

**A SURVEY OF THE COMMUNITY SCHOOL PROGRAM  
AT LINCOLN JUNIOR HIGH SCHOOL  
DULUTH, MINNESOTA**

**SUBMITTED TO THE COLLEGE OF EDUCATION  
OF THE UNIVERSITY OF MINNESOTA, DULUTH**

**Problems in Curriculum Construction  
Educ 8 - 950  
Under the Direction of Dr. Cyril Milbrath**

**A Requirement for the Master of Education Degree**

by

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**June, 1975**

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**The Need for the Survey**

A major problem in today's complex and specialized society is that of providing means whereby individuals and communities can identify their needs and seek solutions to them. A challenge within the community is that of effective utilization of human and physical resources for both individual needs and improvement of community life.

Community education is a concept that stresses an expanded role for public education and provides an approach to individual and community improvement. Community education should provide the development of a delivery system for providing educational, recreational, social and cultural services for all people in a community. Although communities vary somewhat as to economic status, all have tremendous resources, both human and physical, that can be identified and mobilized to obtain workable solutions to problems. An absolute in the philosophy of community education is the belief that each community education program should reflect the needs of that particular community. Likewise, the philosophy advocates a process which produces the necessary modifications as situations change.

Community education should provide an opportunity for people to work together to achieve community and self improvement. As members of the community become involved, a climate of mutual respect, acceptance, and understanding of one another often develops which can result in improved community relationships. Through cooperation and communication, the schools become community schools which are operated in partnership with all facets of the community itself. These schools will then offer learning and enrichment opportunities for citizens of all ages and backgrounds.

To insure such a philosophy, continuous evaluation of the community school program is necessary if services are to be accurately assessed. The general purpose of evaluation is to improve the educational program . . . to help in making judgments about its effectiveness based on the evidence compiled. The specific principles of this evaluation are as follows:

1. To decide which aspects of the program were the most valid.
2. To decide which interests are possibly being neglected.
3. To determine possible weaknesses.
4. To make suggestions to further implement and strengthen the program.
5. To show increase or decrease in enrollment.
6. To determine the success of or the need of sequence courses.
7. To hear complaints from the participants of the program.

As a result of this survey, a number of suggestions were made with possible routes to follow to improve the community education philosophy at Lincoln Junior and/or any other school which might benefit from this evaluation.

**The History of American Community Education**

To use the term community education broadly, one might claim that all activities involving the public use of school facilities fit into that category. Community education began in the Colonial Period in Northeastern America where the idea originated to use school facilities for general community purposes.

The first recorded use of school facilities for adult evening school was recorded in Providence, Rhode Island, in 1810. Approximately thirty years later a similar program was initiated in Cincinnati, Ohio.

Public funds for the support of evening classes were first initiated in 1865 by the Chicago Board of Education. Following their lead, several other state legislatures instituted laws providing funds for the support of adult evening programs.

The period from 1900 through the 1930's was significant in the later development of community schools and community education. Writers of this period advocated the merging of education and community. As the economic situation changed in the United States during the end of the period, the schools became more actively engaged in meeting the needs of the people. When the Depression deepened, schools became the center of the community in offering programs in home economics, agriculture education and community improvement.

People became more interested in "what the schools could do for them." A planning council then became active. Evening schools were extended to new horizons and curriculums were broadened.

The community school movement had a significant beginning in Flint, Michigan. Between 1932 and 1935, Flint was in the throes of some serious problems. Because the economics of the city depended heavily on the automobile industry, the Depression had an adverse effect on it. While some of the residents left the community in search of jobs, others stayed, hoping for something better to happen. The instability of this community at this time made it difficult to maintain an accountable educational program.

This unstable educational system indicated it would be exceedingly difficult to gain adequate financial support for a faltering school program. Service provided to students was minimal, and obtaining money for new facilities would be almost impossible. Salaries paid to instructors were exceedingly low, and as a result, Flint was losing its finest staff members.

Related to this educational crisis was the beginning of several other community problems. Juvenile delinquency was on the rise, often resulting in property damage to schools and other public buildings. Tension among the minority groups and the unemployed created more community problems.

"Mr. Charles Mott, former mayor of Flint and always active in community affairs, became troubled by these problems. He had moved to Flint in 1907 and had established a type of support industry for auto manufacturers. He later acquired numerous shares of stock in one of the leading auto manufacturing companies. From these financial gains, Mr. Mott established a Foundation for the purpose of helping American communities in their growth and development."<sup>1</sup>

Physical education and recreation supervisor, Mr. Frank Manley, of the Flint Public Schools, presented to Mr. Mott ideas on how the schools could begin to solve various community problems. Mr. Mott agreed to help. In 1935, the Mott Foundation contributed \$6,000 to the school system to begin to better utilize their existing facilities. Through this philanthropic act, the community school concept in Flint was born.

From that beginning, each year nearly 100,000 children and adults are involved in a variety of educational programs ranging from the regular kindergarten to grade 12 curriculum, to adult education activities, and to community recreation programs.

Minnesota embarked out on the community school philosophy as a result of action recorded in House File #1353:

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<sup>1</sup>Roger Hiemstra, The Educative Community (Lincoln, Neb., Professional Educators Publications, Inc. 1972)page 35



Be it enacted by the legislature of the state of Minnesota: The purpose of this act is to make maximum use of the public schools of Minnesota by the community and to expand utilization by the school of the human resources of the community by establishing a community school program.

The general provisions of House File #1353 are as follows:

1. Within the State Department of Education, there shall be established the position of state director of community education whose responsibility it will be to administer the statewide program.
2. That a statewide community school advisory council be established for the purpose of promoting the advancement of educational, recreational, and social opportunity through the maximum use of the public school facilities throughout the state.
3. That the State Department of Education shall reimburse each school district an amount which is equal to one-half of the salary up to \$5,000 of each community school director and coordinator employed by the district. Also, that no more than 67 such reimbursements shall be made during the fiscal year of 1972-73.
4. To finance the project in total, the sum of \$60,000 was given to the State Department for administration and an additional \$500,000 for reimbursement to participating school districts.

Since the time of the implementation of this act, the state legislature has passed new legislation which enables a school district that is participating in the community school philosophy to impose a levy of \$1 per capita within a district for the support of the program during 1974, and for 1975 an increase in the levy if the valuation rises, but no lower than \$1 if the valuation decreases.

The community school concept is often used in conjunction with several other terms: the open door policy, the lighted school house, and the neighborhood school. The neighborhood school, or community school, is simply a school that is within easy access to local residents, a school open most hours of the year, and a school providing educational programs designed for and in cooperation with the residents.

Minnesota has a large investment in its schools. Since the state began to keep records of the costs of school facilities, the taxpayers have invested \$1,397,866,540 in those facilities. Yet this nearly \$1½ billion plant had stood empty for more than half of the time.

The city of Duluth embraced the community school concept in December, 1972, when the Duluth Board of Education authorized the program in all junior high schools with the exception of Washington Jr. That school had already been a part of the program under the umbrella of the Model Cities Program.

Orientation to this program began with a week-long workshop at Camp Courage under the auspices of the State Department of Education and St. Thomas College. Instruction was given to those who attended on the procedure to start the program in their respective schools.

The program was implemented at Lincoln Jr. High School in January, 1973. Since no questionnaire had been sent out to the community prior to that time, it became the duty of the community schools coordinator to set up the program as best as could be determined without it. There was a favorable response to the limited courses that were first offered even though it was quite possible that the community did not fully understand the program at that time.

With the organization of the Community Council in the spring of 1973, Lincoln Jr. began its second phase of the program: Human Resource Development. It was through this council that there began a compiling of a file of people within the community who would be willing and able to share their talents with others.

As the program progressed, so did the human resource phase. Teachers who taught classes now began to recruit new teachers right from within their classes. Individuals began to call to volunteer their services for future classes. The community response as the program progressed was overwhelming. For example, in a three month period in 1973, over 1600 people from the community used the facilities provided under the community schools

program.

One of the most gratifying responses came from a retired couple who had enrolled in separate classes. They expressed such enthusiasm and indicated a desire to become more involved that they were soon made a part of the Community Council. They were effective in working with other retired people and through their efforts, more people from that age group were brought into the program.

To be more effective, a thorough survey must be made of the community. It is highly possible that there is a potential in human resources that has barely been tapped. The people of the community have become more familiar with the program and can provide more information as to the types of classes desired.

The third phase, School to People, has begun. For the most part, the community is beginning to feel that the school is theirs to use. Groups such as the Gem and Minerals Club, Go-For-Fun Campers, etc. are using the facilities for their meetings. Boy Scouts, Girl Scouts, and Boys and Girls Clubs of Duluth are using the facilities for recreation as much as possible. The demand for the recreational facilities has necessitated the need for a double schedule: 6:00 - 7:30 and 7:30 - 9:30 in order that more needs of the community can be met.

The fourth stage of the Community Schools Program, Community Development, has not been attempted at Lincoln yet. Based on the success of the other three stages, it is quite likely that one can take an optimistic outlook of the success of this stage, also.

