mr. Thomas. Talk by Dr. James Pelley, Miami University, on reason for and importance of continued city rather than Board administration of Community School Council project.   School Council members vote to

keep notebooks on program, act as explanation agents to other community residents.

MEETING SEVEN: July 12, 1969

Open community meeting, about 300 in attendance, to explain total Model Cities Education program. Talks by Superintendent Wayne Carle, Model Cities Planning Council Chairman Roger Prear, Assistant Superintendent for Urban Education William Watson, Project EMERGE staff, City Demonstration Agency Assistant Director Schneider, Model Cities Planning Council Education Committee Chairman Edward Campbell.

MEETING EIGHT: July 26, 1969

Review of Key Issues in Decision Making for Citizen Participation in School Program Determination presented by:

Rhody McCoy, District Superintendent of Oceanhill-Brownsville School District, New York.

Kenneth Haskins, Principal of the Adams Morgan Community School, Washington, D.C.

Preston Wilcox, Chief Consultant to IS 201 School, New York and President of the National Afro-American Educators Association.

MEETING NINE: August 2, 1969

Black Revolution and What It Means in Education and How Important you are and How important Your Task Force Assignment Is. Presented by: Dr. Donald H. Smith, National Urban Coalition.

MEETING TEN: August 16, 1969

Presentation of Task Force assignments. Mr. Campbell reported on securing of "equal partnership" agreement with Board of Education, Concurrence of Board and Model Cities Planning Council required in order to hire or fire Director of Education Component. ("Gives us more power in the community to do something about implementation.") Residents suggest a letter to teachers from principals urging cooperation with the program. Troy Elementary School Council reported on projected recreation trip for children to Coney Island. Assistant Superintendent Watson spoke: Interested in program and delighted to be a part." Informal quiz of Council members on elements of program.

MEETING ELEVEN: September 6, 1969

In-Service Training Session (First of three) Dr. Nancy Arnez, Dr. Donald Smith, and thirty-eight consultants, attendance at this meeting was over 1,000 individuals including 700 teachers from the Dayton Public Schools, Council members, and various community people.

MEETING TWELVE: September 13, 1969

Discussion of Stivers crisis by Mr. Thomas. MacFarlane Council Chairman Lillian Walker indicates no response to her telegram to Board of Education members urging them to attend this meeting. Resident discussion of significance of week's school boycott and decision to re-open schools, with continued locally-authorized direction of Model Cities Program. (See Declaration of Independence — in the appended documents). Decision to distribute information pamphlets to community because of local newspaper strike.

MEETING THIRTEEN: September 26, 1969

First meetings of task forces and reports of meetings. Consideration of request of Black Student Union to send representatives to Community School Council (later adopted with two student representatives to come from Roth, Dunbar, and Roosevelt High Schools).

MEETING FOURTEEN: October 11, 1969

Discussion: Proposed Irving School boycott, status of Mr. Thomas as Education Component Director, local strategy, reading of letter in support of Mr. Thomas to Dayton Journal Herald written by Mrs. Lillian Walker. Review of Board threats to fire teachers who have indicated support for Mr. Thomas. Request made to Dayton Classroom Teachers Association for resolution in support of Mr. Thomas. Mollification of attempt to resign by Whittier School Council chairman because of controversy in previous strategy debates.

MEETING FIFTEEN: October 25, 1969

Discussion of school crisis situation by Mr. Thomas and Mrs. Burgin, Chief Technical Assistant and Advisor to the Director. Dissemination of petitions in support of Mr. Thomas to Council members.

MEETING SIXTEEN: November 8, 1969

Discussion of school situation and authorization of investigation by Council members of punitive disciplining of Black Student Union members at Dunbar High. Review of resident advisory councils established in all schools by Board in attempt to gain support for December school levy. General opinion: advisory councils not wanted in Model Cities area. Group session with consultant Preston Wilcox: Most school administrations insensitive to Black people, "do not know us," parents should visit schools during week, students should have voice in school activity, need for students and parents to talk over problems, need for people to accept truth and believe selves free.

Small group discussions produced the following suggestions:

1. Students disciplined should be reinstated until an impartial determination of facts is made.
2. Community School Councils should function in schools independent of Board administration.
3. Black Student Union recommends a contact person in school, which students select, to deal with disciplinary problems. Students also interested in student supervised lounge and recreation area, elimination of outsiders "hanging around" schools.
4. Principal should listen to all students, "treat all children alike."
5. Students desire to learn a paying trade in school.
6. Beggars and pimps should be treated like people too.
7. Policemen in schools and halls should be replaced with parent supervisors.
8. Mr. Lloyd Phillips should resign as Principal of Dunbar High because of his inability to deal effectively with its problems.
9. Advisory Councils are invalid, and local option should be exercised in attending their meetings.
10. The Model Cities Planning Council attorney will aid in liaison between suspended students and school administration.
11. Administrators in school should be men trusted by Council, or Councils should act themselves to investigate and solve problems.

MEETING SEVENTEEN: November 22, 1969

Task Force meetings and reports of meetings. Report on reinstatement of Student Union members following parent investigation. Discussion of future action in moving Model Cities education programs, notably the Career Opportunities proposal. Movie on Flint Community Schools, "To Touch A Child" shown.

MEETING EIGHTEEN: December 6, 1969

Review of importance of coming school levy. Announcement of Art Thomas Day at Dunbar the following Sunday. Task Force meetings and reports to joint Councils. Chairmen meeting to discuss potential incorporation of School Councils. Discussion of school crisis and necessity for solidarity between Model Cities Planning Council and School Councils; talk by Mr. Campbell.

MEETING NINETEEN: January 11, 1970

Model Cities Education staff review of total programs and progress, review of City Demonstration Agency-Board of Education negotiations, Task Force recommendations, endorsement of advocacy and augmented Community School Council proposals by chairman. Reaffirmation of support for School Council Director. Presentation of Loving Cup to Arthur Thomas.

MEETING TWENTY: January 17, 1970

Council members made a community survey on reactions to Model Cities education program, returned to pool findings. Some experience suggested it was "too early in the day," but 400 signatures obtained in support of the program. Many contacted indicated need for more information. Brief review of the move of Model Cities education staff from Louise Troy School to Winters Bank Building to Board of Education building to Louise Troy School in course of ten days.

MEETING TWENTY-ONE: February 24, 1970

Report by administrative intern Craig Wallace on Community School and Renowned Black American programs. Comments by members on desire that all children should have seen appearance by recent visitors in latter program. Review of St. James desire for more full inclusion in Model Cities education programs. Responses by Model Cities staff on their willingness to implement these suggestions.

Reports by individual Councils on suggestions for improving citizen participation.

Troy: Have area children deliver *Dayton Express,* also use news media to publicize.

Edison: Now organizing block divisions for community contact work.

Greene: Distribute fliers on school activities and include a speaker from the Model Cities Planning Council at the school.

MacFarlane: Suggest mass meeting on voter registration.

Miami Chapel: Parent meetings are planned in school.

Roosevelt: Suggest information centers in schools with permanently stationed monitor, also block meetings.

St. James: Need weekly bulletin on Model Cities activities.

Weaver: Use students as community contact personnel.

Whittier: Need Model Cities information bulletin.

Subsequent review of how reports on In-Service training consultants are implemented (or not implemented) by school system. Report of summary of previous meeting's community survey, with great support for people-controlled programs indicated. Mr. Campbell provided report on status of negotiations between City and Board of Education concerning release of U. S. Department of Housing and Urban Development funds for Model Cities education programs.

MEETING TWENTY-TWO: February 28, 1970

Evaluation post-testing. Chairmen conduct planning sessions on future Council action.

MEETING TWENTY-THREE: March 7, 1970

Meetings by Council and principals with consultants Preston Wilcox, Richard Linzer, Gordon Milde on various aspects of program operation.

MEETING TWENTY-FOUR: March 14, 1970

Continued evaluation and planning sessions conducted with residents by consultants Burgin, Wilcox, Milde. Review of status of City-Board negotiations on Model Cities funds. Resolution passed advising Model Cities Planning Council not to endorse any contracts before Community School Council review (suggestion acceded to by Planning Council).

Review by Herman Brown, Jefferson Township

School Superintendent (former Dayton school principal), on role of principal in schools. Makes 80% of the decisions and should be prepared, most important official in school system, should be child-oriented not procedural. Listing of questions by Mr. Brown of questions parents should ask school system about its finances.

MEETING TWENTY-FIVE: March 21, 1970

Appearance by new Board President Jeptha Carrell on future role of citizen participation in school system.

Carrell: "No reason for Board to torpedo any other group such as Model Cities. It is apparent that in all areas of the city, 'people want involvement from the ground up, not the top down. Regional pods, planning, reading programs, school *renovation,*' are happening around the nation, not just in Dayton."

At present "there is some lack of faith in school officials — and I am including the Board in that. No school system has worked the way it should. Top administrators have set policy. Now citizens' attitude has changed and elected officials must set policy. Officials must be conversant with attitudes in various parts of the city. As we try it becomes very upsetting to administrators . . . now faced with extremely complex problems. As we learn communications, we try to get public involved. We still haven't quite learned to establish a relationship in which the Board makes policy and administrators facilitate communications." For administrators, "this is frustrating to them . . . they feel threatened."

Accompanied by review of regional grouping of schools in city into three sections to facilitate communications, Board finances, urban training institute proposed, job-training in high schools, Living Arts program for students, creation of reading program in Title I schools — these programs are dependent on passing a 10.5 mill levy on May 5.

Resident questions hit need for new partnership agreement. Carrell noncommittal, stressing need for more communications. Board, he says, supports Model Cities idea, "but we must know what is being done."

MEETING TWENTY-SIX: April 4, 1970

Review of allocation of Model Cities funds by Mr. Thomas, and statement of need for resident monitoring. Review of memorandum prepared

by Community School Council chairmen asking Model Cities Planning Council for Community School Council review of final contracts, and use of Central State University as future operating agency of specially-funded school programs. Review of continuing contract negotiations. Review by outgoing Model Cities Planning Council Chairman, Roger Prear of recent election irregularities and his intention to recommend to the Planning Council that education policy be set by education committee expanded to include School Council voice. Endorsement by Prear of concept of making Community School Councils cosignees on any contract.

Discussion and review of Handbook and Policy Guide prepared on basis of previous materials prepared by individual Councils. Discussion led by Ruth Burgin.

Exhibit 2

Dayton Model Cities Education Program Synopsis

Model Cities was conceived as a demonstration project for revitalizing America's urban centers.

While directed to one inner city target area, the Education Program developed for Dayton could become a model for revitalizing education here and in cities across the country.

It is reported to be one of the first proposals readied for submission to the federal government. *It was completed in October, 1968.

The Demonstration Act of 1966 provided for the Model Cities approach to achieve the goal of improving the quality of life in cities. To achieve this goal the Model Cities program is designed to bring the total resources of the community to bear on a neighborhood and its problems.

The program's 15 projects are summarized below:

Community Schools: Schools would be open throughout the day and week to serve as centers for education, recreation, personal services, and information on jobs, family life, health, citizenship and culture. Attempts would be made to recognize the wishes of the people in programs to be conducted at the schools.

Classes for 3-4-Year Olds: Pupils could begin at age three with health and related educational programs starting at birth for all children. Close relationship with family and home would be maintained and special training conducted for teachers and paraprofessionals.

12-Month Schools: Principals and community-school directors would be available year-round and 100 teachers would stay in schools during summer months to provide remedial and enrichment classes, recreation and vocational programs. Full utilization of buildings and grounds would permit programs geared to pressing needs of school children and adults.

Community School Councils: Each school would form a council of six parents, the principal, community-school director, two teacher representatives and a person appointed by the student council (high schools). The councils would encourage citizen participation in schools, identify and interpret community needs and assist in planning and evaluating new programs.

College-University Consortium: A consortium of area colleges and universities including the Kettering Foundation's IDEA would try to apply regional college and university resources to problems in the target area. The consortium would serve as a sounding board for new ideas and evaluation of current programs.

New Careers Development: Training of teacher aides would assist them in helping unemployables

obtain jobs within the school system. Trained personnel would be used in team teaching and enhancing communication between schools and the community. Upgrading of aides could lead to new teacher preparation programs.

Renovation and Modernization: Study would be undertaken to determine needs for new elementary schools, middle schools and high schools and/or renovation of existing buildings, including use of carpet, air conditioning and new lighting to improve learning environment.

New Leadership: Leadership training program would be directed toward changing attitudes and skills of administrators, principals, assistant principals and professional staff. An orientation week for administrators would start the program with periodic two-day meetings at four-week intervals and a one week evaluation session at the end of the year.

In-Service Training: To update and improve teacher competencies a series of 10 to 12 presentations with follow-up workshops would be conducted the first year. A review of the practices of other communities also would be conducted. A continuing in-service training program would be implemented.

Differentiated Staffing: Teachers of varied experience would be combined into teams including technical and clerical aides and interns from teacher preparation programs. An executive teacher, freed from some of the routines, would more effectively concentrate on individual pupil analysis and management of instruction.

Specialized Services: The professional specialist staff would be increased during the first year to expand services particularly visiting teachers, health and child accounting. Each child would receive thorough physical, mental and psychological examinations at designated points after age three.

Vocational and Work-Study: The work-study program would be expanded to provide a significant program for students of all abilities. Community leadership would be enlisted to provide progressive training, career guidance and challenging jobs under contract with industries.

Visitations By Renowned Black Americans: A list of desirable visitors would be compiled and invitations extended so that 10 to 12 visitations would be scheduled each year with each guest spending up to one week in the Model Cities area. The visits would help children appreciate and identify with exemplary Black Americans from all walks of life.

Administrative Intern Training: Universities with graduate programs in educational administration would be invited to help plan a program of internship to train inner-city teachers to become administrators. Future administrators would gain experience with inner-city problems while present staff would be freed for more leadership, planning and evaluation.

