DEVELOPMENT

OF A COMMUNITY SCHOOL CONCEPT

AND PROGRAM AT ALBROOK

HIGH SCHOOL

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Master of Arts (Plan B)

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CHAPTER I

INTRODUCTION

We live in a dynamic world and rural America is an essential and integral part of it.[1]

The long succession of changes through which rural schools have gone since pioneer days is reflected in many ways. The evolution of the school building, how it looks, how it is arranged, and what is in it; the coming of the school bus; the disappearance of the little red school house are all indicative of the changes that have taken place in our society.

Going back into the history of the growth of the communities that are involved in this study, the author of this paper finds that previous to the global conflict of 1941 these areas were school-centered. The school, because it was a public building and no doubt the largest, was the logical place for the people to hold civic and social gatherings.

This situation took on a different face during and after World War II. Many ruralites migrated to the larger cities where jobs were more easily obtained. Women took employment outside of the home. The invention of such new appliances as TV made for easy and comfortable home entertainment. The adults' interest in their schools diminished

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[1]Butterworth and Dawson, The Modern Rural School, 1st ed. (New York: McGraw-Hill Book Company, 1952).

until only the P.T.A. remained as a prominent link between the community and the school.

An attempt will be made, through the findings of this study, to show that there exist the desire and the need for more education. The people of this area have expressed the will to open again the doors of the school buildings in order that their hunger for more learning may be satisfied.

The author of this paper firmly believes in and submits the concept of the community school as a workable means to this end.

"The community school has come to be recognized as the most satisfying form of community education to transmit and improve our cultural heritage and to aid in achieving the good life for every individual. The community school is more than a relationship; it is, or should gradually become, an integral part of community living."[2]

Definition of Terms

Cartway - a road for carts and wagons that was only two rods wide.

Community - Up to the early thirties this term implies a group of people centered around a railroad station and a school. After that time, because of the development of high schools in two communities, Alborn and Brookston, the term refers to a larger area. At no time, in either type of community, were there banking facilities, the services of a doctor or dentist, or a

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[2]William A. Yeager, School-Community Relations (New York: The Dryden Press, 1951).

theater in any part of this territory.

Community School - a school in whose curriculum all of the people in a community become involved.

Day-School - that portion of the curriculum that is devoted exclusively to students in grades one through twelve.

Division Point - a place on a railroad line where train crews usually start or end their work shifts. Found there are a station house, a water tank, a coal chute, and switching yards.

Evening- School - that portion of the curriculum which is devoted to people who want further education and recreation regardless of age or background.

Free-Holders - people who have some degree of land ownership.

Road Overseer - a person hired to boss or oversee the laying out and the construction of roads. A road boss.

The Problem

The purpose of this study was to determine, through the technique of the survey method, the degree of satisfaction that the people living in the area that is served by AlBrook High School have with their present educational and recreational status. The questionnaire that was given them listed many choices of subjects and activities and they were asked to indicate which ones they are interested in and which ones they would actively participate in if they were offered.

"A school in a rural district has a unique opportunity to function socially. As the neutral and often the largest place of the

village or of the countryside, the rural school is used for neighborhood gatherings of all kinds. A community school foregoes its separateness. It is influential because it belongs to its people. They share its ideas, its ideals, and its work. It takes from them as it gives to them."[3]

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[3]Elsie Clapp, Community Schools in Action (New York: The Viking Press, 1939).