**Community Education Defined**

There were those who saw something greater in the concept of community education, but change in definition did not come easily. As more people became interested, there were added definitional efforts. Because there had been no formal attempt to establish a definition for community schools or community education, definitions went in as many directions as there were groups involved. As a result, many different ideas and programs were flying under the community education flag.

Community education became synonymous with such things as adult education, public relations, extended activities for students, or a use of the buildings policy. To the higher education institution, community education meant continuing education; to the college it meant credit and noncredit classes of the type they offered. To the vocational people it was job training and retraining, while to others it was the promotion of the fine arts. It came to mean social work to some districts, poverty and disadvantaged programs to others, cooperative extension to some and recreation to others. To some school districts it was a pre-school program, while for others it merely meant adding the word "community" to their school signs and buses.

At first glance, it would appear that community education is indeed a conglomeration, meaning whatever a person or community wants it to mean. Essentially, community education is a philosophy; it enlarges the role of the public school so that it is quite different from before. The school, under this philosophy, becomes responsible for all aspects of education as it relates to the community. Education is no longer interpreted to mean formal types of classes but rather an experience leading to the more successful handling of any experience. Thus the public schools have some kind of responsibility for almost all activities that take place in the community. The school, however, does not become all things for all people. It attempts to recognize the needs of the community and act as a coordinator, or initiator, to see that these needs are met.

Community school and community education are not synonymous as such. Community education is the concept; community school is the vehicle by which many services of community education are delivered. The community school becomes the device through which community needs are matched with community facilities. The responsibility of coordinating this function of relating needs to programs becomes that of the schools.

Community education is not a combination of disjointed programs or an add-on to the existing educational structure. It is an educational philosophy which concerns all aspects of community life. It advocates greater use of all facilities in the community, especially the school buildings which remain idle so much of the time. It has concerns for the traditional school program, but it also seeks to make the educational program more relevant by bringing the community into the classroom. It includes equal educational opportunities for adults in all areas of education: academic, recreational, vocational, avocational, and social. Finally, it is the organization of communities on a local level so that representative groups can establish two-way communication, work on community problems, develop community power, and work toward developing that community into the best it is capable of becoming.

The community school is a place where learning and living meet. The community school concept envisions individuals and groups working together in a planned way to meet the total needs of the community. Existing community facilities and resources are put to more effective use. Because they are centrally located, and because they represent such large financial investments by the community, the public schools are a natural focal point for this new concept.

**Economic and Geographic Description of the Area Surveyed**

The geographic boundaries of the area serviced by the Lincoln Jr. Community Schools Program are as follows: 35th Avenue West extending from the lake as the southern boundary north to the Haines Road and east to the Miller Trunk Highway to 16th Avenue West extending again from the lake north to the Trinity Road and over to the Miller Trunk and on to the Haines Road.

Feeder schools to the area are the following: Merritt (partially), Birchwood (partially), Lincoln Elementary, Ensign, and Piedmont.

The economic picture of this area is somewhat depressed. The major industries in the area are Zalk-Josephs Steel Fabricating, Duluth Port Terminal, Burlington Northern Railroad Yards, Minnesota Power and Light Company Control Center, Clyde Iron Works, Duluth Mesabe and Iron Range Iron Ore Docks, a Taconite Pellet Storage Area. There are a major shopping plaza, several small furniture stores, two banks, and several other small businesses.

Although this information might indicate a prosperous economy, it is quite to the contrary. Approximately 8 - 10% are professionals, 40% of the families are from middle income, 40% from low income brackets, and 10 - 12% are unemployed and receiving financial help.

The housing pattern is varied: The majority of the unemployed and low income families live south of the Skyline Parkway to Superior Street. There are, however, a few isolated areas in this section which house families of middle to high income. The majority of middle to high income families concentrate in an area north of the Skyline Parkway extending to the northern city limits.

Most of the people in this area have a high school education, it can be assumed, but have expressed a desire to better themselves through the community schools program. This could be the most legitimate reason for its existence.



## **The Questionnaire**

The following questionnaire was sent to adults mainly from the Lincoln Junior High School area who had enrolled in the Community Schools Program. Names were chosen at random from the Community Schools file at Lincoln from the period 1972 - 1974 when I served as Community Schools Coordinator as well as those currently enrolled.

Of the 125 questionnaires mailed, 78 or 62.4% responded. Fourteen letters were returned due to change of address. All of the questions were not answered on all of the sheets, however. Consequently, the percentages are based on the number of responses to that particular question.

## Questionnaire

1. Do you feel that school buildings should be open to the community after regular school hours? Which activity hours would be best for you? Which day would be best for you?

All persons questioned felt that the school buildings should be made available to the community after regular school hours. (See Appendix) The hours from 6 - 8 p.m. were the most desirable on Mondays and Tuesday evenings.

2. Do you understand that the school facilities are free of charge and that the cost for an activity is for the instructor or supervisor?

75% of those polled understood that school facilities were free of charge except for the cost of the instructor in the community schools program. 11.5% indicated that they did not know this fact.

3. Would you be willing to volunteer time to instruct or supervise an activity? Which one?

Only 32% expressed a willingness to volunteer time to instruct or supervise an activity. Those activities suggested were mostly those expected to be taught by women, although three could have been from men volunteers.

4. Would a member of your household be willing to volunteer time to instruct or supervise an activity? Which one?

Only 14.1% indicated that someone in their household would volunteer to instruct or supervise an activity. The two activities suggested were Swedish and Physical Fitness.

5. Would a club or organization to which you belong use the school building if space were made available free of charge? Which one?

There were more who responded No here than Yes. Those organizations suggested were church groups,

scouts, Crisis Shelter, clubs, and service clubs.

6. If someone in your household needs classes to complete an education through the eighth grade, would he or she participate in classes that are free of charge?

44.8% of those who answered this question indicated Yes to this question. It may be questionable whether that many people in this community were in need of an education up to the eighth grade. Perhaps this question was misunderstood.

7. If someone in the household needs classes to complete a high school diploma, would he or she participate in a program that is free of charge?

39.7% indicated Yes to this question. Some did not respond to this question or the previous one, probably indicating there was no need.

8. If someone you know is unable to read, would he or she participate in the Right to Read Program with a private tutor free of charge?

Few people responded to this question. 29.4% indicated Yes while 12.8% indicated No. I strongly suspect lack of knowledge of this program accounted for this response.

9. If someone you know needs to become naturalized, would he or she participate in citizenship classes that are free of charge?

44.8% indicated Yes to this question.

10. What classes are/were you or members of your household enrolled in?

Sewing, crocheting, and upholstery ranked highest of the courses chosen. Ceramics, macrame, and powder-puff mechanics ranked next in popularity. Cake decorating, knitting, and gym activities ranked third followed by miscellaneous crafts.

11. Do you plan to enroll in another class in the future? Why?  
What type of class do you plan to enroll in?

51.2% indicated Yes to this question, while 10.2% indicated No. Most desired to take classes of the kind that were already offered. Sewing, crafts, and mechanics seemed to be the most popular with most people.

12. What do you like about the community school program?

Many expressed the opinion that the low cost, convenience of location, and the wide variety of classes were the things they liked about the program.

13. What do you dislike about the community school program?

Twenty responses indicated that they found nothing to dislike about the program. A few complained about the instructor or the location of the classroom within the building. Some cited too large enrollments to give enough individual instruction. Others complained that classes had to be cancelled when enrollment was not large enough.

14. If you had the opportunity to make suggestions to improve the Community Education Program, what might you suggest?

Responses called for more variety in courses, day classes for senior citizens, better scheduling of classes, better advertising of classes, and classes all year round.

15. What types of recreational activities would you like to see developed within the Community Education Program?

More programs for the youth and the physically handicapped were indicated. Some cited the need for classes of their particular interest.

16. Please list two or three major projects or programs which you feel should be undertaken to improve the quality of community life and/or the quality of education.

The need for involvement of senior citizens and providing a program for the physically handicapped were expressed here again. There was a desire to have resource people on current topics, art, books, and travel. A spring clean-up was suggested in several responses.

17. Please list three or four interest areas that you feel should be offered in the Community Education Program.

Besides the crafts, there seemed a strong desire for courses in sex education, real estate awareness, discussion groups, First Aid courses, and Health Education among others.

18. What major skill, interest, or talents do you have that you would like to share with others?

Most offered to share their skills in the crafts although there were those who offered to teach a course in video tape equipment, religion, photography, and to counsel the chemically dependent. One indicated a desire just to share patience!

19. Please indicate the number of people in the household in each age grouping.

This question is not as reliable to this survey as it would appear to be. The question should have asked the age group of those involved in the program. If anything, this question indicates that the most common age group is 26 - 40 and most of the children are under 18 years of age. The difficulty of determining the exact number of senior citizens involved could have been due to the fact that some letters were returned because the person had moved and one of those contacted had died.

20. Any additional comments or suggestions on the Community Education Program would be appreciated.

Some commented on the fact that they felt that community education was a means of bettering themselves and the community. The desire to involve the senior citizens and the physically handicapped seemed to recur in their comments.