Support Staff: Project staff would include a director, associate directors, business manager-accountant and community school directors for each of the ten schools in the target area, working closely with the central staff, school principals, teachers, community representatives and Educational Committee of the Model Cities Planning Council.

Project EMERGE and the Prevention and Reversal of Negative Attitudes Program were developed as part of the Model Cities Education Program after the projects described above; they are designed for prevention of school dropouts and juvenile delinquency, respectively.

Exhibit 3

POLICY STATEMENT ON QUALITY EDUCATION AND INTEGRATION OF SCHOOLS

PREPARED FOR: THE MODEL CITIES PLANNING COUNCIL

PREPARED BY: ARTHUR E. THOMAS, MODEL CITIES EDUCATIONAL COORDINATOR

Our goal, our earnest desire, our charge is to develop such a magnificent community that citizens will want to move into our community rather than out of our community.

Part of developing a magnificent community is educating all people for adaptability and survival in an urban setting. Dr. David K. Cohen emphatically states that the basis of social reform lies in improving the schools. If our children are to be prepared to meet the challenge of living in today's world we must give them the best education now. The Model Cities Planning Council would like to emphatically state that we formally endorse integration. Further, we know that the white supporters of the educational, social, and political systems of *our* community have failed to educate people for adaptability necessary for living in today's world. We, therefore, believe that the Black community must unalterably take the responsibility for educating white people as it relates to what is needed to co-exist in a productive and constructive society. Consequently, The Model Cities Planning Council endorses integration of quality education, and subsequently proposes a plan of integration in reverse. We invite all people to come into our schools.

Let's face it, it takes something out of a man, or out of a group of people, or out of a race of people when they are constantly told in one way or another that they are not wanted. Black people have been told that they are not wanted in white schools in a very clear way. We are taking the position that has been taken by the Board of Education and the Superintendent of Schools in Evanston, Illinois. That position is: Our schools will be so good - the quality of education, the school plant facilities, the teacher-pupil ratio, the discipline, the teacher attitude, the administrative leadership, the community and parent involvement - that people from outside our area will want to send their children to Model Cities Schools. We think it is time for people to start moving into our schools and into our community without regard to race, or religion, or ethnic origin.

We cannot force people into our community, but by the same token we do not intend to force our children into anyone else's community.

Our primary concern will be quality education for all children attending Model Cities Target Area Schools. We define quality education as providing the best possible education for each child.

We intend to spend the necessary dollars needed to educate each child. Further, we guarantee a dollar value for a dollar spent in the schools.

We would like to implement sound, basic concentrated programs designed to guarantee learning and in-sure positive self image in each of our children. We are committed to the philosophy that a child should know more on Friday than he knew on Monday, that a child should know more at 5:00 p.m. than he knew at 8:00 a.m, and that a child should know more in June than he knew in September.

OUR POSITION IS DOCUMENTED BY THE FOLLOWING EXPERTS IN THE AREA OF EDUCATION:

The following quote was taken from a statement made by Donald H. Smith, Ph.D, Director, Center for Inner City Studies, Northeastern Illinois State College -

"I am not surprised that young Black children feel a sense of diminished self-esteem in integrated schools. Obviously your school wasn't good enough for you to learn there, or for the white children

to come and join you. So, for our own good, you had to be herded off on buses to the good school. Once there, you might have to wade through jeering pickets to reach the building. Or if not that, then you encounter hostile teachers, some overtly, some subtly so. Most white students will ignore you, a few well meaning ones will patronize you. Under such circumstances, I find highly questionable Professor Coleman's assertion that Black people do, indeed, achieve more because of a newly acquired sense of control. I would assert that a more logical explanation for increased achievement is a combination of the following:

(1) The schools to which the Black pupils were bussed are middle-class white schools where there is considerable community pressure. White middle-class parents demand that teachers teach. They accept no nonsense about missing library books and cognitive deficits.

(2) Faculties in these schools are stable. They are permanent rather than substitutes. Children in these schools expect and have continuity. They have the same teachers every day, unlike children in the ghetto who may have as many as ten or more teachers in a single term.

(3) Negro pupils learn because of the above factors and because the teachers expect their pupils to learn, and teach accordingly. I cannot understand how Negroes could feel a greater sense of control, when as even Professor Coleman reveals their self-esteem is lessened in white schools.

Dr. Kenneth Clark, psychologist, long an advocate of schools for quality education, is still 100% for integration of schools, however, he states that we must educate our children in the inner city schools now and not wait for the ideal integration plan.

Dr. James B. Conant, renowned educator, believes that we must develop quality schools in the inner city by spending more money in inner city schools.

Dr. Mark Shedd, Superintendent of Schools in Philadelphia, Pennsylvania, is moving toward a position of developing top quality schools to serve the residents of given areas.

Mr. Robert Greer, Assistant Ohio State Superintendent of Inner City Schools, Supports integration of schools and also emphatically states that the emphasis must be placed on quality education.

Included in the Model Cities Position statement on school integration is this statement by the Ohio Board of Education:

The Board recognizes that the problem of providing equal educational opportunities to all has both economic and ethnic dimensions and is not subject to easy, quick solutions. Because it believes that schools must continue to move forward in finding solutions, however, the Board recommends intensified action and the application of new knowledge and experience as such becomes available. In particular, the Board recommends:

1. Specific effort on the part of all school districts to find ways to move toward the solution of the problems of *De Facto Segregation*.

2. A periodic ethnic count of pupils and employees by the schools of the State as a realistic basis for program planning.

3. A re-examination of personnel practices to make certain that no barrier, real or implied, precludes equal employment opportunities in the schools for all regardless of race, creed or national origin.
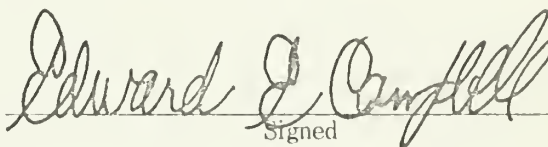
4. Explicit recognition in the instructional program of the contributions made by all racial and cultural groups to our Nation's growth and development.

5. Inclusion in both preservice and inservice teacher education of academic study, especially history, anthropology and sociology, which helps to develop understanding and a sensitivity to the problems of interpersonal and intergroup relations.

6. Continued cooperation with the U.S. Office of Education, U.S. Department of Health, Education and Welfare, the Ohio Civil Rights Commission and other official bodies to assist local school districts in defining problem areas and moving affirmatively to bring about integrated quality education.

In conclusion and restatement of our position, The Model Cities Planning Council formally endorses integration, and we know that it would be far more meaningful for other people to come into our schools. We, therefore, propose a plan of reverse integration for quality education.

_____   _____
          Signed   Signed

_____   _____
Chairman, Model Cities Planning Council   Education Chairman
          Position   Position

Date _____ 10 June, 1968 _____ Date _____ 10 June, 1968 _____

Exhibit 4

PARTNERSHIP AGREEMENT BETWEEN
MODEL CITIES PLANNING COUNCIL OF DAYTON, OHIO, INC.
AND THE BOARD OF EDUCATION OF THE DAYTON CITY SCHOOL DISTRICT

WHEREAS, it is desirable to develop a full and complete understanding with respect to the relationship between the Model Cities Planning Council of Dayton, Ohio, Inc., hereinafter referred to as the Planning Council, and the Board of Education of the Dayton City School District, hereinafter referred to as the Board; and

WHEREAS, it is recognized that the overriding problem of institutional racism is a dominant and restrictive theme throughout the community life and that one of the goals of the Model Cities Program is to improve the quality of the education of the residents of the target area, a goal that can be accomplished only through affirmative action by the residents themselves working in a full partnership with their Board of Education; and

WHEREAS, a climate of mutual trust is essential to the building of self-esteem, competence and a desire to participate effectively in solving the social, political, and physical problems in the residents' community; and
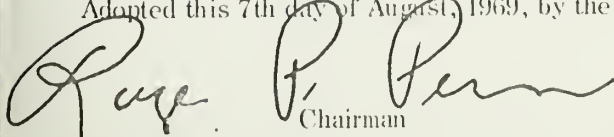
WHEREAS, the key to the success of the Model Cities Program lies in the degree to which there exists full communication between the residents and the Board; and
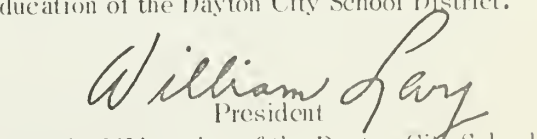
WHEREAS, while it must be understood that the Board carries the ultimate responsibility for final decisions in this and all other neighborhoods within the school district, it is imperative that the Board recognize the elected representatives of the target area residents of the Planning Council in all decisions made for the target area schools and the school environments;

NOW, THEREFORE BE IT RESOLVED by the Model Cities Planning Council of Dayton, Ohio, Inc., and the Board of Education of the Dayton City School District:

1. That the Board and the Planning Council hereby declare themselves to be full partners, meaning the non-legal dimension of partnership signifying the participation, association and joint interest of the Planning Council and the Board in education within the target area.

2. That the recommendations of the Planning Council shall at all times be given full consideration in all decisions made by the Board affecting the education of the target area residents.

3. That all proposals from either the Planning Council or the Board affecting the target area schools shall be set forth in writing and transmitted to the Board and the Planning Council for their acceptance or rejection before being implemented as part of the educational program for the target area schools.

Adopted this 4th day of August, 1969, by the Model Cities Planning Council of Dayton, Ohio, Inc.
Adopted this 7th day of August, 1969, by the Board of Education of the Dayton City School District.

Chairman
Model Cities Planning Council of Dayton,
Ohio, Inc.

President
Board of Education of the Dayton City School
District

(Partnership Agreement continued)
COOPERATIVE RELATIONSHIPS BETWEEN
MODEL CITIES PLANNING COUNCIL OF DAYTON, OHIO, INC.
AND THE BOARD OF EDUCATION OF THE DAYTON CITY SCHOOL DISTRICT

Introduction

The Model Cities Program is a demonstration program, designed to develop new approaches to solving long standing problems that have brought many cities to a crisis. Cities should look upon this program as an opportunity to experiment, to become laboratories for testing and refining new and better methods for improving the quality of urban living. Cities should search out and develop improved ways of reaching the residents of low income, deprived and blighted areas and improving their condition of life; new approaches to making the administration of educational programs more efficient, effective, and socially responsive; and new methods for using modern technology to meet educational problems.

The Model Cities Program is intended to exert a substantial thrust at the basic problems of human psychological and physical deterioration in our cities. The program for action at the local level should encompass all of the deep-rooted social and environmental problems of the neighborhood.

As the Dayton Model Cities program moves from planning to implementation, the Model Cities Planning Council and the Board of Education use this means of reaffirming their mutual concern for, and interest in, bettering the Model Neighborhood area and of pledging cooperation in planning, developing, implementing and evaluating educational programs of the schools in the Model Neighborhood area.

The Board of Education is the policy-making body responsible for public education within the Dayton City School District. It operates within such limitations as are imposed by statute and as such is an arm of the State.

The Model Cities Planning Council of Dayton, Ohio., is the legally constituted policy-making body for the Model Neighborhood residents and duly elected by those residents. The Council's major function is its responsibility for citizen participation and representation in the planning, development, implementation and evaluation of Model Cities and related programs affecting residents of the Model Neighborhood. The Model Cities Planning Council is incorporated under the laws of the State of Ohio as a not-for-profit corporation.

Mutual Commitments

1. The Board of Education and the Model Cities Planning Council believe in self-determination and citizen participation in the operation of the Model Neighborhood area schools, and emphasize the high priority which will be given to the wishes of the residents of the Model Neighborhood area.

2. The Board of Education and the Model Cities Planning Council shall cooperate in determining the educational needs of the Model Neighborhood area, to work to generate public enthusiasm for the educational program for the Model Neighborhood area, to allay the fears of the people of the Dayton community, to commit themselves to open and free discussion of the issues of education and related areas.

3. The Board will give utmost consideration to the recommendations of the Planning Council and asks for the same from the Council. Reasonable time, of at least two weeks, should be permitted for study of proposals before decision is reached, provided that no time limits should deter action where there is mutual agreement. In considering plans and programs that affect the Model Cities educational program, final decisions, negotiations and deliberations shall be left to the Board and the Planning Council.

4. The above named parties shall work jointly to increase the sensitivity of each body towards the community and from the community towards the Board of Education, Model Cities Planning Council and Joint Community-School Council.

5. The Board of Education, the Model Cities Planning Council and the Joint Community-School Council shall develop a policy and procedural handbook to guide the continued relationship for the above named bodies.

6. The Board of Education and the Model Cities Planning Council shall advocate maximum cooperation between teachers, other educators, and all personnel involved in the educative process and the Model Cities Planning Council, the Joint Community-School Council that there shall be respect for the professional competence of teachers and the common sense approach of citizens and particularly parents.

7. Plans and projects dealing with the education component of the Model Cities Program must be approved by the Model Cities Planning Council and the Board of Education before transmittal to the federal government. The Council, the Board, and the City, through its evaluation program, will share the responsibility for determining the extent to which the program is achieving the desired outcomes. The Board of Education, however, will continue to have final program responsibility.

8. Several phases of the proposed educational program represent extension or expansion of services now provided by schools in the target area. These will continue to be administered by principals and/or the appropriate departments and will coordinate with the comprehensive Model Cities education component, a project director will be appointed, as provided for in the education component. The project director will be the chief liaison with the education committee of the Model Cities Planning Council. Through the project director, technical assistance will be offered as the education committee may request to develop new proposals.

