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THE MARION, INDIANA, COMMUNITY SCHOOL PROGRAM

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Marion Community Schools

Two cities which have adopted the principle that "it is better to get the slums out of the people than to get the people out of the slums" are Flint, Michigan, and Marion, Indiana. Flint started its program in 1935 with the help of Mr. C. E. Mott. The people of Marion copied the idea from the Parkland School in Flint and started with help from the United Community Service. Both started small, Flint with five schools and Marion with only one. This discussion explains how the Parkland School program was adopted by the people of Marion, Indiana.

The community school program of Parkland School parallels very closely for an urban area what the Cooperative Extension Service has done for the people in rural areas. The philosophy is the same—educational programs to help local people meet their needs. The community school director corresponds very closely to the county agent. The family counselor corresponds very closely to the home agent of the Cooperative Extension Service. Volunteer leaders are developed and used wherever possible. As with the Cooperative Extension Service, costs are borne by multiple sources.

THE EXTENSION EDUCATION PROGRAM

Our first decision was to concentrate on the development of one "demonstration school" rather than try to get the system adopted for all schools in Marion.

The steps taken to get the people of Marion to implement a demonstration community school were:

1. The Parkland School program was explained to each superintendent of schools in Grant County, Indiana.
2. Reports of the Parkland School effort were given to service and civic clubs during their meetings in Marion, as well as to church, social, and business groups.
3. The Parkland program was explained to many community leaders through individual contacts.

4. The Superintendent of Marion Community Schools asked that the report be given to the Board of School Trustees.
5. Several of the Board members, as well as representatives from local business and social agencies, visited Flint and the Parkland School.
6. The United Fund Board was asked (by local leaders) for a grant to start the program. The grant was awarded.
7. The Marion Community School administration appointed a physical education teacher as a half-time community school director.
8. A city-wide Advisory Committee was also appointed. It included United Fund Board members, school officials, and the social agencies.
9. The part-time director was sent to Flint for one month for in-service training. He also attended a two-week workshop in Community Education at Ball State University.
10. We were ready to establish a demonstration program in one school, Washington Junior High!

Here are the steps that were taken to implement the program once it was approved:

1. All school administrators were visited and the programs, goals, and objectives explained to them.
2. All city social agency executives were visited to explain the program to them, as well as to hear of their programs and suggestions. (The United Fund was financially supporting most of them, as well as furnishing a grant to the school.)
3. Local community leaders in the Washington Junior High attendance area were visited and asked what they thought schools should be doing and who else should be visited.
4. Local leaders in the school area were identified and an Advisory Committee was formed.
5. This first Advisory Committee formed an Advisory Council and became its first executive board.
6. After one more year of operation, two teachers were appointed part-time community school directors to expand the demonstration to two more schools.
7. Some fifty classes, courses, and activities from art to adult basic

education and cake decorating have been included during the past year.

8. The more recent additions to the program include: a self-improvement course (a sensitivity training exercise); a reading course for high school students who are potential dropouts; a domestics course for ADC mothers; urban 4-H Clubs; school-sponsored Scout troops; a community counselor (a para-professional home demonstration agent); two half-time community school directors and one full-time community school director; and several activities started by cooperating principals.

BUDGETS AND STATISTICS

The cost of last year's program at Washington School for eleven months of operation was as follows:

Instruction	\$ 5,789
Administration	5,200
Instructional supplies, office supplies	500
Total	<hr/> \$11,489
Income from class fees	2,045
Net cost	<hr/> \$ 9,444

Budgets for the total program for various years are as follows:

- | | |
|---------|--|
| 1965-66 | \$11,000 total (for one school): \$8,000 from the United Fund, \$3,000 from the school |
| 1966-67 | \$31,000 total (for one school plus limited activities at two others): \$8,000 from the United Fund, \$14,000 from the school, \$4,000 from Purdue University, and \$5,000 federal funds |
| 1967-68 | \$64,000 total (for three schools): \$52,000 from the school, \$4,000 from Purdue University, and \$8,000 federal funds |
| 1968-69 | \$80,400 total (for three schools plus limited activities at nine others): \$52,000 from the school, \$5,000 from the Mott Foundation, \$4,400 from Purdue University, and \$19,000 federal funds. |

WHAT HAS HAPPENED TO MARION

1. Dozens of people have written the school administrators to tell of their appreciation.
2. The business community has endorsed the community education

program in Marion and are individually urging its continuation and expansion.

3. Principals claim that children's attitudes toward school improve when parents attend classes at night.
4. A three million dollar bond issue for school buildings succeeded with no remonstrance. There was a remonstrance five years earlier.
5. For the first time, twenty-one out of twenty-three school buildings had summer school activities. Previously three buildings had been open in the summer.
6. One principal had her own summer community school, donating her time and using volunteer help.
7. Social agencies have increased their service to the community in the past two years. They seem to have new life.
8. Window breakage in one school dropped from \$940.00 to \$3.00 for one year.
9. A group of community leaders who were consulted regarding use of Title I of the Elementary, Secondary Education Act insisted these funds be used for community education.
10. The police department, YMCA, YWCA, Boys Club, Welfare Department, Family Service Society, all have cooperative activities with the school for the first time.
11. One community organized a clean-up campaign as a result of the community counselor's efforts.

WHAT HAS HAPPENED TO THE PEOPLE

One man claims that he and his son developed a greater understanding for each other by joining together in the hobby of lapidary. His son had caused him quite a bit of concern in the past. A husband and wife who learned to play bridge in one of the classes claim that they actually have enriched their married life since their children have been raised and have left their home. A woman doctor recommended that one woman get into an activity such as community education classes to occupy her mind as she went through a difficult stage in her life. The woman says that taking sewing and associating with women of similar interests has made her life happier and richer. She plans to continue next year.

Almost every student testifies to the value of the basic education program. One man is happy because he is able to read the Bible,

another because he can read to his children. A woman who has raised several children who are college graduates says she can now write letters to them. Another man claims that he has increased his income by getting a better job. Incomes of other participants have risen as a result of the adult basic program.

Six ADC mothers are now working as full-time domestics. Only 18 have taken the domestics course.

One of the instructors in the community education program who was a social science teacher claims that the community education classes offered at Marion are mental maintenance programs to help healthy people keep healthy.

SUMMARY

The Cooperative Extension Service embraces the total community: its needs, its problems, as well as its opportunities and resources. It attempts to help the people find workable solutions.

The community school does the same for the people of a school community.

It is hoped that every school unit in Marion will soon become a community school so that in Marion, Indiana, we can say that *the schools embrace the total community:* its needs, its problems, its opportunities, and its resources, and helps the people find workable solutions. Then people will no longer say that the schools stand as an island of culture in a sea of need. Every community in America today stands at one of the crossroads that free countries reach in their progress. The schools can and should be a party to solving these problems of progress rather than remaining a part of the problem.

The Cooperative Extension Service has been instrumental in moving people from the farm to the city. It should now transplant its educational philosophy to the city to serve those who left the farm.

PART II

*United States' Role in
World Affairs*