## **Conclusion and Recommendations**



From the results of this questionnaire, one can see that everyone polled felt that the school buildings should be open to the community after regular school hours, but not all realized that the use of the facilities was free.

For the most part, the variety of classes at a minimal cost seemed to be the most popular positive factor in the Community Schools Program in the Lincoln area. The cancellation of classes due to inadequate enrollment seemed to be a common negative factor. The cry for the senior citizen to become involved and find a place in the community seemed evident.

As a result of this questionnaire, I can sense the feeling of an honest desire on the part of people in this community to learn more to help themselves in everyday living. There was a surprisingly large amount of willingness to share talents in this endeavor. This resource has to some extent already been tapped in the current Community Schools Program at Lincoln.

There seems to be a sense of Community spirit evolving around the nucleus of the Community School Program in the Lincoln area. This became evident in the comments on the questionnaire. Based on this spirit, and with good leadership, the Community Schools Program at Lincoln can do nothing but grow!

The following are proposals which I would make for the Lincoln Community Schools Program. I have chosen this particular program because I served as Community Schools Coordinator there from 1972 - 1974 and am more familiar with the problems of that area.

#### I. Community Survey

1. Survey the area from 16th Avenue West to 35th Avenue West with the north and south boundaries being the city limits.
2. Draw from adult volunteers from the elementary feeder school PTA organizations.

3. Make a house to house survey to determine the needs and interest as well as the anticipated degree of participation in the Lincoln Community Schools Program.
4. The questionnaire would be more extensive than the one I used for this paper but would be along the same general line.
5. The results would be used in programming future Community Schools courses at Lincoln.

## II. Senior Citizen Day Program

1. Lincoln School - no available space during the school day.
2. Other considerations: Midtown Manor recreation rooms, the basements of area churches, West End private buildings such as Woodman Hall.
3. Resource people to be drawn from the senior citizens as much as possible with assistance from the Work-Study Program at Lincoln or other interested teenagers from the school during the school day.
4. Crafts, social games, dances, gab sessions, etc. to be offered at minimal or no cost.

## III. Mother - Pre-School Child Program

1. Coordinate this program with the Get-Set-Go program in the elementary school. Pre-school children could either be involved in the program or could be cared for in a program set up in the Child Care unit of Home Economics in the junior high school.
2. Painting, ceramics, needlework, and sewing would be some of the offerings during the day to mothers of pre-school children.

## IV. Youth After-School Program

1. Hours 4 - 6 p.m. and possibly some 7 - 9 p.m.
2. Place - Lincoln gym or Lincoln Park with

supervision and leadership supplied by UMD  
Leadership Training Program for credit.

3. Art activities, free gym, swim, woodwork, sewing, cooking, metals, plastics, etc. to be offered.
4. Youth 12 - 14 and 15 - 18 in two separate groups.

V. Young Singles Program

1. Age 19 - 25.
2. Evening program of crafts, dancing, coed gym, swim, etc.

VI. Expanded Present Program

1. Expand on the present program adding more courses suggested from other school's programs within the city as well as those available from out of town.

### **Course Offerings**

The following are Community School Education classes offered in the 1975 Spring Schedule in Duluth at Washington Jr., Woodland Jr., Morgan Park, Lincoln Jr., Ordean Jr. and West Jr. They are listed to serve as an indication of the program offered in the Duluth program as well as to serve as a future reference for the Lincoln program:

Physical Fitness and Recreation

Adult Fitness through Dance  
 Aqua-cise  
 Aqua-tots  
 Archery  
 Badminton-competitive  
 Ballroom Dancing - Beginning  
 Ballroom Dancing - Advanced  
 Beginning Adult Swimming  
 Belly Dancing  
 Ballet and Tap - Introduction  
 Baton Twirling - Majorette Training  
 Bowling  
 Camping  
 Coed Gym and Swim  
 Camping and Fishing  
 Dance for Youth  
 Dance Class - Primary  
 Dance for Juniors  
 Dance Class - Advanced  
 Dance and Fitness  
 Fishing Skills and Bait  
 Fly-Tying  
 Golf  
 Gymnastics  
 Gun Safety  
 Karate Club  
 Karate for Men and Boys - Beginning  
 Karate for Men and Boys - Advanced  
 Karate for Girls and Women - Beginning  
 Karate for Girls and Women - Advanced  
 Life Saving - Jr. Sr.  
 Modern Dance  
 Open Swim  
 Open Gym  
 Open Recreation  
 Scuba  
 Slim and Trim  
 Soccer for Everyone  
 Swim for Adult Beginners  
 Swim for Everyone

Swim for Family and Kids  
 Softball for Women  
 Tennis  
 Toddler Tumbling  
 Water Safety - Am. Red Cross  
 Woodland - Intercity and  
 Nationwide Camping  
 Volley Ball - Community  
 Yoga  
 Sailing  
 Korean Karate  
 International Folk Dancing

Crafts

Acrylic and Water color Painting  
 Batik  
 Candle Making  
 Crafts for Kids  
 Creative Crafts  
 Ceramics  
 Drawing  
 Flower arranging  
 Glass Blowing  
 Indian Beadwork  
 Leather Carving  
 Needlepoint  
 Oil Painting  
 Photography  
 Painting and Drawing  
 Pottery  
 Something from Nothing - Recycling  
 String Art  
 Weaving  
 Wire Jewelry Making  
 Whittling and Woodcarving

## Industrial Education

Auto Tune-up and Minor Maintenance  
Auto - Know Your Car  
Auto Mechanics  
Bicycle Repair  
Bicycle Maintenance  
Blueprints  
Drafting  
Furniture Making  
Furniture Refinishing  
Home Repairs - Minor  
Motorcycle Maintenance and Repair  
Machine Woodworking  
Television Repair  
Welding

## Business and Economics

Bartending  
Beginning Cobal  
Cash Register  
Home Buying Seminar  
Income Tax  
Insurance Agents Licensing  
Keypunch  
Knowing the Law  
Office Skills  
Public Speaking  
Salesmanship  
Shorthand  
Starting Your Own Business  
Stenoscript  
Success Programming  
Tenants' Rights  
Typing

## Languages

French for Travelers  
German for Travelers  
Russian  
Spanish - Conversational  
Finnish  
Swedish

## Academic

Aviation  
Babysitting Clinic  
Bible study  
Bridge - Beginners, Advanced  
Children's Drama  
Community Choir  
Creative Writing  
Defensive Driving  
Dog Obedience Training

Drama and Play Production  
Driver Education  
Ecology  
First Aid  
Guitar  
Handwriting Analysis  
Interior Decorating  
Movie Making  
Parent Awareness  
Piano Lessons  
Survey of the New Testament  
Theater for Young People  
Understanding Drugs - Alcohol  
Understanding Feelings and  
Human Relations  
Wine Making  
Women Awareness  
Women Today  
Work Relations  
Writing - Journalistic,  
Creative  
Viet Nam and America

## Home Economics

Advanced Sewing  
Beginning Cake Decorating  
Cake Decorating - Advanced  
Canning and Freezing  
Crewel - Embroidery  
Crocheting  
Diet Cooking  
Drapery  
Hour of Beauty -  
Cosmetics, Grooming  
Knitting - Hairpin Lace  
Japanese Cooking and  
Jewelry Making  
Lingerie Sewing  
Low Calorie Cookery  
Macrame  
Mexican Cooking  
Quilting  
Rug Hooking  
Sewing  
Survival Cooking for Bachelors  
Time Saving and Low Cost Meals  
Upholstery  
Yugoslavic Cooking

**Guide for Staffing**

Staffing of the Community School takes on a different role than that of the traditional school. The intent of this paper is the selection and training of the persons other than the Community Schools Director, for this person is the direct responsibility of the local board of education.

The key to successful community education lies in good instruction. Many of the instructors can be found in the community served by this program.

There are many different avenues of recruitment available to the community schools coordinator.

1. Many times members of the professional teaching staff of the local school district are more than willing to take on the responsibility of teaching a class in the community schools program.
2. There are always numerous persons within the community who have special talents that they would like to share.
3. There are within the community many agencies that would be more than willing to assist with either professional or volunteer personnel. Such organizations would be the Boys' Club, Girls' Club, churches, YMCA, YWCA, Red Cross, Sheriff's Rescue Squad, etc.
4. Within many of the business, industry and labor organizations are many highly skilled individuals who would enjoy sharing their specific knowledge with others.
5. Within the community there exist many civic and professional groups that would also be willing to share their expertise with other members of the community. These would include PTA, Community Clubs, Medical and Health organizations, lawyers, bankers and any other such group.



There is a basic knowledge of community organization and human relations that those involved in this program must acquire:

1. Knowledge of the social matrix of the community and its influence on community school development.
2. Knowledge of the various coordination councils and organizations in the community. What community council exists? What are the planning commissions and the strengths and weaknesses of each?
3. Knowledge of the structure and functioning of the community.
4. Knowledge of the history of the community and the performance pattern when changes have taken place in the past.
5. Knowledge of the readiness of the people to accept change.
6. Knowledge of how public opinion is formed.
7. Knowledge of the power structure and how to deal with it.
8. Knowledge of organization theory, principles, and practice.<sup>1</sup>

Then there are the skills that the individual teacher must acquire. Undoubtedly, the one of utmost importance is that of communication. A highly skilled teacher in this program will fail without this basic skill in communication. A teacher must be able to approach another individual with confidence, be able to interpret opinions, and questionnaires, be able to interpret organizational procedures, and show skill in leadership.