9. The Board and the Council will determine the qualifications for the selection of the project director. The Superintendent of Schools will establish procedures relative to announcement of the position of project director. Recognizing the importance of close liaison between this position and the Education Committee in the appointment or termination of the project director, recommendations of the Planning Council will be sought and considered. Termination of the employment of the project director shall be consummated only upon the concurrence of the Board and Council.

10. The two bodies shall work for close coordination between all agencies responsible for educating the children in the Model Cities area including suitable liaison among the Planning Council, Board, Joint Community-School Councils and the City of Dayton.

11. The Planning Council and the Board shall work within the limits of the law and, where necessary to achieve the goals of the educational program, will seek needed legislation.

12. The Board and Planning Council shall immediately work jointly to plan and implement curriculum innovations designed to increase the achievement levels and social functioning of students in the Model Neighborhood area.

APPENDIX B

RESULTS OF SCHOOL COMMUNITY QUESTIONNAIRE

Exhibit   1

School Community Questionnaire

1. Is your neighborhood

   __25__ Growing in importance as a neighborhood?

   __32__ Just holding its own?

   __15__ Declining?

   T = 72

2. Why do you think this is so? (Please list the reason)

   No interest   Poor Housing
   Not friendly   Increased absentee landlords
   Selfish

3. Is there a feeling of unity or "oneness" in the neighborhood?

   __14__ At all times?   __24__ Seldom?

   __26__ Often?   __8__ Not at all?

   T = 72

4. How well do groups, organizations, agencies, and churches work together?

   __4__ Excellent?   __15__ Poor?

   __25__ Good?   __3__ Not at all?

   __25__ Fair?

   T = 72

5. How adequate are the opportunities which the residents of your neighborhood
   have for participation in civic affairs? Are there

   __2__ Too many organizations in the neighborhood?

   __26__ About the right number?

   __44__ Too few?

   T = 72

6. Are enough of the existing organizations composed of people from all walks
    of life and open to anyone who would like to become a member?

    ____·44____ Yes   ____27____ No

    ____j____ ?

    T = 72

7. Are enough of the organizations interested in and working for TOTAL neighborhood
    betterment?

    ____28____ Yes   ____43____ No

    ____1____ ?

    T = 72

8. If your answer was "yes", to the last question please illustrate (cite) the
    projects sponsored by local organizations during the past two years which
    were for the betterment of the total neighborhood; if your response was "no",
    explain why this condition exists.

Yes	No
Work well	Too few groups
Street lights	No support
Ambulance service	Need organizing
Paint and beautify	Alienation
Organize Block Clubs	Growing absentee landlords
DPS "We Care"	People not friendly
	Landlords too selfish

    SUMMARY: From "Works Well" to "Apathy and Selfishness".

9. How well does your neighborhood get along with the adjoining neighborhood?
    Is there

    ____2____ Conflict   ____36____ Some cooperation?

    ____27____ Indifference   ____7____ Genuine cooperation?

    T =   72

0. What do the residents of your neighborhood seem to value most? (Please check
    --the three most important)

    Rank Order   Rank Order
    ____(2)____ ____24____ Working together   ____(4)____ ____21____ Going far in school

10. (cont'd.)

   (7)   __13__ Location of residence   (1)   __28__ Friendliness

   (8)   __10__ Kind of work one does   (10)   __3__ Wealth

   (5)   __20__ Individual worth   (10)   __3__ Nationality or Race

   (3)   __22__ Service to community   (10)   __3__ Family background

   (9)   __6__ Length of residence   (6)   __9__ Economic success

      - Others

11. What do you consider to be your neighborhood's outstanding NEEDS or PROBLEMS?
(Please list in order of importance)

A leader	Lights in Alleys
Recreation - Parks	Individual confidence
Organization	Kids lack respect
Better Schools	Dilapidation
Summer Camps	Selfishness
Cooperation	

SUMMARY: From need of leadership to Dilapidation and Selfishness

12. What kind of activities or projects would you suggest that your neighborhood
undertake in an effort to solve these problems and meet those needs? (Please
list one or two)

Community meeting place	Extend school
Clean-up campaign	Fix property
Cooperative landlords	Fix curfew
Recreation facilities	Get fathers involved
Education for young and old	Softball teams
Housing	Counsellors
Voter drive	Black awareness

SUMMARY: From "clean-up" to Recreation facilities and "progress".

13. What organizations or groups should accept responsibility for INITIATING
(starting) these projects or activities?

Block Clubs	Schools
ACTION	Neighborhood
DARE	Parents
NAACP	Recreation centers
P.T.A.	Coop jobs for kids 47
Scouts	Model Cities
City	

SUMMARY: From "Block Clubs" to "Model Cities" and "City of Dayton".

14. What organizations or groups should be involved in the DEVELOPMENT of these projects or activities?

Block Clubs
Church
Youth
Community Councils
City of Dayton

Schools
Self
Recreation Centers
P.T.A.
Model Cities

SUMMARY: (same as No. 13) From Block Clubs to Model Cities and City of Dayton.

15. Specifically, what contribution should the SCHOOLS attempt to make for the improvement of Neighborhood?

Develop leaders
Adult Education
Better Education
Keep schools open more
More community spirit
Work with kids
Community recreation
Teach crafts

Work with Model Cities
Develop Race Pride
Inform parents more
Pressure landlords
Get closer to people
"open-house schools"
Door-to-door communication

SUMMARY: Develop leaders - Job training - Crafts to Open schools more and Bring community closer together.

16. What contributions are the existing organizations in your neighborhood NOW MAKING for the improvement of schools?

None
Action
Mother help
P.T.A.
A path to betterment

Trying to improve
Getting parents to cooperate
    with teachers
Teaching crafts
Model Cities

SUMMARY: Generally poor response: "What ARE they doing?"

17. What additional contributions could the existing organizations (and organizations which should be created, if any) make for the improvement of the schools?

Nothing
Parental understanding
After-school programs
Adult cooperation
Better community-school relations

Assist in organizing youth groups
Day care programs
Assist in organizing and leading
    groups
Smaller school enrollment

SUMMARY: Everything needs more doing.

18. If you have any other comments or ideas not mentioned in the above 17 questions, please state them below:

      College student tutors   Need more police
      Need more money   Need more equipment
      Need more jobs   Build more schools
      Need right direction   Get cooperation going
      Buses

      SUMMARY: From College student tutors to New school buildings.

Exhibit 2
-1-
School Community Questionnaire

<u>SOME QUESTIONS ABOUT YOUR NEIGHBORHOOD</u>

1. Is your neighborhood

   __27__ Growing in importance as a neighborhood?

   __28__ Just holding its own?

   __13__ Declining?

   T = 68

2. Why do you think this is so? (Please list the reason)

<u>Negative</u>	<u>Positive</u>
No unifying factor	Citizens involved in Model Cities
Highway location	Increase in property owners who
Industrial development	have interest in area
Poor City Services and	Model Cities community spirit holds
Low Morale	good possibility
Changing caliber	Some improvement in alleys and streets
Need Zoning Laws	New businesses and houses
Absentee landlords	Since Model Cities project started new
Retired families on fixed	private apartments in area
income and others waiting	
to sell homes and get out	
of "Target Area".	

3. Is there a feeling of unity or "oneness" in the neighborhood?

   __21__ At all times?   __15__ Seldom?

   __27__ Often?   __5__ Not at all?

   T = 68

4. How well do groups, organizations, agencies, and churches work together?

   __-__ Excellent?   __13__ Poor?

   __24__ Good?   __6__ Not at all?

   __25__ Fair?

   T = 68

5. How adequate are the opportunities which the residents of your neighborhood have for participation in civic affairs? Are there

   __4__ Too many organizations in the neighborhood?

5. (cont'd.)

    __26__   About the right number?

    __38__   Too few?

 T = 68

6. Are enough of the existing organizations composed of people from all walks
    if life and open to anyone who would like to become a member?

    __42__ Yes   __26__ No

 T = 68

7. Are enough of the organizations interested ·in working for TOTAL neighborhood
    betterment?

    __27__ Yes   __41__ No

 T = 68

8. If your answer was "yes", to the last question please illustrate (cite) the
    projects sponsored by local organizations during the past two years which
    were for the betterment of the total neighborhood; if your response was "no",
    explain why this condition exists.

                                NEEDS

    Community Park   Regular Youth and Parent Patrol
    More Street lights   Think "Black"
    Zoning-Housing Code   Child Care for parent participation
    Swimming Pool   Park for children - Trees
    Community divided-Socio/Economic   Communication lacking of things
       factors   on-going
    Coordination of area orginazation   City should help us get neighbors
                                            to fix up property

                          SPONSORED PROJECTS

    Adult evening classes starting in   Carillon Civic Council
       Community School   Civic Action for clean-up
    Some active in Model Cities-need   Community School Councils work for
       more in area   "quality education"
    Model Cities Community Council   Youth and Parent patrol when needed
    Boy Scouts   More young people getting jobs
    Campfire Girls
    YWCA

9. How well does your neighborhood get along with the adjoining neighborhood?
    Is there

9. (cont'd.)

_____3_____ Conflict

____24_____ Indifference?

____37_____ Some cooperation?

_____4_____ Genuine cooperation?

T = 68

10. What do the residents of your neighborhood seem to value most? (Please check the 3 most important)

RANK:

			RANK:		
(1)	25	Working together	(4)	15	Going far in school
(7)	7	Location of residence	(2)	22	Friendliness
(6)	9	Kind of work one does	(10)	2	Wealth
(4)	15	Individual worth	(9)	3	Nationality or Race
(3)	21	Service to community	(8)	4	Family background
(8)	4	Length of residence	(5)	14	Economic success
	2	Other			

11. What do you consider to be your neighborhood's outstanding NEEDS or PROBLEMS?
(Please list in order of importance)

Univ. of Dayton parking prevents
   resident and visitor parking in
   area
Supermarkets/Drugstores/Coops.
Decent teen club
.Better communication with "downtown",
   need their respect of Model Cities
   Leaders
All "Target Area" citizens in same
   economic boat - frustration

Medical/Health and Welfare ser-
   vices need coordination
Middle school (6-7-8) so no bussing-
   new school won't accomodate them
Indifference of people
More police
Responsive School Administration

12. What kind of activities or projects would you suggest that your neighborhood undertake in an effort to solve these problems and meed these needs? (Please list one or two)

Better schools and more relevant
   curriculum
Neighborhood group check with U of
   Dayton re parking

Utilize the Model Cities Consultants
   for stronger community-wide organ-
   ization
Get voter registration and then the
   vote

12. (cont'd.)

Projects that encourage us to see   Help children stay in school
with black perspective   with guidance
Family relations assistance   Recreation Centers

13. What organizations or groups should accept responsibility for INITIATING (starting) these projects or activities?

A group with Black Ideology and   Specialists from Model Cities
Psychology   Schools & Black Clubs
Church   Community School Councils
Area Council   Model Cities Planning Council
Youth Council   Political Parties
Senior Citizens Group

14. What organizations or groups should be involved in the DEVELOPMENT of these projects or activities?

School Administration   P.T.A.
Sensitize Teachers to "T Area" needs   Church Groups
Area Council   School/Community: Multi-Age
Carillon Civic Area Council   Groups
Youth Council   Still need more understanding
Community School Councils   between Community School
Complete participation on part of   Council and School Authorities
Teachers-Principals, etc.

15. Specifically, what contribution should the SCHOOLS attempt to make for the improvement of the neighborhood?

A school to fit community and a   Educate children to compete with
community related to school   career-oriented programs
Help develop a sense of "oneness"   Utilize present resources with
Work closer with Community School   employee skills with children
Council   to meet individual needs for
Bring Religion and Morality in   future
School/Home/Community   Teachers and Administrators have
Bring more respect for parents   more involvement
and authorities   Serve as information center for
Spirit of love   community
Social center for meetings and
"nerve" center for community
agencies and activities

16. What contributions are the existing organizations in your neighborhood NOW MAKING for the improvement of schools?

Community School Council very   Good active Youth Council: closing
active in school needs, also PTA   down undesirable "hang-outs"
The Community School Council and PTA   Good evening school offerings
have good cooperation   Interest in getting better state
Ungraded School Classes for individ-   financing
ual needs
Fair improvement on clean alleys and
property

17. What additional contributions could the existing organizations (and organizations which should be created, if any) make for the improvement of the schools?

Free schools do what community wants

Sponsor "clean-up" campaigns

Repair RR Crossing at DELCO and not hold up traffic so long

Do more in adult education

Parental involvement in academic/behavioral problems

Industry taking property and effecting school enrollment

Make demonstration school in Target Area to show what proper teaching and good equipment can do for "Target" children to out-perform others in city

Involve more people in civic planning

18. If you have any other comments or ideas not mentioned in the above 17 questions, please state them below:

We must work harder to get things done

Zone 9-2 is better off than other zones and needs to influence them

Community School Councils now seriously working on #15, #16 & #17

There is evidence of a development of sense of self and Community pride

ALL TARGET SCHOOLS should be governed by Blacks to achieve quality education

We must set better model for children's influence

Develop "store-front school" for kid marked as "trouble-maker"

APPENDIX C

SAMPLE COPIES OF EVALUATION QUESTIONNAIRE

Exhibit 1

DEMOGRAPHIC SURVEY

Model Cities Area Zone _____

Name of Family's Elementary School _____

Name of Family's High School _____

PERSONS IN HOUSEHOLD

| | Age | Sex | Relationship | Occupation | Levels of Education | | |
					Elem.	H.S.	College
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

Length of Family Residence in Area Zone | Dwelling Identification

	OWN	RENT
0 - 1 Year ____ (mos.) 1 - 3 Years ____ 4 - 5 Years ____ 6 - 10 Years ____ 11 - 15 Years ____ 16 - 20 Years ____ 21 - 30 Years ____	1. Single Dwelling ____ 2. Duplex ____ 3. Apartment ____ 4. Condominium ____ (cooperative)	1. Single Dwelling ____ 2. Duplex ____ 3. Apartment ____ 4. Condominium ____ 5. Room ____ 6. Mobile Home ____ 7. Other ____

HEAD OF HOUSEHOLD:_____
(Father, Mother, Uncle, etc.)