CHAPTER II

A BRIEF HISTORY OF THE COMMUNITIES INVOLVED IN THIS STUDY

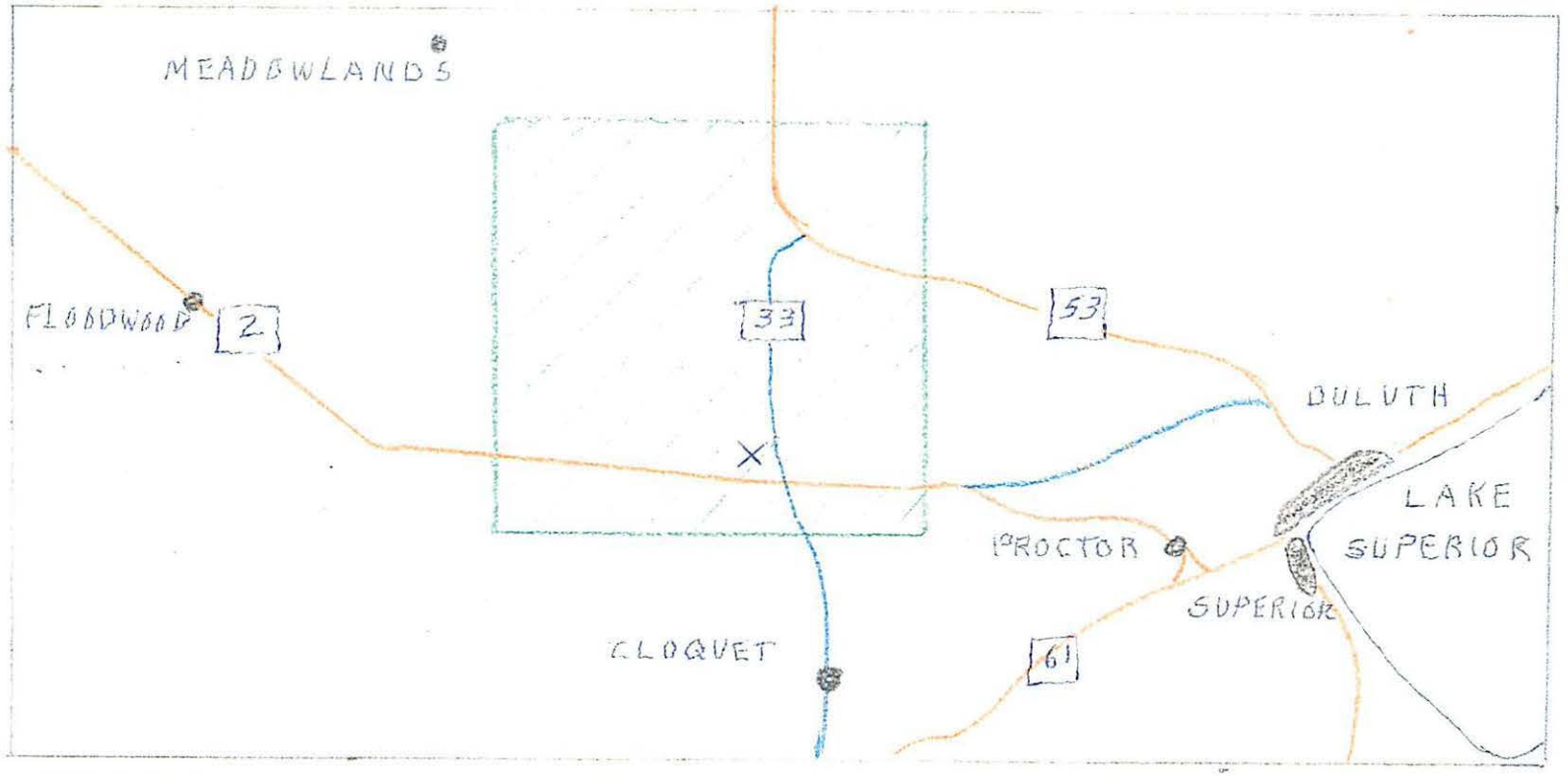
Sources of Information

1. The minutes of the New Independence town board meetings, 1891 - 1924
2. The records of the St. Louis County Board of Education of the Unorganized Territory, 1936 - 1960
3. A written record: Brookston Region Pioneers, August 1940
4. Interviews with several of the older residents in the community

The area involved in this study is located from twenty to forty miles west by northwest of the city of Duluth, Minnesota, and from ten to twenty miles north and west of Cloquet, Minnesota. It encompasses a geographical area that is twenty-four miles square. (See map of area on page six.) The following townships are involved in this study: Brevator, Stoney Brook, Culver, Arrowhead, Industrial, New Independence, Grand Lake, Ness, Alborn, and Solway.

This section of Minnesota began to be settled by white men between 1880 and 1890. At that time there was quite an extensive Indian population living along the banks of both the St. Louis and the Cloquet rivers. One of the oldest of the people interviewed stated that the relationship between the settlers and the Indians was not always on a friendly basis. On one cold day in the month of November (he couldn't

MAP SHOWING LOCATION OF ALBROOK SCHOOL AREA



X - AlBrook High School. Distance to Duluth - 20 miles
to Cloquet - 9 miles

remember the year), the Indians burned the buildings and the hay stacks of many of the settlers in the Schelin Lake area.

The chief source of income for these early settlers was the fur-bearing animals that abounded in the forests and in the lakes and streams. These hardy folks built a log house and a crude barn to shelter the few horses and cows they had. Small areas were cleared of timber so they would have hay for the animals and a small garden plot for themselves.