If somehow the following hints could be taught to and applied by every person in the community schools program, its success would soar to unpredictable heights:

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<sup>1</sup>Fred W. Totten; Frank J. Manley The Community School (Gallen, Michigan: Allied Educational Council 1969) page 126

1. **THE WARMNESS OF A SMILE** - It's rest to the weary, sunshine to the discouraged.
2. **THE VALUE OF A SINCERE COMPLIMENT** - A miracle worker.
3. **THE VALUE OF COURTESY** - It expresses positive feelings to others.
4. **ALWAYS BE PROMPT** - It's common courtesy.
5. **DO NOT COMPLAIN** - It's a destructive trait.
6. **TALK IN TERMS OF THE OTHER PERSON'S INTEREST** - It shows maturity.
7. **BECOME HONESTLY INTERESTED IN OTHER PEOPLE** - It demonstrates humility.
8. **BE A GOOD LISTENER** - This way you encourage other people to talk.
9. **MAKE AN ATTEMPT TO REMEMBER THE OTHER PERSON'S NAME** - It compliments them when you do.
10. **SINCERELY MAKE THE OTHER PERSON FEEL IMPORTANT** - They will never forget you.
11. **THE BEST WAY TO WIN AN ARGUMENT** - Is to avoid it.
12. **DO NOT TELL A MAN HE IS WRONG** - This way you show respect for his opinion.
13. **BEGIN ANY CONVERSATION IN A FRIENDLY WAY** - You'll get better final results.
14. **SHOW APPRECIATION FOR FAVORS** - "Thank You" are two powerful words.
15. **USE EMPATHY WHEN DEALING WITH OTHER PEOPLE** - Literally put yourself in their shoes.
16. **USE YOUR GOD-GIVEN ENTHUSIASM IN EXPLAINING PROJECTS TO OTHERS** - Enthusiasm is catching like the measles.
17. **USE SHOWMANSHIP TO PUT YOUR IDEAS ACROSS** - Nothing works faster than when you dramatize things.
18. **TO GET ACTION FROM SOME PEOPLE** - You must challenge them to action.
19. **USE PRAISE** - The key to our success is others - people want and need sincere praise along with plenty of appreciation.
20. **WHEN YOU MUST CRITICIZE ANOTHER** - Make the fault corrected appear easy to correct and easy to do. No one likes outright criticism.

With the abundance of resources available to the community schools coordinator, there follows, then, the almost monumental task of contacting these people to set up the classes. However, if a systematic approach were taken, the task need not be an impossible one.

1. Make sure that all persons who are involved in the present program (advisory council, teachers, and participants) are made aware that the community schools program is one of constant change and that new teachers, leaders, and staff are always needed.
2. It is an absolute necessity that the community schools coordinator becomes aware of key individuals in the community. These individuals will provide a real source of names of individuals who will be able to perform as teachers and leaders.
3. The community school coordinator must be able to listen to suggestions from others and not take on the task alone. It would be impossible for him to even get to know all the potentials that exist in a community.
4. Many times individuals themselves will contact the community schools coordinator and express a desire to share his talents with others in this program.

As the program expands, it will become necessary to become selective of the individuals who will become an important part of this program. It will facilitate this selection to have a prospective teacher fill out an application form to include pertinent information. This information will become an important factor in compiling a file of prospective teachers for future use, also.

**Interview Record**



Following the completion of the form, it would be wise if the Community Schools coordinator would conduct a personal interview with the applicant. By doing so, he would be able to determine if the individual would be qualified with the knowledge necessary for the position. Also, it could be determined whether or not the individual would have the capabilities of communicating. This is of utmost importance in addition to his particular skill.

There is a basic need that all who make up the staff of the Community Schools program be required to attend at least one in-service training program during the year. There are certain concepts about the role of the school, community education and development, and the development of certain skills to achieve the highest potential of the program. These can best be transmitted to the particular instructor in group in-service meetings.

The professional staff must understand the following concepts about this program:

1. The school exists to improve the community of which it is a part.
2. It is proper and appropriate for the school to lead in building community solidarity and a community approach to the solution of problems.
3. Work in the required portion of the curriculum can be strengthened through activities in the optional portion.
4. It is appropriate for the school to become the center of service to all people in helping them to fulfill their basic requirements.
5. Parents and other lay citizens can serve as resources in certain parts of the required portions as well as the optional portion of the curriculum.
6. It is desirable for children to be taken to resources of learning outside the classroom.
7. People, with appropriate help, can solve many of their own personal and community problems.
8. Many of the barriers to social progress can be removed when the school and the community join the hands for a united approach.<sup>1</sup>

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<sup>1</sup>Fred W. Totten; Frank J. Manley The Community School (Galen, Michigan; Allied Education Council, 1969) page 125

**Course Content Survey**

After completion of the interview with the prospective teacher in the Community Schools Program, it would be wise for the coordinator to require that a form similar to the following be filled out. The information that is obtained through this form would be valuable for publicity purposes as well as providing information of materials that would be needed for the course.

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#### COMMUNITY SCHOOLS COURSE CONTENT SURVEY

(Use back side if more space is required, but number your responses)

1. Suggested course title or titles:
2. Brief course description and whom it is meant to reach:
3. Prerequisites for this course:
4. Recommended textbooks and materials needed:
5. Materials needed by students for the first class meeting:
6. Recommended length of course in hours per night and week:
7. Class size limitations:
8. Other comments:
  
9. Name of teacher:  
Address:  
Telephone:
10. Date compiled:



**Course Content Categorized By Teacher Ability**

## Lay, Professional, and Special Participation

As we investigate the involvement of lay, special and professional participation in community schools, it appears that we would be considering human resources in its fullest context.

Participation in the Community Schools program can be classified into three distinct categories: 1) to teach, 2) to support and 3) to assist.

It is vital that when the Community Schools Director seeks out persons to teach that he find the best that can be found. This would not only include the professional teacher but also the lay and special person who has a talent to share with the community.

Every community, no matter how small or isolated, has within it dozens of people of rich and varied backgrounds who can open doors to vivid learning experiences. The butcher, the baker, the candlestick maker--and the homemaker, the scientist, the musician, the traveler, the hobbyist--all these and many more are the community's human resources waiting to be utilized by the enterprising Community School to enrich and vitalize the school program.

To best show the potential in teaching categories, the following is a typical list of classes that could very well be taught in the Community Schools program. These are each classified as to 1) lay person, 2) special and 3) professional teachers.

A.			<u>ARTS AND CRAFTS</u>		
1 2 3	Acrylic Painting		1 2 3	Indian Crafts	
1 2	Candlemaking		1 2 3	Whittling	
1 2 3	Ceramics		1 2	Needlepoint	
1 2 3	Charcoal Sketching		1 2 3	Oil Painting	
1 2 3	Decoupage		1 2 3	Painting and Drawing	
1 2	Feather Flower Construction		1 2	Plastic Flower Arranging	
1 2 3	Macrame (Rope Tying)		1 2 3	Rosemauling (Norwegian Painting)	

\*NOTE: 1 Lay Person  
2 Special  
3 Professional Teachers 40

**A.           ARTS AND CRAFTS (CONTINUED)**

- |       |                |       |             |
|-------|----------------|-------|-------------|
| 1 2 3 | Jewelry Making | 1 2 3 | Enamel Work |
| 1 2 3 | Pottery        |       |             |

**B.           COMMUNICATION AND DISCUSSION GROUPS**

- |       |                        |       |                                |
|-------|------------------------|-------|--------------------------------|
| 1 2   | ESP                    | 2     | Voter Information              |
| 1 2 3 | Great Books Discussion | 1 2 3 | Single Parent                  |
| 2 3   | Speed Reading          | 2 3   | Parent-Child Relationship      |
| 1 2 3 | Improving Memory       | 2 3   | Improving Education Discussion |
| 1 2 3 | Public Speaking        | 1 2 3 | Local Community Issues         |
| 1 2 3 | Reading Improvement    | 1 2 3 | Civil Rights                   |
| 1 2 3 | Creative Writing       |       |                                |

**C.           FOODS AND COOKING**

- |       |                              |       |                     |
|-------|------------------------------|-------|---------------------|
| 1 2 3 | Diet Cooking                 | 1 2 3 | Basic Cooking       |
| 1 2 3 | Fancy Baking                 | 1 2 3 | Bread Baking        |
| 1 2 3 | Candy Making                 | 1 2 3 | International Foods |
| 1 2 3 | Fondue Cooking               | 1 2 3 | Cake Decorating     |
| 1 2   | Winemaking                   | 1 2 3 | Cooking for 1 or 2  |
| 1 2 3 | Nutrition and "Health" Foods |       |                     |