Exhibit 2

The statements listed below represents a variety of opinions about different topics. Some people agree with the statements and others disagree. Almost everyone has some opinion about them. There is no wrong or right answer: the best answer is the one which nearly represents the way you personally feel about the statement.

Mark your answers according to the following Key:

A - <u>Strongly or always agree</u> with the statement.

B - Moderately or usually <u>agree</u> with the statement.

C - Undecided, don't know, or it doesn't make any difference.

D - Moderately or usually <u>disagree</u> with the statement.

E - Strongly or always <u>disagree</u> with the statement.

1. A lot more is learned in classes where there are good lectures by an authority than where there are class discussions.

2. A group should keep busy at its task and not waste time by discussing how effectively it is working.

3. Students should assume the responsibility of handling discipline problems in their classroom.

4. The school has its job to do, and there is no point getting mixed up and other community agencies.

5. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.

6. One shouldn't question the statements of people who have spent many years studying a subject.

7. Tax money is too scarce to risk additional expense for damage to school property by letting groups from the community use the schools for their activities.

8. In the case of disagreement among class members, the teacher should be the final judge or arbitrator.

9. There is too much emphasis on cooperation in our schools and not enough preparation for our competitive society.

10. The most successful class is one where the teacher drawns on his own experience to define problems which he knows the student will be facing.

11. Nowadays more people are prying into matters that should remain personal and private.

12. Every person should have complete faith in some supernatural power whose decisions he obeys without question.

13. Once a person has gotten a question settled for himself there is little point in reopening the issue in the future.

14. Teachers who take their pupils on trips, have animals in the classroom, etc., are avoiding the main job that they should be doing.

15. No technique is clearly democratic or autocratic.

16. Whatever else he does, a teacher should not allow students to criticize him openly in the classroom.

17. If there are parent organizations around the school it isn't long before they start meddling in school affairs.

18. Persons who are highly trained and hold academic positions should know what the group members should do.

19. When students are apparently making no progress the teacher should take matters into his own hands.

20. One learns most efficiently by listening to good authority.

21. No sane, normal, decent person could ever think of hurting a close friend or relative.

22. It is not the job of the school to be concerned about people who are over school age.

23. It is more efficient in a group if experts tell the group what it should do.

24. What the youth needs most is strict discipline, rugged determination, and the will to work and fight for family and the will to work and fight for family and country.

25. A teacher should expect the students to utilize outside sources and not take class time for asking for information easily available elsewhere.

26. Issues about which there is strong disagreement in the community should not be discussed in the school.

27. The administrator of the school must be the one who decides what items appear on the agenda for faculty meetings.

28. There is a right and a wrong answer for almost every question one can raise.

29. A class should be able to count on the ability of its teacher to arrive independently of the class at decisions related to their actions.

30. Human nature being what it is, there will always be war and conflict.

31. The schools should participate actively in organizations like community councils.

32. The teacher should assign members of the class to various jobs rather than expect them to sign up voluntarily.

33. After one has consulted good authority he should be able to consider a question closed.

34. What this country needs most, more than laws and political programs, is a few courageous, tireless, devoted leader in whom the people can put their faith.

35. A group cannot take time to listen to everyone's ideas if it expects to get anything done.

36. If more school people would confine themselves to doing a good job of teaching children, and worry less about parents and community groups, the schools would do a much better job.

37. When a teacher's best effort does not satisfy members of the class, they should openly criticize and communicate it to him.

38. In the last analysis, the leader is the one who has to see that things get done in the group.

39. There is hardly anything lower than a person who does not feel a great love, gratitude, and respect for his parents.

40. Unless students come to grips with controversial issues in their community they are not really being educated.

41. Many times discussions are stimulating, but greater progress is made if there is a specialist who knows the answers present in the book.

42. Many schools have ineffective programs because they do not confine their activities to teaching children.

43. Disagreements from any member of the group should be given careful consideration before a group decision is reached.

44. If people would talk less and work more, everyone would be better off.

45. One of the best contributions a school can make is to help the community become aware of its problems and needs.

46. Class members should be able to rely on the teacher to keep discipline in the class.

47. Schools have no business getting involved in health or welfare problems of the community at large.

48. When it comes right down to it, each of us has to look out for himself.

49. Obedience and respect for authority are the most important virtues children should learn.

50. Schools are not teaching the fundamentals as well today as they used to do.

51. When a group really wants to get something accomplished, the leader should be given the right to exercise definite authority.

52. It is important for the leader to keep the group members from getting into heated discussions so that no one gets his feelings hurt.

53. An effective teacher should always take the responsibility upon himself to clarify problems which face the class.

54. Theoretically, it may be a fine idea, but practically, one cannot afford to risk damage to school property by letting outside groups use school facilities at night.

55. When it is possible to use either an individual or a committee, the assignment should be made to an individual to insure efficiency.

56. Children are educated for better citizenship when they are allowed to study problems which exist in the community.

57. Groups which use parliamentary procedures can probably make the most effective group decisions.

58. Competition among the agencies in a community is probably a healthy thing.

59. Because of the nature of the world in which he lives, the individual should look out for his own interests first.

60. The less there is a line drawn between the school and community, the better.

61. Regardless of the maturity of the class, its members should be able to rely on the teacher to provide information necessary for the problems which the class is considering.

62. Faculty committees must make the best professional decisions which they can, even though parents may disagree strongly with those decisions.

63. Science has its place, but there are many important things that can never possibly be understood by the human mind.

64. It is up to the leader to put people in their place when the success of the group is endangered by their behavior.

65. The real criterion for the judging of any technique of dealing with other people is how quickly it will help the group get its task completed.

66. The true American way of life is disappearing so fast that force may be necessary to preserve it.

67. The school can do its best job when it becomes an integral part of life in the community.

68. Democratic group methods might have to be abandoned in order to solve urgent practical problems.

69. A person who has bad manners, habits, and breeding can hardly expect to get along with decent people.

70. When the teacher assumes definite authority, it leads to a greater personal security for class members than when the teacher and the students have the same authority.

71. It may be necessary to make use of autocratic methods in order to obtain difficult democratic objectives.

72. The real contribution to our society are made by people who receive good education in the basic subjects and didn't waste their time in shop and laboratory activities.

73. No weakness or difficulty can hold us back if we have enough will power.

74. Practically it is necessary to ignore the feelings of some members in a group in order to reach a group decision.

75. Most people don't realize how much our lives are controlled by plots hatched in secret places.

76. Group members should be able to rely on the leader to keep discipline in the group.

Please answer the questions listed below as fully and completely as possible. These questions are part of the evaluation process for the Community School Council Program and are designed to record your thoughts and feelings about different aspects of the Community School Council Training Program. There are no right or wrong answers, so feel free to answer according to your own ideas about the program. All questionnaires are set up to be completely confidential; therefore, you may be assured that no attempt will be made to match up the questionnaire with the individual responding to it.

Please check the role which you have in the community school council program:

Parent _____

Teacher _____

Student _____

Principal _____

Model Cities
Planning Council
Member _____

PTA Chairman _____

Other (please write in) _____

If you worked on a Task Force Group please write in the name of the Group that you worked with. _____

Please write in the name of the Community School Council to which you belong. _____

(1) Do you believe that your participation in the Community School Council
Training Program has prepared you to take a key role in the operations
of your school program?

(2) As a result of the training program do you feel capable of participating
in the development of new educational programs for the community?

(3) Has the training program developed a better understanding of the edu-
cational system in your mind?

(4) Have you, as a result of the training program, developed some expertise
in the following areas:

    A. Effective communication (check one of the following):

        Some ____
        None ____
        Much ____

    B. Ability to involve others in the community:

        Some ____
        None ____
        Much ____

(4)

      C. Ability to make decisions about:
          (Please check ones you believe you have been helped with)

          1. Expenditures of funds by schools ___

          2. Selection of sites for schools ___

          3. Naming of schools ___

          4. Purchasing of books, supplies,
             food services ___

          5. Setting educational policy ___

          6. School and community educational
             programs and activities ___

      D. Learned to distinguish differences in levels of educational
         quality:
         (Please check one of the following)

             Some ___
             None ___
             Much ___

(5) Has the training program helped you to better understand the workings
of city, state and federal governments?

      A. Which of these governments do you feel you know most about;
         Why?

(6) Do you believe the program has helped you to:

      A. Define community problems more clearly?

      B. Understand social change?

      C. Select among different programs and goals?

(7) Has the Community School Council which you belong to become more ef-
fective in dealing with the issues it considers?

    A. If it has, in what ways?

    B. If not, what are some of the reasons why not?

(8) Among the problems which your group encountered, which were the most
serious?

(9) Were these problems successfully resolved?

CSCE-FORM 6-3

(10) Has the group worked well together?

(11) Have there been arguments between people in the group which prevented
      the group from acting on specific problems?

(12) Do you believe that you or other members of the group have become
      better (students, parents, teachers, principals, PTA chairmen, Planning
      Council Members) as a result of the training program? Please give
      some examples:

SCE-FORM 6-4

(13) What changes would you suggest for the training program?

(14) What improvements might be made in the training program so that it will be more effective for others?

APPENDIX

A - Summary of Joint Community School Council Meetings

B - Results of School Community Questionnaire

    1 - Questionnaire Administered May, 1969

    2 - Questionnaire Administered February, 1970

C - Sample Copies of Evaluation Questionnaires

    1 - School Community Questionnaire

    2 - Demographic Survey

    3 - Sentiments Inventory

    4 - Community School Council Members Evaluative Questionnaire

    5 - Participant Principals Questionnaire

(15) Overall, what have been the major strengths of the Community School Council Training Program?

(16) What have been the major weaknesses of the program?

APPENDIX D

PROGRAM RELATED DOCUMENTS

Exhibit 1

BIOGRAPHICAL DATA

Name: Arthur E. Thomas

Birth: 21 June 1938; Philadelphia, Pennsylvania

Education: B.S. in Education, Central State University, Wilberforce, Ohi
                 M.S. in Education, Miami University, Oxford, Ohio

Educational Associations:

        Phi Alpha Theta - Historical Society
        Phi Delta Kappa - Educational Fraternity
        American Education Research Association

Awards: Certificate of Recognition in Community Volunteer Service
        Phi Delta Kappa - Regional Award 1968
        Best Educator in Ohio - Central State University
        --History and Political Science Department
        --Kappa Alpha Psi Fraternity
        --Student Government Award
        --Sinclair Black Student Union
        --President Bronson and Staff
        1967 - Resolution - Ohio State Legislature for co-founding the
                Youth Patrol with C. J. McLin, Jr.
        1968 - MacFarlane faculty and student body award for services
                as assistant principal
        1969 - Dayton Postal Alliance Award
        1968 - (Summer) - Speaker at Black Nuns Conference in Pittsburg,
                Pennsylvania. Presented picture of nuns in appreciation
                as outstanding educator.
        1968 - (April) - Feature article in Jet Magazine for MacFarlane Scho
                Program. National recognition.
        State Department of Education and Federal Government praised the
        process of development of the education program and termed it as
        the most outstanding in the nation.

        Ratings as Teacher and Assistant Principal:

        Irving--Strong
        Roth--Superior
        MacFarlane--Superior

Civic Activities:

    Board of Directors, Youth Patrol; Board of Directors, Ascension (non-
profit, self-help organization); Board of Directors, ACTION (federally
funded anti-poverty social action agency); Technical Advisory Committee
Dayton Urban League Education Planning Committee; Board of Directors,
MAT (Moving Ahead Together--Social Action Agency); Police Assistance
Council (Encouraged program for youth summer 1968)

Work Experience:

	1962-65	Irving Elementary School, Dayton, Ohio Teacher, Seventh Grade Language Arts
	1965-67	Roth High School, Dayton, Ohio Teacher, Eighth Grade Language Arts; Assistant Football Coach, Assistant Track Coach
	1967	MacFarlane Elementary School, Dayton, Ohio Assistant Principal
Summer	1967	Community Researcher Community Relations Service Section of the Justice Department (contract)
Fall	1967	Education Director OIC
	1968-69	Coordinator of the Model Cities Education Program
	1969-70	Project Director, Model Cities Education Program

Developed what is presently a $700,000 Program with 11 projects currently in operation and more in process of development. Projects include:

Renovation Surveys, Administrative Interns, Teacher Aids, Student Counselors, Drop-out Counseling, Schools after hours programs, parent councils, visits by renowned Black Americans, Technical aid from local colleges and universities, In-service Training for teachers, and New Leadership planning sessions with Model Cities principals. Presently a staff of 37 is working with teachers in their schools; this is the only Model Cities Program now delivering a major number of services to West Dayton residents.

1970   Consultant to the Department of Health, Education and Welfare; Director of Center of Student Citizenship. Rights, and Responsibilities--An OEO Legal Services Program Funded to Central State University, Wilberforce, Ohio

Publications:

"Love, Trust and Respect for Each Other, Preconditions of Justice as the Basis for Law and Order," an Assessment of the Juvenile Delinquency Prevention and Control Act of 1968, ed. Larry L. Dye, Amherst, Massachusetts: University of Massachusetts Conference, 1970.

"Community School Council, Philosophy and Framework for Urban Educational Change," with Ruth W. Burgin; Institute for Research and Development in Urban Areas, Central State University, Wilberforce Ohio. May 1971.

"An Experiment in Community School Control: An Evaluation of the Dayton Experience," with Ruth W. Burgin, Institute for Research and Development in Urban Areas, Central State University, Wilberforce, Ohio. May 1971.