By 1890 two railroads had built tracks through this region. The Duluth, Missabi, and Iron Range (DM & IR) connected Duluth with the iron ranges of Northeastern Minnesota, passing through the eastern section of this territory. Along this railway the small communities of Saginaw, Grand Lake, Culver, Alborn, and Prosit sprang up. The Great Northern followed the south bank of the St. Louis river in the western part of the area and along this route the communities of Pine River, Stoney Brook, Brookston, and Poupore began their growth.

An article written for the Brookston Region Pioneers by Rowe McAmus contains these items of interest:

> In January, 1906, I commenced the publication of the Brookston Herald and continued to publish the same until the town was destroyed in the fire of 1918. . . . In 1907 the Brookston Townsite Company was incorporated. . . . Also in 1907 the Village of Brookston was incorporated, after which the stumps were removed from the streets. . . . In the fall of 1905, the Northern Lumber Company of Cloquet erected a warehouse at Brookston. In August, 1905, lands within the Fond du Lac Indian Reservation were opened for homestead settlement. This brought an influx of settlers into the territory. In 1908 or 1909 the first school was established in the village with Miss McGinity as teacher. During the latter part of 1914 the First State Bank of Brookston was incorporated. In 1915 John W. Boland drove a new Ford car into Brookston and that was the first car in this territory.

Marjorie S. Larson wrote a paper entitled History of Culver which includes the following facts:

> The first settler in Culver Township was Per August Carlson who came in the winter of 1890 with his wife and daughter, Sophia. In 1892 the Duluth, Missabi and Northern Railroad from Stoney Brook to the iron range was pushed through Alborn, called Albert at that time. Mr. Bauers built the first Culver school in 1894. He also had the first cow in the community which he led all the way from Duluth. Walter Bauers was the first white child born in the organized township.

From an article on the history of Brevator by Joe Larson, these items were discovered:

> In the early 1900's, Brevator was situated in the midst of a thriving lumbering industry. As early as 1905, the Weyerhauser's had logged this part of the country. The first school in the community was located at Twin Lakes and was built about 1911. In 1913, a double school was built and the Striminiski sisters were the teachers. The first roads in this area were started in 1916, which connected Cloquet with Brookston. The Tie and Post Company of Cloquet was located at Brevator for a while. They had a large boarding house and camp and loaded an average of 25 - 50 railroad cars every day from the river. After the First World War, the Northwest Paper Company bought out the Tie and Post Company, and thus the big enterprise left Brevator.

Tony Christenson, in his article that appears in the Brookston Area Pioneers booklet, has this to say about the history of Stoney Brook.

> The fifteenth day of August, 1905, is a day to remember because on that day part of the Fond du Lac Indian Reservation west of Cloquet was opened for settlement by the government, and by paying $1.25 an acre and living up to homestead laws you could become the possessor of 160 acres of fine timber and agricultural land. The first school was erected in 1913 with Ida Dahl as teacher and has been closed since the fall of 1936. It was used up to that time.

The many small independent school districts that were formed did not necessarily conform to township lines. Naturally they were built in the most densely populated areas of the entire community.

From the records and minutes of the New Independence Township Board, we find these pertinent items:

"G.A. Ringquist reported that there was spent on the Beckman-Carlson road a sum of $60.00 and on the school trail the sum of $2.00."

On July 25, 1893, the Board of Supervisors met in the school house to discuss the ways and means of opening the roads in the township which were blocked by a cyclone which passed over the country on July 24. (That school house is now the New Independence Town Hall.)

On October 18, 1898, it was estimated that there were about eight freeholders who would want to work on the roads and that they should have the privilege of working out about $25.00 each.

On November 4, 1893, a petition from John Carlson and Lauritz Ronning was read in which they asked to have laid out a public cartway."

As the children of the first settlers became old enough to marry, they usually acquired a piece of land adjacent to the "home place" or were given a piece of the father's land. There followed a natural increase of the population of the townships as these young married couples started to raise their families.

Of all of the small communities that developed in the area that is now served by one high school, AlBrook, only one of those communities flourished sufficiently to become incorporated into a village. That community was the Village of Brookston which developed into quite a large-sized railroad and lumbering town. It was a junction or division point on the Great Northern road and, as such, had a depot, a water tank, agent's house, a coal chute, and a large switch-yard. Alborn, on the

Duluth, Missabi, and Iron Range road also became a division point, but it never grew to the size of Brookston. Many of the men worked on the railroad and in the woods. Those were the chief industries of this region up to about 1930.