**D.           HOBBIES AND HANDY REPAIRS**

- |       |                       |     |                              |
|-------|-----------------------|-----|------------------------------|
| 2     | Antiques              | 1 2 | Gift Wrapping and Decorating |
| 2 3   | Cabinetmaking         | 1 2 | Home Handyperson Skills      |
| 1 2 3 | Fly Tying             | 1 2 | Home Moviemaking             |
| 2 3   | Interior Decorating   | 1 2 | Wallpaper Hanging            |
| 3     | Woodworking for Women | 1 2 | Slip Covers and Repairs      |
| 3     | Woodworking for Men   | 2   | Snowmobile Repair            |

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\*NOTE: 1 Lay Person  
2 Special  
3 Professional Teachers

**D. HOBBIES AND HANDY REPAIRS (CONTINUED)**

1 2	Snowshoe Making	1 2	Fishing Techniques
1 2 3	Model Clubs (car, plane, train, etc.)	1 2	Minor Home Repairs
1 2 3	Photography	3	Use of Power Tools
2 3	Welding	1 2 3	Furniture Repair and Refinishing
2 3	Furniture Upholstery	1 2 3	Home Gardening

**E. SEWING, KNITTING AND CROCHET**

1 2	Crocheting	1 2	Embroidery
1 2	Man's Necktie Construction	2 3	Lingerie Sewing
1 2	Knitting (Beginners)	1 2 3	Sewing (Beginners)
1 2 3	Knitting (Advanced)	1 2 3	Sewing (Advanced)
2 3	Tailoring	2 3	Sewing with Knits
1 2	Quilt Making	2 3	Snowmobile Suit Construction
1 2 3	Crewel Work	2 3	Hardanger Embroidery
1 2	Afghans		

**F. MISCELLANEOUS ACTIVITIES**

2 3	Indians of Minnesota	2	Motorcycle Maintenance
1 2	First Aid	1 2 3	Teen Club
1 2	Firearms Safety	1 2	Organic Farming
1 2	Automechanics for Women	2	Skydiving Ground School
2	Calligraphy (Beautiful Handwriting)	2 3	Defensive Driving for Licensed Drivers
1 2	Landscaping	2	The Bible
3	Modern Math for Students & Parents	2	Religions of the World
1 2	Boat Safety	2	Survival Training
1 2	Camping Skills	1 2	Babysitting Instruction
1 2	Hunter Safety	2	Law for the Layperson
2 3	Officiating (Season Sports)	1 2	Community Theater (Adults and Children)
2 3	Yoga		

**\*NOTE:** 1 Lay Person  
 2 Special  
 3 Professional Teachers

**G.****CARDS AND TABLE GAMES**

1 2	Bridge	1 2	Various Card and Table Games
1 2	Pinocle		
1 2	Chess		
1 2	Cribbage		

**H.****MUSIC AND DANCE**

2 3	Barber Shop Singing for Men	2 3	Violin
2 3	Womens Chorus	2 3	Ballet
2 3	Adult Instrumental	2	Dance (Modern)
2 3	Mixed Chorus (Adults)	2	Dance (Social)
2 3	Musical Group	2	Dance (Square)
2 3	Piano	2 3	Guitar Instruction

**I.****PHYSICAL ACTIVITIES**

1 2	Art of Self-Defense (Women)	2 3	Karate
1 2 3	Badminton	1 2 3	Basketball Jr. High Adult
1 2	Hiking	1 2	Bicycling
1 2	Recreation Night (Men)	1 2 3	Golf
1 2	Recreation Night (Women)	2 3	Gymnastics
1 2	Recreation Night (Father and Son)	2 3	Tumbling
1 2	Recreation Night (Mother and Daughter)	1 2 3	Volleyball Jr. High Adult
1 2	Recreation Night (Family)	2 3	Gymnastics (Women)
1 2	Recreation Night (Couples)	2 3	Tennis
1 2	Recreation Night (Singles)	1 2 3	Physical Fitness (Men and Women)
1 2	Jogging	2 3	Judo

---

\*NOTE: 1 Lay Person  
2 Special  
3 Professional Teachers

**J.****SWIMMING**

2 3	Co-ed Swimming	2 3	Lifesaving
2 3	Family Swimming	2 3	Swimming (Beginners)
2 3	Swimming (Men)	2 3	Swimming (Advanced)
2 3	Swimming (Women)	2 3	Water Polo
2 3	Diving		

**K.****POSSIBLE CONVERSATIONAL LANGUAGES**

2 3	Spanish	2 3	Slavic Languages
2 3	English	2 3	Finnish
2 3	German	2 3	Chippewa
2 3	Swedish	2 3	French
2 3	Norwegian		

**L.****POSSIBLE SPECIAL SERVICES**

1 2 3	Babysitting Services for Night Participants	1 2	Recycle Center Drop for Cans and Bottles
2	Counseling Service	2	Expectant Parents Class
1 2	Day Care Center	1 2 3	4-H Activities
2	Better Business Bureau Information	2	Family and Marriage Counseling
1 2 3	Home Management	2	Immunization Clinic
2 3	Health, Mental and Physical	1 2 3	Foster Grandparents Program
1 2 3	Tutoring	2	AA Meetings
2	Drug Abuse Counseling	1 2	Family Financial Planning
2	Weight Watchers	2	Family Planning
2	Voter Registration	1 2	Well-Baby Clinics
1 2	Smoke Brake (Anti- Smoking Group)		

---

\*NOTE: 1 Lay Person  
2 Special  
3 Professional Teachers

M.

POSSIBLE BUSINESS CLASSES

2	Banking and Budget	2	Real Estate (Basic)
2 3	Basic Economics	2 3	Shorthand
2 3	Bookkeeping	2 3	Typing
1 2	How to Buy and Sell Homes	2 3	Office Machines
1 2	How to Buy and Sell Cars	1 2 3	Small Business Management
1 2	Income Tax		

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\*NOTE: 1 Lay Person  
2 Special  
3 Professional Teachers

**Community Schools Council**



The Community School director needs community support for his program. This will come from individuals in the community who may not be able to actively participate in the program but who believe in its merits. They will be willing and anxious to sell the attributes of community education whenever they are able. They also can come out of the three categories of lay, special, and professional persons who have a knowledge of community education.

The Community Education director will always be looking for individuals from the three basic categories to assist him in the program. He will be constantly seeking out persons to serve on the Advisory Council or as volunteers. The volunteers will serve in positions ranging from general supervision to the locker room attendant to ensure that the program will run smoothly.

It is necessary that the Community School director look for persons who will serve as teachers, as persons in supportive positions, or those who will assist from all economic and social groups as well as the geographic area in which the school is located. Groups in which the director might find help for the program are as follows:

1. Fraternal and Service Clubs
2. Government agencies and departments
3. Health and Welfare agencies
4. Human Relations groups
5. Industries
6. Labor Organizations
7. Patriotic Organizations
8. Racial and Nationality groups
9. Religious organizations
10. Women's and Men's groups
11. Youth organizations
12. Professional groups
13. Interest clubs

The following is a list of qualifications which the Community School director will want to consider when contacting people to fill these roles:

1. As far as possible, the person should live in the community.
2. The person should be an active participant in that community.
3. The person should have similar racial or ethnic background.
4. The person must be a salesman.
5. The person must have an understanding of continuing education.
6. The person must be mobile.
7. The person must be energetic.
8. The person must be concerned about the program.
9. The person must be empathetic.
10. The person must be sensitive.

The following article, **SELF-RENEWING MAN** by John Gardner, summarizes the concept of the community schools:

"The self-renewing man is versatile and adaptive. He is not trapped in techniques, procedures, or routines of the moment. He is not the victim of fixed habits and attitudes. He is not imprisoned by extreme specialization. In a rapidly changing world, versatility is a priceless asset, and the self-renewing man has not lost that vitally important attribute. He may be a specialist, but he has also retained the capacity to function as a generalist. The self-renewing man is highly motivated and respects the sources of his own energy and motivation. He knows how important it is to pursue the things about which he has a deep conviction. Enthusiasm for the task to be accomplished lifts him out of the ruts of habit and customary procedure. Drive and conviction give him the courage to risk failure. (One of the reasons mature persons stop learning is that they become less and less willing to risk failure). And not only does he respond to challenge, but he also sees the challenge where others fail to see it. . . For the self-renewing man the development of his own potentialities and the process of self discovery never end. It is a sad but unarguable fact that most human beings go through life only partially aware of the full range of their abilities.

In our own society we could do much more than we do now to encourage self-development. We could, for example, drop the increasingly silly fiction that education is for youngsters and devise many more arrangements for lifelong learning . . . But the development of one's talent is only part, perhaps the easiest part, of self-development. The maxim 'Know thyself!' so ancient, so deceptively simple, so difficult to follow, has gained in richness of meaning as we learn more about man's nature . . . as Josh Billings said, 'It is not only the most difficult thing to know one's self, but the most inconvenient.' It is a life-long process . . . that brings us to the recognition that the ever renewing society will be a free society. It will understand that the only stability is possible today is stability in motion. It will foster a climate in which the seedlings of new ideas can survive and the deadwood of obsolete ideas can be hacked out. Above all, it will recognize that its capacity for renewal depends on the individuals who make it up. It will foster innovative, versatile, and self-renewing men and women and give them room to breathe."