Exhibit 2

TASK FORCE STRUCTURE

1. There are eleven Task Forces.

2. There will be one member from each school on each Task Force.
   Example: Administrative Structure

DUNBAR	1 Member
EDISON	1 "
GRACE A. GREENE	1 "
IRVING	1 "
LOUISE TROY	1 "
MACFARLANE	1 "
MIAMI CHAPEL	1 "
ROOSEVELT	1 "
ST. JAMES	1 "
WEAVER	1 "
WHITTIER	1 "

   Total: Eleven Schools, eleven members on the Administrative Structure
   Task Force.

   This example would apply for each Task Force.

3. Each Task Force will have a chairman, vice chairman and recorder. The
   chairman and vice chairman will be chosen from among the parents elected
   to the school council. The recorder will be chosen from among the
   teachers. Each principal will be elected to serve on different Task Forces.

4. Model Cities Planning Council Education Committee will serve as ex-officio
   members of Task Forces.

5. All Task Forces will meet at least bi-weekly.

6. All Task Forces will determine the plan of work related to the specific
   project on which they will work, and develop a method for carrying out the
   plan of work, (individual and group assignments, progress reports, deadlines,
   etc.). This material will be turned over to the Community School Council
   Director to be submitted to CEO for approval prior to actually beginning
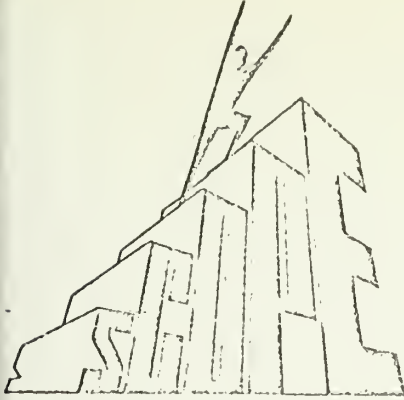   the plan of work.

GUIDE:

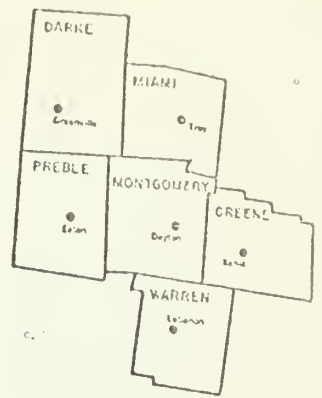CHAIRMAN: _____

VICE CHAIRMAN: _____

RECORDER: _____

TASK FORCE (NAME): _____

TASK FORCE MEMBERS:

PLAN OF WORK:

METHOD OF CARRYING OUT PLAN:

ASSIGNMENTS:

Exhibit 3

COMMUNITY ACTION AGAINST POVERTY

PPORTING COUNCIL ON PREVENTIVE EFFORT · 126 SOUTH LUDLOW STREET · DAYTON, OHIO 45402 · 513-224-8371

go C. Cooper, President
G. Rosenberg, Executive Director

July 2, 1969

Mr. Rudy Frank , Project Manager
Research and Demonstration Division
Office of Economic Opportunity
Room 638
1200 19th Street, N.W.
Washington, D. C.   20506

Ref: CG 8716 A/O
      Education Leadership Program for
      Elected Community Councils
      Grantee CDA Dayton

Dear Mr. Frank :

With regard to above referred to project it has come to our attention that
the grantee is considering sub-contracting the proposal to the Dayton Board of
Education.

In accordance with OEO regulations SCOPE reviewed and officially endorsed
above referred to project. SCOPE was fully involved in the planning and
development phase of the project working closely with Model Cities Education
Component Director, Mr. Arthur Thomas. We wish to advice you that a contract-
ual delegation from the grantee (City of Dayton-CDA) to Dayton Board of Education
in our opinion would be most undesirable and could be expected to have a
deleterious effect on the chances of this vitally important project to accomp-
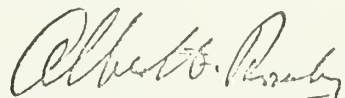lish its mission.

It is my understanding that OEO policy requires that a contract as consid-
ered at this time and referred to above would need to be approved by OEO. In-
asmuch as the matter is of great importance with regard to the project the CAA
opinion should also be considered.

This is to advise you that the undersigned recommends against OEO approval of the proposed transfer from CDA to Board of Education of the responsibilities now lodged with the CDA under the presently approved project.

Very sincerely yours,

Albert G. Rosenberg
Executive Director

AGR/js
cc: Mr. G. Cooper
     Mr. G. Watt
     Mr. W. Carle
     Mr. A. Thomas
     Mr. E. Campbell
     Mr. E. Crutcher

OFFICE OF ECONOMIC
OPPORTUNITY

July 3, 1969

Mr. Richard D. Fliger
Management Coordinator
Model Cities Section
Office of the City Manager
Dayton, Ohio

Dear Mr. Fliger:

I have received your letter of June 27 and regret that a misunder-
standing has apparently arisen regarding OEO grant CG 8716. As I recall
from our two conversations, you explained that a secretary, then
employed by the Board of Education, would be working for Mr. Arthur
Thomas, that this secretary would lose certain personnel benefits
if she transferred to the CDA, and that you and Mr. Thomas therefore
wished to execute a third party contract with the Board of Education
for the personnel services of this secretary.

Under the circumstances and because you indicated a degree of urgency,
I indicated that in this case, OEO would waive its right of prior
approval so that this third party contract might be executed
immediately, without the delay caused by OEO review.

I now understand that a third party contract delegating operation of
the entire program to the Board of Education is being contemplated,
and assume that your June 27 letter may, without directly
saying so, refer to this proposed contract.

Any delegation of all or part of the proposed project operations
to the Board of Education or to any other agency would obviously involve
a major substantive change in the approved work program, and would
alter the agreement between The City Demonstration Agency and OEO.
We would therefore definitely require prior approval of such a change.

Any request for a change of this type should indicate the rationale for
the proposed change and the probable effects on the program, including
the probable effects on its degree of support in the target community.
In this connection, you may already be aware that Albert Rosenberg, the
Director of SCOPE, has, on Wednesday, July 2, indicated his objection to
the proposed contract.

-2-

Since I was unable to reach you on Wednesday, I have already
discussed our position with Mr. Edward Crutcher. This letter
will provide a more formal explanation. Please feel free to
contact me if I can provide more information or be of assistance.

Sincerely,

Rudy Frank
Project Manager
Research and Demonstration Division

CC: Mr. Albert Rosenberg
Mr. Graham Watt
Mr. Arthur Thomas
Mr. Edward Crutcher

MODEL CITIES PLANNING COUNCIL
1100 West Fifth Street
Dayton, Ohio 45407

July 28, 1969

Mr. George Cooper
President, SCOPE
Antioch College
Yellow Springs, Ohio

Dear George:

The Model Cities Planning Council is requesting that the CAA, SCOPE,
accept the total responsibility for the administration of the Community
School Council Leadership Project.

The Community School Council submitted a petition to the City of Dayton
and a copy to the Board of Education stating that the Project be retained
under the CDA. (See Attachment A.) The City Commissioners have chosen to
ignore the petition, on the advice of Graham Watt, by voting to have the
Project transferred to the Board.

On Saturday, July 19, 1969, the Community School Council took the
position that in order for the citizens' interest and the purpose of the
Project be continued that SCOPE should accept the responsibility for the
Project. (See Attachment B.)

We see this attempt to ignore the citizens as one of many efforts to
force citizen participation in the Model Cities Program into a business-as-
usual, establishment determined-type activity.

May we meet with you on this and other related issues on July 31, 1969,
at 3:00 p.m., at Louise Troy School, 1665 Richley Avenue, Room 114.

Sincerely,

ROGER PREAR, Chairman
Model Cities Planning Council

EDWARD CAMPBELL, Chairman
Education Committee, MCPC

RP/EC:cb
cc: Albert Rosenberg
     Arthur Thomas

Exhibit 4

Model Cities Set On Plan Council

j.H. 12/6/67

By Ann Heller
Journal Herald Staff Writer

It took weeks of talk and a 2½-hour harangue last night—but Model Cities finally has a plan to elect its planning council.

The plan, one of three presented last night to the ad hoc advisory committee, is based on the hope that "the little man, the poor man" can have a voice in what Model Cities will do for him.

The plan, suggested by school teacher Floyd Johnson, will create 27 voting areas in the target area bordered by the Miami river, Wolf creek, Kilmer street and Nicholas road.

One representative will be elected from each district, with a ratio of one representative for every 500 residences in the model cities area.

This plan won out over a proposal to have the 153 block clubs elect a representative. However, planning co-ordinator William Schmidt indicated the block clubs will be used to help prepare residents for the voting.

The plan also provides for the council to set up an advisory council of residents from periphery West Dayton areas which may suffer problems as a result of Model Cities action.

The question of participation and voting by "outsiders" (West Dayton residents outside the target area) nearly sidetracked the meeting.

"We're tired of you people outside our area telling us what we need," said Mrs. King Heard, a resident of inner West Dayton. "We know what we need."

Another resident, Mrs. Delores Winslow, said "people in the area just don't trust government programs" and argued that nothing would be accomplished unless "people in the area are assured they have the controlling vote."

She also said pointedly that the "little man" doesn't come to such meetings, that it's the "organized, meeting happy, people" who turn out with the voting power.

Melvin Jackson of the West Dayton Self Help center cautioned the committee "not to start out with a family fight."

Arguing that the group was trying to restrict the Democratic process, he said, "We ought to caution ourselves not to become so fearful we can't trust each other."

Mrs. Winslow countered that the poor Negro distrusts other Negroes, saying, "The Negro will do the same thing to you a white man will."

Schmidt counseled against creating a division in the group. A motion by Mrs. Winslow to prohibit voting last night by "outsiders" failed and the committee went on to vote for the council plan.

Journal
Herald

Model Cities OK's Committee Change

Target Area Residents Given Majority Control On Policy

12/8/?

By James Dressler
Journal Herald Staff Writer

Dayton Model Cities Technical Advisory committee yesterday voted to revise the Model Cities plan to give residents of the target area majority control of the important policy committee.

Under the revised plan, seven of 13 members of the policy committee will be residents of the Inner West Dayton target area and will be appointed by the Model Cities Planning council.

The original plan called for a nine-member committee which included only three residents of the target area.

The remaining six members of the policy committee will include representatives of the city of Dayton, Dayton Board of Education, Montgomery county, Dayton Metropolitan Housing authority, Health and Welfare Planning council and the Chamber of Commerce.

State Rep. C. J. McLin (D-

Dayton), a West Dayton leader, spoke out in favor of the revision.

"I think it's no more than right that residents of the target area should have seven to six odds," he said.

Another West Dayton resident, Arthur E. Thomas, assistant principal at MacFarlane elementary school, made a strong pitch for giving target area residents control of the policy group.

"Area people should be in on every single thing from the mayor up," Thomas said. "If a cat can't write his name, he still has ideas about his community. We don't need 'The Man' to guide us any more." Thomas is an outspoken advocate of Negro power and of Negroes guiding their own destinies.

In other action, the Technical Advisory committee voted to include representatives of the target area in its membership. The residents are to be appointed by the planning council, which is composed entirely of West Dayton residents.

It also was determined that the specific function of the technical Advisory committee will be to review all program components before they are transmitted to the planning council, but will not have the power to change anything.

William R. Schmidt, Model Cities planning co-ordinator, reported various federal agencies will be in Dayton today to meet with local Model Cities representatives.

"We'll bring them up to date on what we're doing and how we're progressing," Schmidt said.

Schmidt disclosed that recent communications from the Department of Housing and Urban development (HUD) continue to stress "the need for citizen involvement."
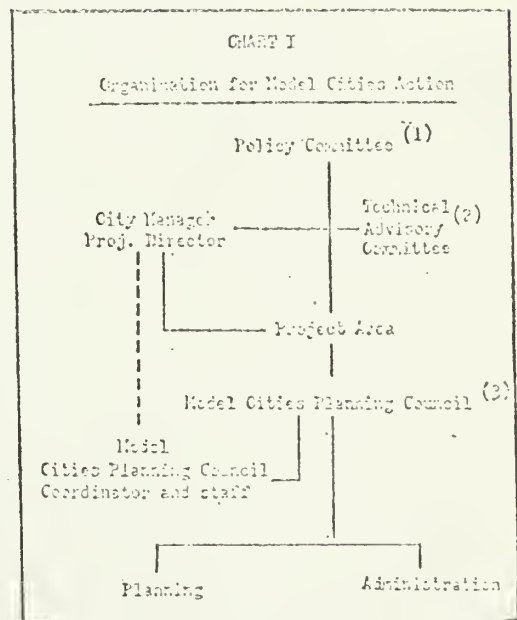
473

Model All Right—But of What?

The Model Cities organization chart is a model all right—of authority mounted on a half-dozen horses, all cantering off in different directions. As organization charts go, this one is not overly complex, at least not to bureaucrats, public and private, accustomed to committee spaghetti.

Isn't it a mite naive, however, to expect residents of the Model Cities neighborhood—many of whom have had incomplete educations and little experience in such matters—to be attracted and comforted by the design?

SCOPE director Albert Rosenberg questions, for instance, the need for the Policy committee. That group is partly redundant and it compromises the decision-making power of the neighborhood; seven of its members are drawn from the Planning council, which is made up entirely of residents, and they hold only a one-vote edge over establishment appointees.

The same question might be asked about the Technical Advisory committee, composed of representatives from service and welfare agencies. That committee easily could become a counterweight to innovation. Why not assign the

CHART I

Organization for Model Cities Action

Policy Committee (1)

City Manager Proj. Director — Technical (2) Advisory Committee

Project Area

Model Cities Planning Council (3)

Model Cities Planning Council Coordinator and staff

Planning   Administration

Committee Spaghetti

agency representatives to appropriate committees of the Planning council? That way they could advise the residents without seeming to stand against them.

Those moves would, by default, put authority where it belongs—in the Planning council, with elected representatives of the people most affected by the program.

Model Cities

2/20/68

Schmidt Will Recommend
Policy Unit Be Abolished

By Denise Goodman
Journal Herald Staff Writer

William Schmidt, Dayton Model Cities project director, said last night he will recommend next week that the Model Cities policy committee be abolished to clear the way for the elected planning council to be the top policy-making body.

Schmidt told residents of one neighborhood, assembled to nominate planning council candidates, he will make the recommendation Tuesday when a third Model Cities body -- the technical advisory committee-- meets in the city commission room.

The advisory committee includes representatives of agencies with programs involving Inner-West Dayton, target area for the Model Cities project.

Proponents of a strong resident voice in Model Cities planning of physical, economic and social rehabilitation of West Dayton have argued that the planning council should make policy decisions and have advocated elimination of the policy committee of local officials.

Some 40 persons attended a session in the northeast corner of the target area to nominate six persons for two planning council seats.

Nominated for the seat to serve area 11, bounded by Wolf creek on the east and north, the Pennsylvania railroad tracks on the west and West First street on the south, are:

Rev. Arthur Smiley, 635 Dakota street; Mrs. Mayme Robinson, 418 North Summit street; and Mrs. Rosetta Haynie, 407 North Broadway.

Nominated for Area 12 between Wolf creek and the Pennsylvania tracks south of West Third street and north of West Third street, are:

Mrs. Marie Lewis, 111 Grimes street, Amos Lee, 400 Dakota street, and Mrs. Mildred Patterson, 117 Grimes street.

Some 50 persons attended a similar session in the southeast corner of the target area, also naming six candidates for two seats.

Nominated for the seat from Area 81, bounded by the Cleveland-Cincinnati-Chicago railroad tracks on the east, the B&O tracks on the West, Homestead avenue on the north and West Stewart street on the south, are:

Mrs. Alma Twyne, 825 West Stewart street and Mrs. Elzira Harding, 551 Pontiac street.

Nominated for Area 82, bounded by both sets of railroad tracks, West Stewart street to the north and Nicholas road on the south, are:

Otis Drake, 1539 Detzen avenue; Mrs. Mabel Bass, 1271 Alwildly avenue, and Silas Cox, 1283 South Broadway.

21 More Nominated For Model Cities Posts

J.H. 2/23/68

Twenty-one more West Dayton residents were nominated last night for seats on the Model Cities planning council which will design programs for the economic, physical and social rehabilitation of Inner West Dayton.

Last night's sessions in two areas completed a week of nomination meetings. A final session for area 9 is set for 7:30 p.m. Monday at Whittier school. Elections will be conducted March 11.

Nominated for area 41, bounded by West Third street, Western avenue, Home avenue and Summit street, are Frank Penn, 325 South Summit street; James E. Love, 341 Mercher avenue, and Charles Rivers, 306 South Euclid avenue.

Nominated for area 42, bounded by West Third street, Summit street, Home avenue and South Broadway, are James Payne, 114 South Summit street; Mrs. Dorothy Wilbert, 232 Mercer avenue, and John McDiarmid, 1400 Home avenue.

Nominated for area 43 between Western and Euclid avenues between Home and between the Pennsylvania railroad tracks near Germantown street, are Leonard Eggleston, 232 Gold street, Gerald Davis, 625½ South Euclid avenue, and Mrs. Henry Anderson, 621 South Western avenue.

Nominated for area 44, between Home avenue and Ger-

mantown street and between Euclid avenue and South Broadway, are Joe Jackson, 224 Boyer street; Mrs. Lelia Francis, 507 South Summit street, and Mrs. Alice Henderson, 438 South Broadway.

Nominated for area 51, between West Third and West Fifth streets from Broadway to a line down the backyards between Dunbar and Mound streets, are Mrs. Mollie Kilborn, 507 South Broadway; James Brown, 1015 West Fourth street, and Edward Davis Jr., 32 Shannon street.

Nominated for area 52, between West Fifth and Germantown streets from Broadway to the same backyard line between Dunbar and Mound streets, are Russell Johnson, 151 Hawthorn street; Raymond Kelly, 163 Hawthorn street, and Mrs. Iora Sims, 120 Hawthorn street.

Nominated for area 53, between West Third street and Germantown streets from the backyard line on the West to the Miami river on the east are Roger Prear, 817 Fourth street; Mrs. Lucille Wade, 112 Bank street, and Clark Smith, 814 West Fourth street.

Journal Herald

By Denise Goodman
Journal Herald Staff Writer
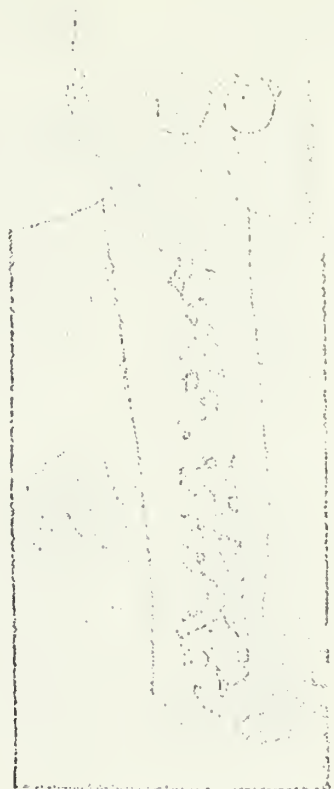
The Model Cities ad hoc advisory committee last night voted to accept a fiercely debated "moral commitment" from four city commissioners that a residents' planning council will be an "equal partner" with the commission on Model Cities plans and programs.

The language of the "commitment" was hammered out just an hour earlier at a three-hour afternoon meeting between committee leaders and city officials.

City Commissioners James McGee, Joseph Wine and Roy Paulson told some 75 persons at last night's session they will put the agreement in writing in an informal resolution at Wednesday's commission meeting.

Ad hoc committee leaders had argued yesterday the issue is critical to the entire Model Cities program. They said they wouldn't proceed with plans for Thursday's election of the 25-member planning council unless that council could be assured it would be a decision-making power and not be "a sham."

Albert Rosenberg, director of SCOPE, the local war on poverty co-ordinating agency, had warned the commissioners and city manager, "Something may be dying right here unless we make the right decision."

He said federal guidelines for Model Cities and the anti-poverty program all say programs "will be bankrupt without citizen participation."

"They (committee members) want to know whether this is going to be a sham, merely an advisory board, or whether it will have real power," Rosenberg added.

Floyd Johnson, who had led the committee delegation to city hall earlier yesterday, said the issue was so serious, "We don't know whether we're going to have a planning council unless we get this question resolved."

Some committee members last night still wanted the agreement in writing but finally voted to accept it in principle after the three commissioners assured them their word was good.

Albert Rosenberg
. . . Back citizens

3/9/68

Model Cities OK

(Continued From Page 25)
with the committee's policy request.

Then Hall said, "Once the elections are over, these people will primarily run the program. We also want to participate . . . Mr. Watt, is this your understanding?"

"It's difficult for me to answer that," Watt said, adding he questioned the words, "run the program."

The city commission has legal responsibility to make final decisions in Model Cities programs, Watt and commissioners pointed out.

Committee members said they understood this but want the planning council's voice to be equal to that of the commission.

McIntosh, local civil rights figure, shouted, "You sound like a damn fool."

"You sound like a damn fool," McGee retorted.

"They should have run you out of town a long time ago. If they had this would have been a better community.

"This is what's been wrong with this town," McGee shouted as McIntosh shouted insults back.

About half the audience applauded when McGee added, "He's (McIntosh) made a living out of it (making trouble)." But Jesse Gooding, FORCE chairman, rose and said to McGee, "I resent that."

There were shouts from both McGee and McIntosh partisans until Prear called the ???

Mayor Dave Hall gave the same assurance at the afternoon meeting. Commissioner Mike M. Liskany attended the first part of the afternoon session, but left before working out of the agreement had been completed.

The controversy arose when ad hoc committee members discovered that City Manager Graham Watt had submitted a proposal for $39,000 in federal funds to plan a Concentrated Employment Program (CEP) for the Model Cities target area without consulting the committee which had been designated the CEP planning body.

When pressed for a commitment on the policy agreement, drawn up by the committee and later revised slightly in conjunction with the commissioners, Watt yesterday repeatedly said he supports citizen participation in Model Cities as outlined by federal guidelines.

Those guidelines set up standards of participation defining it as "access to decision-making." But Roger Prear, committee chairman, said access was not enough. Residents want to have a part in making the decision, in "the putting together of the program," he said.

Wine took over the city leadership of the discussion and ???

Model Cities Program
Faces New Money Crisis

By PHIL DANNER

Urban Development that a reassessment pledge.
funds spent by the city will be reimbursed with release of the $358,000 Model Cities planning grant.

HE SAID lack of funds for the contract won't become a crisis until Apr. 1. After that date it will be too late for the council to have staff by Apr.

DANNER said, however, this authorization is expected within a month after Thursday's election.

...the election of the permanent Model Cities Planning Council is set for a 9 a.m. to ... p.m. Thursday in nine sub-areas of the Model target area.

RESIDENTS of the target area aged 18 and above are eligible to vote for members of the council. It has made a vital difference to the City Commission in policy decisions and programs decisions and... related to the larger prospect... in an informal proceeding.

The first step, which led to the council's resolution, involved the city's ... resolution. The city was faced with money of little ... with money to keep its...

...fully informed on an ongoing re-working the program.

The SECOND crisis came where ... city will be unable to meet a staff for the ... to begin work later.

...Schmidt, director of Model Cities program, ... a subcommittee of ... program's ... at the advi... ...meet Tuesday. It ... a toward possibly ... funds within the cur-...


Model Cities Council
Vote Slated Thursday

Residents of the Model Cities target area aged 18 and older will vote from 6:30 a.m. to 6:30 p.m. Thursday to elect 27 members of the Model Cities Planning Council.

The polling places:

Area One — Edison School, 425 N. Broadway St.

Area Two — Roosevelt Elementary School, 2013 W. 3rd St.

Area Three—Weaver School.

2000 Howell Ave.

Area Four — MacFarlane School, 215 S. Summit St.

Area Five—McKinley Methodist Church, 196 Hawthorne St.

Area Six—Irving School—355 Cincinnati St.

Area Seven—Miami Chapel School, 1630 Miami Chapel Rd.

Area Eight—Mt. Olive Baptist Church, 502 Pontiac Ave.

Area Nine—Whittier School, 221 Miami Chapel Rd.
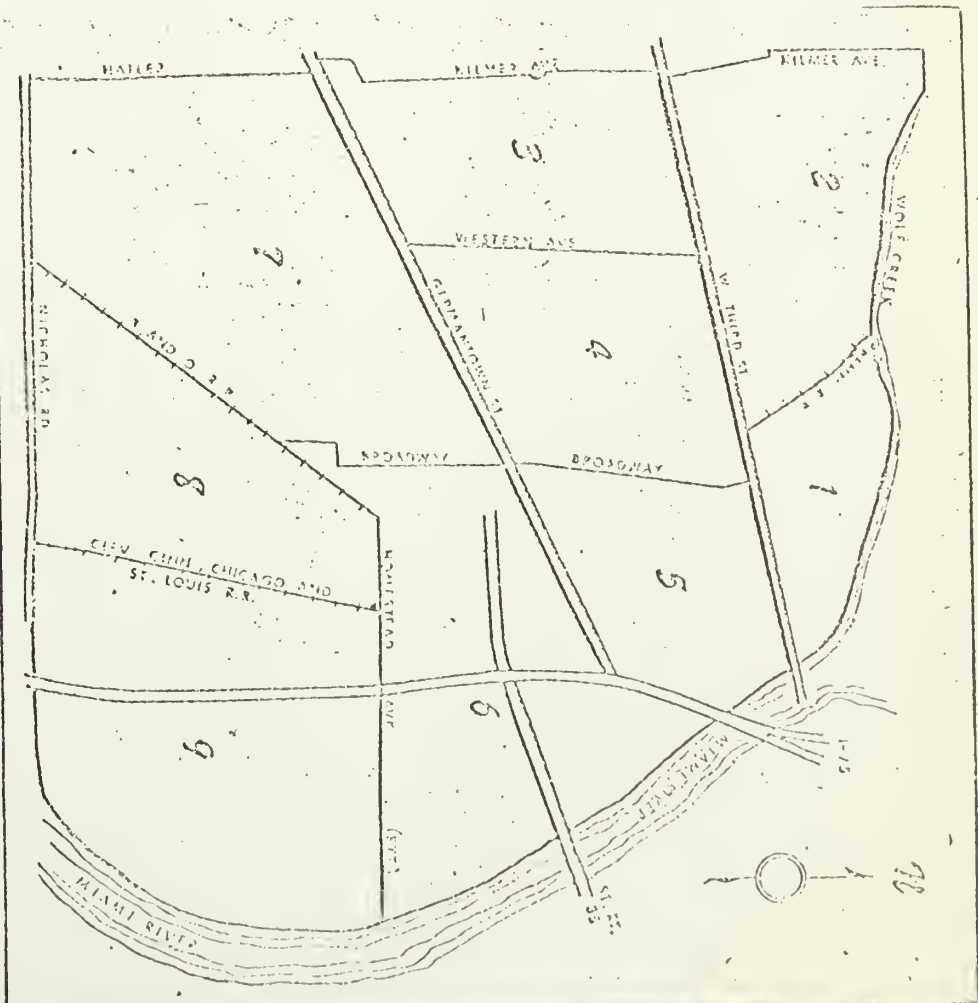
MAP SHOWS MODEL CITIES TARGET AREA. NINE SUB-AREAS.
Bounded by Wolf Creek, Nicholas Rd., Miami River, Kilmer Ave.