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**The Appendix**

## Appendix A

I am currently involved in course work at U.M.D. for the completion of requirements for my Master's Degree.

This survey is a part of that requirement. I hope to compile information from those of you who were involved in the Community School Project at Lincoln Jr. High. Your responses will be of value in terms of the success of the program.

I would appreciate it if you would take a few minutes to complete these questions and return them in the enclosed, stamped envelope.

I would appreciate your response by February 27, 1975.

Thank you.

William Nyquist,  
Community Schools Coordinator  
LINCOLN JR. HIGH SCHOOL  
1972-1974

YES NO

1. \_\_\_\_\_ Do you feel that school buildings should be open to the community after regular school hours?  
Which activity hours would be best for you?  
\_\_\_\_\_ 4 - 6 p.m. \_\_\_\_\_ 8 - 10 p.m. \_\_\_\_\_ 6 - 8 a.m.  
\_\_\_\_\_ 6 - 8 p.m. \_\_\_\_\_ Sat. between 8 a.m. and 4:30 p.m.  
Which day would be best for you?  
\_\_\_\_\_ Mon. \_\_\_\_\_ Wed. \_\_\_\_\_ Fri.  
\_\_\_\_\_ Tues. \_\_\_\_\_ Thurs. \_\_\_\_\_ Sat.
2. \_\_\_\_\_ Do you understand that the school facilities are free of charge and that any cost for an activity is for the instructor or supervisor?
3. \_\_\_\_\_ Would you be willing to volunteer time to instruct or supervise an activity? Which one? \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_ Would a member of your household be willing to volunteer time to instruct or supervise an activity? Which one? \_\_\_\_\_
5. \_\_\_\_\_ Would a club or organization to which you belong use the school building if space was made available free of charge? Which one? \_\_\_\_\_
6. \_\_\_\_\_ If someone in the household needs classes to complete an education through the eighth grade, would he or she participate in classes that are free of charge?
7. \_\_\_\_\_ If someone in the household needs classes to complete a high school diploma, would he or she participate in a program that is free of charge?
8. \_\_\_\_\_ If someone you know is unable to read, would he or she participate in the Right To Read Program with a private tutor free of charge?
9. \_\_\_\_\_ If someone you know needs to become naturalized, would he or she participate in citizenship classes that are free of charge?
10. What classes are/were you or members of your household enrolled in?





17. Please list three or four interest areas that you feel should be offered in the Community Education Program.

18. What major skill, interest, or talents do you have that you would like to share with others?

19. Please indicate the number of people in the household in each age grouping.

\_\_\_\_\_ Under 18

\_\_\_\_\_ 41 - 61

\_\_\_\_\_ 19 - 25

\_\_\_\_\_ 62 and over

\_\_\_\_\_ 26 - 40

20. Any additional comments or suggestions on the Community Education Program would be appreciated.

## **The Questionnaire Results**

Appendix B

- |    | YES         | NO          |   |
|----|-------------|-------------|---|
|    | %           | %           |   |
| 1. | <u>96.1</u> | <u>0</u>    | Do you feel that school buildings should be open to the community after regular school hours?<br>Which activity hours would be best for you?<br><u>6.4%</u> 4 - 6 p.m. <u>56%</u> 8 - 10 p.m. <u>1.3%</u> 6 - 8 a.m.<br><u>31.7%</u> 6 - 8 p.m. <u>23%</u> Sat. between 8 a.m. and 4:30 p.m.<br><u>1.2%</u> 7 - 9 p.m.<br>Which day would be best for you?<br><u>37.3%</u> Mon. <u>23.7%</u> Wed. <u>10.2%</u> Fri.<br><u>37.1%</u> Tues. <u>28.2%</u> Thurs. <u>15.3%</u> Sat. |
| 2. | <u>75.6</u> | <u>11.5</u> | Do you understand that the school facilities are free of charge and that any cost for an activity is for the instructor or supervisor?  |
| 3. | <u>32.</u>  | <u>62.8</u> | Would you be willing to volunteer time to instruct or supervise an activity? Which one? <u>Ceramics, Crocheting, embroidery, hairpin lace afghan, macrame, beginning piano, weight watcher's cooking, photography, yoga, Oriental cooking, painting, all gym activities.</u>  |
| 4. | <u>14.1</u> | <u>78.2</u> | Would a member of your household be willing to volunteer time to instruct or supervise an activity? Which one? <u>Physical Fitness, Swedish</u>   |
| 5. | <u>29.4</u> | <u>39.7</u> | Would a club or organization to which you belong use the school building if space was made available free of charge? Which one? <u>church group, Boys' Club, Scouts, Crisis Shelter, Train Collector's Association, Narcotic Anonymous, AA, Community Dance, Homemaker's Group.</u>   |
| 6. | <u>44.8</u> | <u>19.2</u> | If someone in the household needs classes to complete an education through the eighth grade, would he or she participate in classes that are free of charge?  |
| 7. | <u>39.7</u> | <u>14.1</u> | If someone in the household needs classes to complete a high school diploma, would he or she participate in a program that is free of charge?   |
| 8. | <u>29.4</u> | <u>12.8</u> | If someone you know is unable to read, would he or she participate in the Right to Read Program with a private tutor free of charge?  |

- |    | YES         | NO          |  |
|----|-------------|-------------|--|
|    | %           | %           |  |
| 9. | <u>44.8</u> | <u>10.2</u> | If someone you know needs to become naturalized, would he or she participate in citizenship classes that are free of charge? |

10. What classes are/were you or members of your household enrolled in?

art - 2	macrame - 6
auto mechanics - 5	makeup - 1
beginning guitar - 1	needlepoint - 1
candle making - 2	painting - 3
ceramics - 6	powder puff mechanics - 6
crocheting - 7	sewing - 7
cake decorating - 5	square dancing - 4
crafts - 2	typing - shorthand - 2
furniture repair - 2	upholstery - 7
karate - 1	woodwork - 4
knitting - 5	
gym - 5	

11. 51.2 10.2 Do you plan to enroll in another class in the future? Why? What type of class do you plan to enroll in?

1. I enjoy learning bookkeeping, typing, crafts, gym, swim.
2. Classes are enjoyable and relaxing. I want to learn more--classes help me in my own family.
3. I like to take advantage of every class. I may take upholstery, sewing, bartending, slimmastics, Chinese cooking.
4. Decoupage, upholstery.
5. Knitting, sewing, bridge.
6. Any class that would help me further my education and be of value in every day living.
7. Square dancing.
8. Any activity to learn instead of watching TV.
9. Swimming.
10. I enjoy learning things to improve myself (educational, physical and arts). Repairs of any kind.
11. Leatherwork.
12. Basic gardening.
13. A craft.
14. An art class - for enrichment.
15. Maybe guitar lessons.
16. A class involving a hobby.
17. Cake decorating.
18. Carpentry, advanced crocheting, conversational Italian, French, Spanish, household "fix it" courses.
19. I enjoy learning and meeting new people.
20. Beginning photography.
21. Woodworking, home maintenance.
22. Woodworking.
23. Drafting.

11. (Continued)

24. Women's self-defense classes, rug making.
25. Small repairs.
26. Crafts, cooking.
27. They don't have classes I want!
28. Gift wrapping.
29. Advanced cake decorating and tailoring.
30. Car repairs, typing, upholstery, refinishing, almost anything.
31. Learn a foreign language - French or German.
32. Family law, ecology, motor repair, swimming, sewing.
33. Oil painting, Spanish.
34. Painting, upholstery.
35. Home remodeling, decorating.
36. Lingerie sewing, knitting, crocheting.
37. Sewing, stock investment.
38. Cultural music appreciation, book reviews, art.
39. Language, swim, gym.
40. Language classes - helps when traveling.
41. Oil painting.
42. Anything associated with arts and crafts.
43. Some further skill.
44. Woodworking, auto mechanics, hobbies.

12. What do you like about the Community Education Program?

1. It is a lot of fun to be able to have the facilities near your home and have the wide variety of classes to choose from.
2. It's close - good hours - good time of the year for me.
3. The wide variety of classes plus the reasonable cost.
4. Adults have a good opportunity to keep learning.
5. The opportunity to learn something new with the aid of an instructor, without paying a large fee.
6. It gives us the chance to meet new people and get into the world with more understanding of the needs of people. Many children would never learn to play basketball, baseball, or any activity if the schools weren't open for them to use.
7. The opportunity is available for anyone to benefit.
8. Pretty good variety.
9. Instruction is individualized to the speed of everyone in class. Good variety.
10. Opportunity to learn new things.
11. I get to use the building I'm paying for.
12. The hours and days are convenient, price reasonable.
13. Reasonable rates. I learned what I wanted though I could have learned more.
14. The philosophy: You never stop learning - Community Education gives us all the opportunity.
15. I like the time and the location.