PAGE 32   FRIDAY, MARCH 15, 1968

Model City, in First Vote, Already Kept One Promise

Some 23 per cent of the more than 10,000 Model City area residents eligible to vote turned out to cast ballots for the program's Planning council.

That is a genuine triumph, the best turnout for a Model City election anywhere in the country so far.

Here is a neighborhood, and here people, who by tradition and circumstances have been all but cut out of participation in the community.

The sense of apathy has been strong, and for good reason.

The people rarely have been consulted. They are, many of them, hedged around by authority—well meaning but often crippling—from an impersonal city government to the welfare worker who tells them how to spend their dole to the cop on the beat who tells them to watch their step. Not all, of course, but many residents have been shortchanged in education, outdistanced in the job race, knocked about by prejudices. For many, the highest hope has been survival.

They have been promised much but have been delivered little. The Model City program is another promise.

It already has delivered 2,300 interested voters, a hopeful sign, a beginning to build on.

It could not have been accomplished without the citizens of the ad hoc committee, which midwifed Dayton's Model City. They massed their energy and loaned their credibility to the effort. The committee won crucial battles for the program even before the election for the Planning council. Most important, it secured the council's clear authority over development of program projects. The committee also helped assure funds the council can use to hire its own staff assistants.

The new Planning council will make some mistakes, perhaps even some costly ones. That has to be expected. It is the price of experience, of developing competence and confidence.

The members will have succeeded, however, if, when they are up for re-election, each is challenged and the voter turnout doubles. That will mean the neighborhood is astir toward its own potential. More than any parks or street lighting or what-have-you projects, that is what Model Cities is all about.

Model Cities Vote National Record?

By EMIL DANSKER, Daily News Staff Writer

A total of 2,161 voters turned out Thursday to top all expectations for participation in balloting for the Model Cities Planning council.

Duke Ellis, assistant director of the Model Cities program, said the turnout may have set a national record for such elections. Des Moines, I o w a, had recorded 21 per cent.

BUT THE precise percentage of participation in Dayton apparently will remain elusive. Dropping the voting age to 18 made it impossible to obtain an exact registration figure from the Board of Elections.

Model Cities officials had used a range of 10,000 to 13,500 eligible voters. This means the percentage of votes lies somewhere between 15 and 21 per cent.

Ellis termed the turnout "fantastic" and a clear indication that "a lot of people out there are concerned about their community and about making their community better."

LUCILLE HEARD, staff aide who manned a mobile sound car Thursday with Doloris Winslow, also a staff aide, said she feels the turnout was almost a personal vote of confidence.

The council will meet at 7:30 p.m. Monday at Wesley Center to organize.

ELECTED to the council were:

Area One-One, Mayme Robinson; Area One-Two, Amos Lee; Area Two-One, Fannie Cooley; Aera Two-Two, Louise Young; Area Two-Three, Willie R. Mills; Area Three-One, Ane Proyor; Area Three-Two, Laura Long; Area Three-Three, L. Norman Carter; Area Four-One, James E. Love; Area Four-Two, James H. Payne Jr.; Area Four-Three, Gerald Davis; Area Four-Four, Jobe J a c k s o n; Area Five-One, Edward Davis Jr.; Area Five-Two, Russell J o h n s o n; Area Five-Three, Roger Prear; Area Six-One, George J. Washington; Area Six-Two, J. L. Harrison; Area Seven-One, Johnnie J. Wilder Sr.; Area Seven-Two, Lennell DeVaughn; Area Seven-Three, Edward E. Campbell; Area Seven-Four, Anan H o l l e y; Area Seven-Five, John W. McLemore; A r e a Eight-One, Elzira Harding; Area Eight-Two, Silas Cox; Area Nine-One, Virginia Arnold; Area Nine-Two, Charlotte Owsley, and Area Nine-Three, Andrew Hardy.

THE DAYTON DAILY NEWS

Partnership for Education

Fortunately, the convoluted distress with which the Model Cities planning council and the Dayton school board contemplate one another hasn't yet isolated any of the participants in a corner. There is still maneuvering room and, before it is sealed off by continued sniping, the board would do well to grant the joint public session asked for by the council.

Even in the interim between planning and the hoped-for federal funding of its educational plans, the Model Cities council had wanted its education coordinator, Art Thomas, to stay on as an adviser. Instead, school Supt. Wayne Carle returned Mr. Thomas to his former job as assistant principal at an elementary school at the end of the first contract period. He did so without consulting the planning council. That was his right, but the superintendent was unwise to exercise it.

Instead, the planning and the execution of the Model Cities education program should proceed as a joint project of the council and the school board. The planning council has such an arrangement with the City of Dayton. A let-it-all-hang-out session yielded an agreement that, while recognizing the city as necessarily the final decision-maker, in effect made the city commission and the planning council partners.

The Model Cities concept won't work unless there is a degree of citizen involvement, authority and direction beyond what is traditional in school matters. Better that the planning council and the school board define the nature and degree of that involvement now instead of awaiting the crisis that funding, if it comes through, will force.

JOURNAL HERALD

Page 4   Wednesday Morning, January 8, 1969.

Glory ye in his holy name: Let the heart of them rejoice that seek the the Lord. 1 Chr. 16:10.

Heart Of The Issue

At the heart of the issue involving Arthur Thomas and the Dayton board of education is the basic question of establishing reasonable grounds for credibility and mutual trust between the board and Dayton's black core community.

At the heart is a visible commitment by the board to proceed with the job of providing the kind of educational programs youngsters living in our most deprived neighborhood desperately need.

This column noted yesterday that "we must no longer delay dealing forthrightly" in this area. That objective certainly should not be seriously delayed or lost in debate over Thomas' job status with Model Cities, important as that issue is at the moment.

Thomas has been accepted by militant and poor Negroes as a symbol of their desire for a meaningful voice in the core area's educational development. Although it is not the sole consideration, the board should not discount the significance of this political fact. In recognizing what he has accomplished in putting together the remarkable Model Cities educational component and acknowledging the role he plays in articulating—s o m e t i m e s stridently—the demands of inner-city Negroes, the board would demonstrate its concern and determination to do what must be done.

But whatever the disposition of this controversy, it must not be allowed to polarize v i e w p o i n t s within the board, Model Cities or, more importantly, within the community at large. The task of meeting the special educational needs of these deprived youngsters will require, further, the recognition that it can be accomplished only when all involved share in the responsibility and work together.

Model Cities Spending
May Be Just Weeks Away

By EMIL DANSKER
Daily News Staff Writer

Dayton could start spending new Model Cities money early next month and win program approval sometime in March, barring unforeseen new delays, federal officials indicated here Thursday.

This is based on current expectations:

● That preparation of the application for federal funds to carry out the multi-million-dollar program will be completed by the current target date of Jan. 25.

● That the current audit of the books of the city and citizen sections of the program is completed by the time the federal Department of Housing and Urban Development is ready to release the first of some $3 million in funds already set aside for the Dayton program.

Peter Clute, area Model Cities representatives from HUD headquarters in Washington, D. C., said a letter authorizing the local program to spend money to be reimbursed after approval of the application can be issued as soon as the application is approved by the Model Cities planning council and the City commission.

STEVE HANS, liaison to the Dayton program from HUD's regional office in Chicago, said review of the total application should take 30 to 45 days.

Hans stressed that HUD will make no more than that $3 million available to Dayton during the current fiscal year and pointed out that this is why local planners have been urged to seek funds from other federal sources.

He said one part of the federal review of the application is to see if funds for proposed projects might be available through other agencies.

IF THIS is found to be true, he said, "we'll ask Dayton to take the projects out of supplemental funds (the $3 million) and go to the others."

Hans also praised the Dayton program as an outstanding effort in responding to criticism from Charles Tate, representing the federal Office of Economic Opportunity at the meeting, one of a series of "where-do-we-stand" sessions, and Arthur E. Thomas, education coordinator for the Model Cities Planning council.

Thomas cited stress on innovative aspects of the effort in expressing fear that "Dayton is being made experimental to the deteriment of the program.

"IT'S WHITE cats working on black people," Thomas declared. "I'd like to see Dayton become less of an experimental capital and more of a capital of doing an effective job."

THOMAS left the meeting after also charging that the overall program was designed to build frustration by encouraging aspirations that couldn't be fulfilled and by limiting innovation by forcing Model Cities projects into existing programs so that new money "goes into the hands of those that have been oppressing us."

Hans replied that "it is true that Dayton has been used as an experimental laboratory," but said this is "because Dayton is a high-quality city."

TATE charged that apparent failure to expedite the audit is harmful to the program by allowing rumors to circulate without answers.

J. Paul Prear, staff technician to the Planning council, added a feeling that delay in releasing the audit report widens an already existing credibility gap.

"The position of the Model Cities administration hasn't changed," Hans concluded. "We think the (Dayton) program is of high quality, and we intend to operate that way."

ADVISORY COMMITTEE

Idea 'Preliminary,'
Schmidt Points Out

Publication of a proposal for creation of a new advisory committee to pass upon major Model Cities projects has been termed premature by the top man in the city portion of the program.

William R. Schmidt, director of the City Demonstration agency (CDA), told The Daily News that the proposal described in the newspaper Thursday was meant only as a rough draft and is subject to complete change after review by the Model Cities Planning council, citizen participation arm of the program.

Johnson and Rosenberg said they felt the new committee would inhibit effective citizen participation by adding another layer to the Model Cities process.

PREAR said that if the proposal is what it appears to be "it is completely alien to our concept and would be completely unacceptable."

Prear also said he felt the plan would "violate the spirit and the letter of our partnership agreement" even though it states that the agreement, reached between the city and the council last March, would remain in effect.

"It's very preliminary," said Schmidt. "It's simply my thoughts. It has not been reviewed by the Planning council or the city administration and the final product might be very different."

A KEY statement in the proposal says the committee "is a new group which will consist of members of policy making capacity, representing various community agencies whose support will be necessary to assure the ongoing success of the program."

The proposal has been attacked, however, by Fred Johnson, planning coordinator for the Planning council, Albert G. Rosenberg, director of SCOPE, which has provided federal anti-poverty funds for the program, and by Planning council chairman Roger Prear.

Council 'Power Grab' Denied

Model Cities Director William R. Schmidt body denied yesterday that his proposed Model Cities advisory council would have policy-making powers and limit citizen participation in the program.

Schmidt said he is proposing an advisory council made up of "persons having policy-making capabilities within their own groups" who could review Model Cities program and give comments which would "be advisory in nature only."

Floyd Johnson, Model Cities planning council co-ordinator, charged yesterday the proposed Model Cities advisory group would be a road-icy committee and block to effective citizen participation.

Schmidt countered later that the advisory group "has no policy-making authority. The proposed Model Cities policy committee composed of professional agency representatives be eliminated from the Model Cities machinery.

"I think this is coming directly from the boss. It's Gra-ham Wait who's hiding behind the plan-

Johnson still insisted late yesterday in these things," Johnson charged yesterday. "nothing but the old policy we had at the beginning of the year."

Earlier this year, Schmidt agreed with the council that a advisory group "apparently limit future citizen participation") is completely inaccurate," he added.

News (which terms the proposal that would "apparently limit future citizen participation") is completely inaccurate," he added.

Bill (Schmidt) in these things," Johnson charged yesterday.

Schmidt said he feels such an advisory group is necessary to keep agencies charged with implementing Model Cities plans better informed about proposals and give them a chance to react to proposals before they are submitted.

He also said his advisory group plan is only a proposal and must be approved, along with other new administrative structure plans, by the planning council and the city.

THE DAYTON DAILY NEWS

Model Cities Plan Threat To Citizen-Power Goal

The name of the Model Cities game is "people," but outgoing director William R. Schmidt proposes to change the name to "establishment."

Mr. Schmidt wants to stick an advisory committee of agency representatives—from the chamber of commerce, unions, Health and Welfare Planning council, etc.—between the Model Cities citizens' Planning council and the City commission.

That could drain power away from the 27-member Model Cities Planning council elected by citizens of the area. The plan revives, under another name and in milder form, the policy committee that was erased from the original organizational chart when the city commission and the planning council signed a power-sharing partnership.

The Model City program will succeed —if it succeeds—primarily because it finally gives the people of the area some control over their own future. The Planning council is an assertion of citizen opportunity and an acceptance of citizen responsibility.

Mr. Schmidt's proposal could kill that. The proposed advisory group easily could become a screening committee, deciding whether, when and in what form to pass Planning council recommendations on to the city commission.

That would render the Model Cities program a bit more "safe," assuring existing agencies that nothing will be proposed that would be corrosive to their established efforts. The Model Cities program is important in part, however, precisely because it provides an independent check on existing agencies.

The reorganization also, to be frank about it, probably would save the planning council from making some mistakes.

The citizens are inexperienced and are sure to blunder now and again. One of the strengths of the program, however, is that it permits this. The city commission is a double-check against the chance that mistakes will be carried into action. Participating citizens and the community in general can learn from mistakes by the Planning council. As long as the council and the commission keep their cool, no serious or permanent damage will be done.

There is, of course, a role for agency policy-makers in the Model Cities program. Their experience and expertise can be valuable to the planning council. Their cooperation is needed and desired. Their place, however, is as advisors to relevant subcommittees of the planning council. It is not as a resident conscience. The people have had enough of that and have suffered in lost dignity, abbreviated competence and defeatism.

Page 11

SO IS THOMAS

Carle Bidding For Project

By CANDY KANES, Daily News Staff Writer

School Superintendent Wayne Carle said he is in favor of the board of education continuing administration of the community school councils project.

Arthur E. Thomas, Model Cities education director, said last week that Carle had no objections to the city demonstration agency handling the project.

Discussion has continued for several weeks concerning the administration of the program, with Thomas insisting the city demonstration agency should be in charge.

CARLE termed the continuing argument about control a "relatively minor matter," because both Thomas and the secretary of the school councils are already board of education employes.

The city demonstration agency, the city section of Model Cities, applied for the Office of Economic Opportunity grant for funding of the project, and is technically in charge of it.

Carle said he anticipates no problems with sub-contracting the funds to the board, and City Manager Graham Watt has said he, too, favors board handling of the project.

HOWEVER, a recent letter to Richard Fligor, management coordinator of Model Cities, from the Office of Economic Opportunity may further cloud the issue.

The letter granted permission for the secretary of the project to be a board employe, but went on to say, "Any delegation of all or part of the proposed project to the board of education would obviously involve a major and substantive change in the approved work program, and would alter the agreement between the city demonstration agency and the Office of Economic Opportunity.

"Any request for a change of this type should indicate the rationale for the proposed change and the probable effects on the program, including the probable effects on its degree of support in the target community."

BOTH Carle and the city have said that an educational matter should be handled by the educational branch of government, not the city.

Thomas, however, insists that the issue is more than a fight between two branches of government.

"The city and the city demonstration agency have developed a smoother relationship with the people than the board of education," he said.

HE ALSO said that the seven board members are among the 121 project participants, and for them to administer the project and control the funds, would give them an upper hand: they would no longer be equal participants.

"One of the main reasons the project was funded," Thomas added, "Was that I was strong enough to fight the power structure. They (funding agencies) definitely didn't want a good nigger to run the project."

The purpose of the project is to involve people in the Model Cities area in the schools—to give them a say in their schools, and develop them as leaders.

"THE POWER structure is moving to control the total Model Cities education component by lumping it with existing programs, and refusing to let me implement it like the people want it.

"If the Board of Education takes over—I think it's going to be a long, hot summer," Thomas said.

'Cities' Project Dispute Grows

By John Felton
Journal Herald Staff Writer

The director of the Model Cities community school councils project said yesterday the city and the board of education are trying to "kill" the project.

"They are afraid of this project's effectiveness in getting citizen-participation, and they're trying to kill it," Arthur E. Thomas, Model Cities education director said.

City Manager Graham Watt and School supt. Wayne M. Carle both said Thomas' statement is "ridiculous."

"Saying it just doesn't make it so," Watt said. "No one is trying to kill the project.

"The school board obviously isn't trying to kill the project," Carle said. "The board has supported the councils with personnel, provided meeting places for the councils, and involved the school principals in the program.

"THE PROJECT has been operating for several months, and will continue to operate with school board employees conducting the project."

Watt blamed a delay in dispersing funds for the project on Thomas and the school board.

And Carle said the entire matter is a "simple question of an education project, such as the councils, being administered by the right people, the board of education."

The basis of dispute is a contract which would transfer responsibility for administration of the project from the city to the school board.

AS ORIGINALLY written, the community school councils project was to be funded through and administered by the City Demonstration Agency (CDA), the city's section of Model Cities.

Watt said the contract was completed by the city "four to six weeks ago " and sent to the school board for approval.

The Office of Economic Opportunity (OEO) is also in the picture because it must approve any change in the project, such as the contract.

Thomas said the city and school board are trying to kill the project while the disputed contract is waiting for school board and OEO approval.

"THE CITY and the school board can make the project die just by letting it lie in limbo," he said.

"This is the big move to kill citizen participation," Thomas said. "By killing citizen participation in this project, the city and school board can kill the citizen voice in all the other Model Cities programs."

He said the project is being bogged down because none of the $63,395 federal funding for the project has been dispersed. "We haven't been able to pay the bills, and we're operating the councils without any money at all."

THOMAS has said that the transfer of administrative responsibility from the demonstration agency to the school board would hamper the "freedom of expression and freedom of operation which the citizens would have under CDA but not under the school board."

Albert G. Rosenberg, executive director of the Supporting Council on Preventive Effort (SCOPE), the area anti-poverty umbrella agency, yesterday supported hTomas.

Arthur E. Thomas
. . . Going to people

Rosenberg said the transfer "would be most undesirable and could be expected to have a deleterious effect on the chances of the vitally important project to accomplish its mission."

"It would be undesirable for the board of education, which is a participant in this project, to be administering the project.

"OUR EXPERIENCE is that this kind of organization (the community school councils) should be as free and independent as possible. The councils cannot be as free and independent under the school board as they could under the CDA," Rosenberg said.

Thomas said the issue between him and the city and school board is a "question of power."

"They are saying that the Establishment should have power over this project, but they're wrong," he said. "This is a project for the people, not for the administrators in the white power structure."

His next move will be to "mobilize the community," Thomas said.

"I'm going to take this back to the brothers and sisters. The people must be heard and respected.

"The day when Arthur E. Thomas is a black administrator who says what the white power structure wants him to say are over," he said.

"My job is to serve the people, and the people aren't being served by the city or the school board."

Independence for School Councils

This flap about whether the Model Cities community school councils should be under city or school board control is partly theology. The current community-action liturgy holds that the school board is anti-people, while the city is just uninterested in them. And it is partly a power play. Arthur Thomas, Model Cities education coordinator, is typically testing himself against the administration; that is likely to continue indefinitely: relax.

The issue also is serious, however. The question is whether the neighborhood councils would have a better chance of remaining vigorously independent under city or school control. It is by no means inevitable that the school board would convert them into toadying Toms, but on balance the councils probably will have a better chance of success if they are plugged into the city's Model Cities office.

The object of the councils is not just to agitate for educational change and improvement but also to act as a focus for community organizing. If the former is clearly a school matter, the latter is equally a city one.

The case for securing the project under the city rests mainly on the fact that the project anticipates participation by school board members as equals in council sessions. That's maybe a bit fantastic: the reality of their power won't flee before the fiction that they are just folks. But if the board stays clear of the purse string, at least it will be relieved of any temptation to control the situation—and be spared the bother of charges that it is trying.

Administrative convenience and organizational esthetics would indicate school board supervision, but neither convenience nor esthetics is the purpose of this experiment. The idea is to create an activist constituency, informed and concerned about education. The other considerations should be secondary.

THINK WE'LL EVER GET OUT OF DEBT, DEAR?

I'LL BE SATISFIED IF THEY'LL JUST LET ME STAY IN IT—

BRICKMAN

Exhibit 5

M E M O R A N D U M

TO: Graham Watt, Dayton City Manager

FROM: Albert G. Rosenberg, Executive Director, SCOPE

SUBJ: Model Cities Planning Council

The various meetings and discussions of the past few weeks have brought into focus aspects of the Model Cities planning effort which require follow up.

a. Election of Target Area Residents to Model Cities Planning Council. To be meaningful and to achieve its purpose in a reasonable measure intensive preparatory work must be carried out. Considering the time limitations, the commitment of 15 to 20 community workers is indicated —preferably qualified target area residents or persons familiar with the neighborhood and able to establish good working relationships with residents. Assisted by neighborhood volunteers, these workers can help citizens of the target area to organize themselves for the election. Election preparation, needless to say, will involve a substantial community information program about all aspects of Model Cities and especially the citizen participation parts of the program, the responsibility envisioned in the local pattern for the Planning Council, etc. In the existing Ad Hoc Committee of West Side citizens there already exists a group which could logically be looked to for directing the election preparation with the multitude of tasks involved.

Two experienced neighborhood leaders are already employed on the Model Cities staff and we understand that the part-time services of the Area Council's Worker, Mr. Jones, are available. Neighborhood workers of West Dayton agencies could be requested for this special assignment. If available staff resources are not sufficient and additional workers need to be employed, we hope the City will be able to make the necessary funds available through an emergency appropriation or from contigency funds.

The importance of the preparatory work for the election cannot be over emphasized. In most instances where such procedure was attempted elsewhere in similar situation failure resulted. To a large measure, I believe this was the result of citizens not having available essential information. I think it is particularly important to place responsibility for carrying out

the election with a representative West Dayton grassroots organization so that this crucial step in shaping up a strong community involvement is to the fullest measure possible carried out "of the neighborhood, for the neighborhood, and by the neighborhood."

b. Model Cities Planning Council Budget. The approximately $15,000, which we understand to be available for the reduced HUD planning funds for the Council budget, is totally inadequate to assure the Council the wherewithal to carry out its mission. In addition to the Coordinator, we feel at least six to eight community workers are called for of whom two should be seasoned community organization specialists. There are additional expenses for necessary secretarial services and other costs. Probably $40,000 to $50,000 in addition to the above referred to $15,000 will be needed by the Planning Council for the first year's operation.

OEO has indicated that special funds may be available for just this type of purpose and we have been told that such requests would be given priority consideration. We will prepare an application as expeditiously as possible.

Once the Planning Council has been formed it should become incorporated as a non-profit corporation. We feel that such independent status will significantly enhance its effectiveness.

c. Model Cities Policy Committee. Bill Schmidt's suggestion that the Model Cities Policy Committee be abolished has great merit. Direct working relationships between Planning Council and the various public and private agencies, with full involvement of the City's Model Cities Office, should be encouraged. In this manner an effective partnership between neighborhood and participating agencies in developing plans for the program can be strengthened. The existence and operation of the Policy Committee will tend to detract from this.

AGR/dh

cc: Mr. William Schmidt
Mr. George Cooper
Mr. Sam Riley
SCOPE Executive Committee

APPENDIX E

AUTOBIOGRAPHICAL DATA

AUTOBIOGRAPHICAL DATA

NAME: Ruth Wilson Burgin

ADDRESS: 25 Bedford Court
                Amherst, Massachusetts 01002

BIRTHPLACE: Asheville, North Carolina

EDUCATION:

> Berea College - Berea, Kentucky
>   BA   - Psychology and Sociology
>
> Ohio State University - Columbus, Ohio
>   MSW   - Social Administration
>
> University of Massachusetts - Amherst, Massachusetts
>   Doctoral Candidate - Educational Administration

EMPLOYMENT:

> Buncome County Welfare Department - Asheville, N. C.
>   Caseworker
>
> Dayton Urban League - Dayton, Ohio
>   Director, Health and Welfare
>
> Tri-County Urban League - Peoria, Ill.
>   Director, Health and Welfare
>
> Health and Welfare Planning Council - Dayton, Ohio
>   Associate Director
>
> SCOPE/Six-county Anti-Poverty Agency - Dayton, Ohio
>   Deputy Director
>
> Central State University - Wilberforce, Ohio
>   Instructor, Urban Sociology

COLLEGE ACTIVITIES:

> Phi Kappa Phi - National Honor Society for Scholastic
>   Achievement
> Alpha Kappa Delta - National Honorary Sociology Society
> Psi Chi - National Honorary Psychology Society - Treasurer
> Pi Gamma Mu - National Honorary Social Science Society
> YWCA - Vice-President and Program Chairman
> Psychology Club - Vice-President
> Sociology Club - President

UNIVERSITY ACTIVITIES:

    Ohio State University

        University Fellow - 1964-65
        C. C. Stillman Scholar - 1964-65
        Graduate Research Assistant - 1964-65
        Urban League Fellow - 1965-66

    University of Massachusetts

        Ford Foundation Fellow - 1970-71

PROFESSIONAL ASSOCIATIONS:

    National Association of Social Workers
    National Urban League Health and Welfare Council
    National Association of University Professors

COMMUNITY ACTIVITIES:

    Mayor's Committee on Urban Renewal
        Peoria, Ill.

    Bradley University Leadership Development Committee
        Peoria, Ill.

    Northside Community Council
        Peoria, Ill.

    Southside Improvement Association
        Peoria, Ill.

    United Fund - Community Council Minority Group Committee
        Peoria, Ill.

    Mental Health Association - Board Member
        Dayton, Ohio

    Social Health Association - Board Member
        Dayton, Ohio

    Voter Registration Committee - Financial Secretary
        Dayton, Ohio

    Girl Scouts - Buckeye Trails Council - Troop Consultant
        Dayton, Ohio

    Camp Fire Girls - Neighborhood Consultant
        Dayton, Ohio

SPECIAL PROJECTS:

Development of Neighborhood Youth Corps Program
    Peoria, Ill.

Development of On the Job Training Project
    Peoria, Ill.

Organization of Youth Opportunity Council
    Peoria, Ill.

Development of Social Services Component, Model Cities
    Dayton, Ohio

Assistance in Development of Model Cities Education
Program and the Community School Councils
    Dayton, Ohio

Development of the Dayton Model Cities Comprehensive
Program Concept and the Community Corporation Framework
    Dayton, Ohio

Development of the Model Neighborhood Community Center
    Dayton, Ohio

GRADUATE INTERN PLACEMENT:

Ohio State University

    Gladden Community House - Columbus, Ohio
    Ohio State Division of Mental Health, Bureau of
    Planning and Grants - Columbus, Ohio
    Mayor-Community Relations Commission - Columbus, Ohio

University of Massachusetts

    Office of U. S. Senator Edward W. Brooke from the
    State of Massachusetts - Washington, D. C.

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Dayton, Ohio: Institute for Research and Development
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The second part of the bibliography is provided for students who wish to prepare somewhat systematically for practice in educational adminstration. This usually forms the basis for application of theory to actual administrative problem-solving. Materials are also listed primarily to broaden the student's perspective in terms of the extensive and far reaching scope of education and the implications it has for building people and society. Some books the student may wish to read due to unfamiliarity with the field; others may be skimmed for refresher purposes; and others may be read simply for the pursuit of individual interests.

PART I

Community-School interest groups are urged to read the following:

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c. Materials Kit No. 3: Curriculum contains information on curriculum and promotional policies.

d. Materials Kit No. 4: Discipline and Suspensions includes a 'treasure hunt for parents who blame themselves', a role play training activity illustrating how the powerful pressure the powerless to conform.

e. Materials Kit No. 5: How To Evaluate Your School How to make a school visit, Report card for parents to use in 'marking' your school.

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