12. (Continued)

16. Affords the opportunity to learn about a subject that you are interested in.
17. It's close to my home. It gives me a chance to learn crafts and hobbies, and it doesn't cost much.
18. It provides an opportunity to meet people and learn.
19. It's cheap or free. It is convenient to the building. I like the idea that each teacher can structure his class according to his own wishes as far as the number of weeks offered, price, and hours. I took a short course 4 - 6 weeks. I like it for that length.
20. The tools and facilities available for use.
21. They offer a wide variety of classes at convenient times for those who work.
22. What you learn and the price is right!
23. Offers activities and interest to those who might not otherwise have such chances to learn.
24. Mostly the range of classes and the cost.
25. Small classes that meet on an informal basis.
26. The recreation program.
27. Classes aren't as expensive as those offered elsewhere - variety.
28. It's inexpensive, short of duration, people are interesting.
29. It was fun learning a new skill - the making of new friends is always enjoyable.
30. They have some very good classes to choose from.
31. It was free of charge, classes were given at night and held at various schools in Duluth.
32. You can meet new people.
33. Provides an opportunity to broaden personal horizons with very little expense.
34. It is an opportunity to do something worthwhile in the evenings. It's such a good idea and we wish that our community of Knife River/Two Harbors had a similar program.
35. I knew nothing about it!
36. Economical. Chance to meet other people of the community with the same interests as you have.
37. Because I can go in the evenings. Right now I am a student at D.A.V.T.I.
38. Cost is reasonable - isn't far to go.
39. Provides worthwhile activities.
40. Casual - go at your own speed - no pressure.
41. Convenience - price.
42. The opportunity to improve my education - to have a career.
43. My sewing classes have been very helpful to me. I have met new people.
44. Consideration given to senior citizens in rates, reasonable rates. Accessibility to public transportation.

12. (Continued)

45. Diversity.
46. Never too late to learn all you can.
47. I feel Duluth has a good community education program. There are multiple choices to appeal to cross-section of the community.
48. Chance to grow together.
49. I think it is good. Married couples who have no children can participate in activities to which most of their taxes go.
50. Gives a person a chance to further their skills in something they haven't had much experience in.
51. Hours, variety, teacher, location.
52. Good for the general population.
53. Better use of my tax money - chance to get a better education or learn a useful hobby.
54. Puts institutional buildings and facilities to fuller community needs.

13. What do you dislike about the Community Education Program?

1. Nothing - 20.
2. Not enough people participating. More instruction instead of Open End for classes such as office skills.
3. In the western section of Duluth, the program isn't as varied and there are less subjects and schools involved than farther to the east Duluth.
4. More music for all ages. Start woodwinds in grade 4.
5. Should last longer.
6. The custodians are crabby sometimes.
7. More classes seemed to be offered to people older and out of school instead of younger kids.
8. Not aggressive enough!
9. Backaches!
10. Our crochet class should have been limited to 10 for better organization and individual instruction. Such an intricate instruction course should not be too large!
11. Some of the supervisors could know more.
12. Cost of classes.
13. I've had 2 dislikes (none stated).
14. The one class I took - very poor preparation by the instructor.
15. Life guards for the pool always come late.
16. Few classes to choose from some quarters - you can't always get what you want.
17. They don't have classes I want when I want them.
18. Classes are too large. With such large classes, the price was too high for the instructor's services.
19. Sometimes you don't get enough individual attention.
20. It's too far away!

13. (Continued)

21. Can't always fit classes into my work schedule because it isn't always the same.
22. Classes that are cancelled without notifying me.
23. Courses didn't always follow the course description.
24. Nothing was geared for handicapped people.
25. The limited choice of classes.
26. I wish they didn't have to cancel them for being short just a few people. The adult education prices have really gone up a lot for their lessons.
27. Too many evening classes for single women.
28. Not enough participation.
29. Courses should last longer (number of weeks).
30. If they don't get enough enrolled, they close the class down. It is too bad they couldn't get one big class from a few schools around the area in those cases.
31. Most offerings are in the hobby field.
32. Not enough gym time available.
33. Needs greater variety classes and hours.

14. If you had the opportunity to make suggestions to improve the Community Education Program, what might you suggest?

1. More variety in classes and hours.
2. More public relations to make the public aware of the program.
3. More classes that involve everyday living courses - sewing, cooking, crafts, small home repair.
4. Availability of school libraries, classes in government, politics, human service.
5. Make one big class instead of no class at some schools. A few people from different areas can add up to a bunch.
6. Less administration and more teachers - actually working with the children.
7. Becoming more aware to the public.
8. For senior citizens, day classes instead of night classes.
9. Less stairs to climb - classes on lower level.
10. Hold the classes as planned for the interested parties when short a few.
11. A wider variety of classes - inform former students of offerings by mail.
12. Offer summer daytime classes. Schools are open anyway for summer school.
13. More classes in learning languages - Spanish, German, Russian, etc.
14. Provide free transportation to classes. Babysitting available while classes are given.
15. Some shorter compact classes of 3 weeks instead of 6 weeks.
16. More publicity.



14. (Continued)

17. Wider variety of classes and more publicity.
18. Switch the classes to different locations periodically.
19. Send posters to employees to post at work, may reach a few more people.
20. More organized, more enrollment.
21. Smaller classes - summer programs - a class is only offered one day a week.
22. Classes beginning more often.
23. Continue this program as long as possible!
24. Keep costs down!
25. Find people that know more - set up a special routine.
26. Have the classes in different schools so they will be closer to different people - one time have motorcycle repair at Lincoln and the next time at Ordean.
27. Smaller classes.
28. Wish more classes were free but realize it is unrealistic. Too bad funding isn't available so the only cost would be for materials.
29. Conserve energy and turn the heat down!
30. I would suggest a well-planned and funded program that would be able to increase awareness, recruit teachers, recruit students.
31. Wider selection of classes.
32. Classes held all year - through all seasons.
33. Get the coordinator a nice office!
34. Alternate classes such as square dancing one season West End - next season East End, teenage sewing, boys' cooking.
35. Be open every day for public use!
36. Involve the rural areas, get the cooperation of the adjoining schools such as Proctor, Hermantown, Esko, etc.
37. Don't have the same class on the same night each quarter.
38. Summer classes!

15. What types of recreational activities would you like to see developed within the Community Education Program?

1. More youth activities.
2. Complete summer program and open gym in the winter.
3. Golf, swimming, tennis.
4. Any recreation suitable to the building for all neighborhood children and adults.
5. More parks for kids with swings, see-saws, monkey bars, kiddie pool.
6. More children's activities.
7. Art - I feel such education with arts, poems, etc. is not appreciated enough which doesn't encourage a child with that line of talent.

15. (Continued)

8. More gym facilities open.
  9. Golf, tennis, individual sports.
  10. More free swim time - tennis.
  11. Field trips, bird watching, photography, camping for senior citizens.
  12. Social cards and games.
  13. Basketball during the day on Saturdays.
  14. Outdoor summer play house for neighborhood children.
  15. Exercise class.
  16. Recreational games for handicapped.
  17. Volleyball, swim, basketball.
  18. Swimming.
  19. Cross-country ski instruction for middle aged.
  20. More physical education classes.
  21. Volleyball, broomball, basketball, hockey.
  22. Skiing.
  23. Family night in the gym, women's night.
  24. Seminars given by various ethnic groups for better understanding, discussion groups on child rearing and child development.
  25. Bike riding.
  26. Fun-for-all recreation program.
  27. Golf classes, chess, billiard.
  28. Badminton, sailing, pool playing, bowling, advanced cooking, backpacking, ladies' carpentry.
  29. Swimming, volleyball.
  30. Swim more often.
  31. More phy ed.
  32. Any activity to promote and help outside people.
  33. Baseball, basketball, soccer, fishing, football.
  34. Golf for senior citizens.
  35. Team sports.
  36. Women's gym - swim.
  37. Yoga, cross country ski, swimming.
  38. Family sports, sewing.
  39. Canoe trips.
  40. Roller skating, ice skating (not hockey).
  41. Ceramics, basketball for children 8 - 18, basic cooking for brides, classes on controlling your temper, volleyball for women, education.
  42. Bowling, tennis, skiing, volleyball.
  43. Exercise program.
  44. Horseback riding, curling, bowling, skiing, square dancing.
16. Please list two or three major projects or programs which you feel should be undertaken to improve the quality of community life and/or the quality of education.
1. More classes to help in the role of wife and mother.

16. (Continued)

2. Courses or meetings in the Great Book Series.
3. Advertise more and coordinate with surrounding communities.
4. Recreation for the kids 12 - 18 to keep them off the streets.
5. Course between teacher and student that would help them both to realize they both need each other.
6. More teenage music, less bookwork and more on-location learning - provide same opportunities for all people and don't penalize because we aren't in the Model Cities' area.
7. Open Head Start to all students. Don't make a child suffer just because his father is working.
8. Have classes taught by senior citizens. Have classes taught in senior citizen centers.
9. Tenant's rights programs, health care clinics, more youth activities after school.
10. A project with young people helping older people.
11. Unplug all T.V. sets between 6 - 10 p.m., keep all cars and snowmobiles off the streets for one day, clean up the lakes and St. Louis River, and stop the stupid freeway.
12. Organize a group of young teens for sports activities for after school.
13. Trips, current books, speakers with knowledge.
14. More political and city education for city and county government.
15. A project to offer more of these classes to teenagers.
16. I am very interested in seeing playgrounds organized to provide children with something to do during the summer. I don't mean free babysitting, or welfare only or just the western end of town. There has to be something to take the place of scouts and school outings during the summer.
17. Free senior citizen participation.
18. Encourage more husband-wife combinations - more neighbor participation.
19. Get more people involved in things that will be important in times to come.
20. Offer more classes but restrict size.
21. Use retired people to teach classes on their hobbies and skills to us younger folks. For example, baking, home food preservation, woodworking skills and tips that could benefit those of us who have never experienced hard times. Worry less on formal education type attitudes and concentrate more on information and skill sharing.

16. (Continued)

22. Neighborhood youth programs, more daytime programs, neighborhood "community" building programs for education, recreation to bring more community "spirit."
23. Year long beginning language programs, writing classes, a travel class - tips on how to travel in a foreign country, pack, etc.
24. Field trips.
25. A recreational program for the handicapped.
26. Clean up Lincoln Park - keep up the picnic area. How about our own Neighborhood Olympics?
27. Have a better screening of teachers.
28. Cultural music appreciation, art, book reviews.
29. I feel that senior citizens can contribute for programs with their knowledge, experiences, and education. Also, a project to involve young and old in the functions of our government. Revive the old townhouse meetings so we can have a voice in our government.
30. Alcohol and drug abuse programs.
31. The importance of a high school diploma in which a person can learn a trade.
32. An evening program where children and adults can participate side-by-side. Too many times we feel that children aren't capable to keep up with adults in a class. This is untrue.
33. Better communication between pupils and teacher. Let a child or even high school age work at a speed or level (as long as they aren't lazy) they can handle. Don't push or rush. Some students are slower learners than others. I was, and I hated school for it. I had a hard time through school.
34. Free use of pools, instructors in swimming for families, languages for the youth, use of senior citizens, grand-parental roles on a one-to-one basis for children and teenagers who can't or will not talk to parents.
35. Spring clean-up campaign, youth club activities.
36. Better supervision in school buildings, books and all necessary material for classroom instructor available to teachers and students alike.

17. Please list three or four interest areas that you feel should be offered in the Community Education Program.

1. Money management.
2. Swimming, sauna.
3. Shop for constructive and practical knowledge.
4. Haircutting, styling.
5. Home repair, electrical and plumbing.
6. Discussion groups on topical subjects.
7. V.D. or sex education for the adults. It's unbelievable how many adults themselves have problems, so they can't tell their children properly. Sex is something that should be explained to our children thoroughly today.

17. (Continued)

8. Arts, crafts, ceramics, poem writing.
9. Sewing, wood crafts, typing, languages, upholstery.
10. More languages.
11. Pottery, needlecraft, painting, gardening, literature classes, especially classes offered in school now that weren't offered 5 or 10 years ago.
12. Pet care.
13. Gardening with special emphasis on types of plants that do well in our climate, soil and its special needs, interior decorating.
14. Language.
15. Real estate awareness program to acquaint people with the legal ramifications and legal obligations of home owners including home maintenance such as ice building up and what to do about it.
16. More on family and household law, operation of government, budgets for newlyweds.
17. Women's recreation - expanded and seasonal, home maintenance, parapsychology, gardening.
18. Home repairs, improvement, hobby crafts, formal education such as reading, language, math, business skills.
19. Piano lessons.
20. History, English, literature - not credit classes, just informal and helpful.
21. More languages, hobby skills, recreational activities.
22. Classes in general class and above for Amateur Radio, computer basics, economics.
23. Red Cross training, home gardening.
24. Woodworking, handicrafts.
25. Chair caning, gardening.
26. Safety while driving, what the police really do, phy ed.
27. First Aid classes, advanced classes, not always beginners.
28. Woodcrafts, metalcrafts.
29. Carpentry, not just refinishing, home related "fix it" courses.
30. Forming cooperatives (feed, farming, land, etc.), tenant's rights, furniture building.
31. Handicrafts, outdoor life, weaving, what is good for you and what isn't, like shampoos, shoes, etc.
32. Chemistry, biology.
33. Men and boys' cooking, music, revival of long ago crafts such as woodcarving, quilting, spinning.
34. Health education, home nursing, thrift in purchasing, consumer protection, business law for home use.
35. Financial or economics course, sewing for adult women, home improvement.
36. Geography, speed reading, restoring cars.

18. What major skill, interest, or talent do you have that you would like to share with others?

1. Teach guitar, knitting, sports for 13 - 18, lead clean-up activity.
2. Bowling.
3. Quilting, embroidery, crocheting, beadwork, sewing, gardening.
4. Teach the use of tape recorders and portable video tape equipment.
5. Music.
6. Writing, P.R. and advertising.
7. Mechanical drawing.
8. Sewing, knitting, macrame, decoupage, auto mechanics.
9. Radio operator, photography.
10. The outdoors.
11. Dog training and care, photography.
12. Yoga, train scout leaders, needlework.
13. Teach religion, especially New Testament, photography.
14. Weaving, crocheting, leatherworking, sewing, embroidery, any needlework.
15. Guidance, counseling, real estate.
16. Home sewing, knitting, needlework.
17. Sewing, arts and crafts, cake decorating.
18. Chemical Dependency Counselor.
19. Working with mentally retarded people.
20. Crafts, arts, painting.
21. Clothing and cooking classes (B.S. in Home Ec.).
22. Hairdressing (beauty shop instructor).
23. Patience!
24. Swimming, crafts manager, clerical skills.

19. Please indicate the number of people in the household in each age grouping.

<u>88</u>	Under 18	<u>57</u>	41 - 61
<u>48</u>	19 - 25	<u>6</u>	62 - over
<u>62</u>	26 - 40		

20. Any additional comments or suggestions on the Community Education Program would be appreciated.

1. Good luck!
2. I live in the Kenwood area and prefer taking classes at Woodland. I am only enrolled at Lincoln because the cake decorating class is only offered there. I think it is great having the opportunity to take such a wide variety of classes for such a nominal fee.

20. (Continued)

3. Ask for volunteer help in activities and supervising. I'm sure many people would be happy to volunteer to make a free program for all to enjoy including the unfortunate who may not be able to participate if a charge is demanded to participate.
4. Community education should help to break down the barriers of the generation gap if senior citizens can contribute to youth education and youth can also contribute to senior citizen's programs.
5. The sad part about any of these programs is not enough people are interested. Another thing, everything has to be paid by someone and everyone is already complaining about our school taxes, and where would this money come from? If the schools are left open on Saturdays, they would need extra janitors, etc. A lot of these Community Education Programs are free to the supposedly low income and Model City district, and I feel the rest of us are paying for them which gets to be disgusting when we are working hard for our interests and extra activities.
6. Any classes that could be put to practical use such as home gardening or environmental living - so desperately in need in such times as now. To teach people how to live with the natural environment instead of against it, even in the city a little of the country could bloom if we knew how to do so. Would it be possible where one such as I who wants someday to have a career could develop a trained ability for some field such as psychology or forestry. Perhaps a shortened version of some classes as offered at UMD or Voc Tec. For someone such as I who hasn't got the transportation or the funds to attend a college, such a night class so near would be welcomed. If you know of any other solution to this problem, I would appreciate it.
7. I believe Community Education should also include the handicapped. With 3 universities in the area and all three dealing with psychology and learning disabilities I am sure the students would also benefit in this kind of course work.
8. This is a good concept and such an outlet for many housewives. Everyone feels the need to do something different for a change. In the case of the woodworking class, I had the opportunity to use equipment that I didn't have myself -- the pooling of community resources.
9. Keep trying - a good job done so far!

20. (Continued)

10. I only wish to say that all the adult courses I have taken I find that many are too involved in paper work. I personally am a believer in learning by doing - not by reading or a teacher demonstrating and then we all go home and get frustrated trying projects at home.
11. I think you covered it very well. I would like to thank you for asking for my opinions.
12. I like seeing different classes covering different activities offered at other schools. If a member of the community can't make a class in his own neighborhood, he can still participate in another school area.
13. Every school - primary - higher ed. should be Community School.
14. The length of the program 6 - 8 weeks is a sufficient amount of time but the hours 7 - 9 p.m. with a coffee break aren't long enough. I never did get a cup of coffee as I needed the full two hours and even more to learn to crochet. 7 - 10 would be more beneficial yet not too boring. Also, your instructors could be a little more qualified at teaching (not complaining because she is very nice, but group teaching seems a little hard for her).
15. I have felt for many years that communities need to avail themselves of the buildings and resources of both our schools and churches. To let these buildings remain idle during the summer or at night is a waste of badly needed focal points for both neighborhood and community. Schools could do a lot toward enriching the quality of life for all classes of the groups in different spectrums of the educational community. Churches could do a lot more in day care, centers for the elderly, youth activities.
16. To see such activity in the school building at night is gratifying!



**Appendix C**

**Map of the Area Served  
By The Lincoln Community School**