A day that will never be forgotten by the people who lived in this area, and by others in the surrounding territory, was October 12, 1918. It was on that day that catastrophe rained down on this region. The Cloquet Fire, which started near Alborn, devastated much of the timber and many of the buildings. From a poem by Marjorie S. Larson in the paper entitled Brookston Region Pioneers, come these lines:

On the twelfth day of October
Hazy smoke filled all the landscape
Growing thicker, thicker, thicker
Till it covered field and forest.

Soon the flames were in the pine trees
Swirling sparks down on the village
Searing, burning sparks it scattered,
Filling all who saw with terror.

And the roaring wind with fury
Broke like sounds of rushing water,
And the people fled in terror
Blindly fought for space in ore cars.

Fled the village, leaving business,
Homes, all else were all forgotten,
Only safety was their prayer -
Safety from this dread inferno.

Like other American pioneers, these people were strong, courageous folks. Though the fire had destroyed just about all of their earthly possessions, they returned and started to build all over again. The logging industry which had been so important to these people was practically wiped out by the fire. The saw mill at Brookston, destroyed

in the fire, was never rebuilt.

In a paper in the Brookston Region Pioneers, there is this sentence: "The University Institute sent agricultural men and home economics instructors to help the farmers." This, of course, was to help the people rebuild their homes and to develop a new industry, agriculture. In the communities of Brookston, Alborn, Saginaw, and Brevator, quite a few farms were developed despite the fact that much of the land in this area is not particularly suited to extensive farm development.

The depression years of the early thirties saw a great many changes, both social and economical, in this region. Lumbering again became a leading industry. Through the great fire of 1918, which did great damage to the timber stands, a few pockets of large pine trees stood, untouched by the inferno. In the Alborn and Culver areas, particularly, logging became very prominent in the thirties.

During the depression years, as many men lost their jobs in the cities, a great many of them moved to this area. They would build their shacks on a piece of open land and live off welfare and what little they could raise on this land. Their standard of living was very low. Their children swelled the school enrollments which put a burden on the local school districts. Most, if not all, of the support for schools in those days came from local taxes. As these people were not landowners, they did not financially support the schools.

It was at this time that the school territory in St. Louis

County known as the Unorganized Territory was founded. Many of the small independent districts were happy to unload themselves of the heavy burden of supporting a school. There were, on the other hand, people who fought bitterly against this seeming inroad of their local rights. However, with the economic situation in such dire straights, there really wasn't much choice but to join the new district. All districts with the exception of Poupore, which to this day remains an independent district, became part of the Unorganized Territory. The Poupore district hasn't operated a school for many years, and they send their students to school in Floodwood. This was the beginning of the end of the one-room school houses in this area.

Due to the increase in school enrollments and to the advent of the school bus, new and larger buildings were constructed at Alborn and in Brookston. In the spring of the year the roads became impassable for the busses. Horses were put into use transporting the students at this time of the year as well as on some winter days when snow storms made it too difficult for the busses to make the trips.

A better education for the children was made possible by this consolidation movement. More courses could be offered, gymnasiums were added to the new schools, better qualified teachers were employed, and new teaching materials were made available.

It was also during the thirties that the St. Louis County Board of Education developed a very fine Adult Leisure-Time Education Program. From a paper prepared by B. G. Leighton, the director of the program, to Arthur Lampe, superintendent of the county rural schools,

we read: "The St. Louis County Rural Schools Idea: through a Work-Study-Play Program--putting knowledge into action." From the same paper we find:

General Outline of Program

I. The Adult Leisure-Time Education Program

A. Social Center Work

1. Adult Education
2. Social Center Recreation
3. Special Feature Events
4. Organization and Promotion Work

B. Community and Countywide Recreation Program

1. Athletics
2. Dramatics
3. Music
4. Arts and Crafts
5. Social Recreation

C. Special Feature Events

1. Athletic Tournaments
2. Winter Sports Meets and Frolics
3. Picnics and Celebrations
4. Holiday Programs and Celebrations
5. Special Social Center Events
6. Dramatic Programs
7. Music Programs
8. Arts and Crafts Demonstrations
9. Garden Club Activities
10. Community Parties and Dances

D. Organization and Promotion Work

1. In-Service Training of workers and volunteer leaders
2. Service Bureau Programs
3. Organization and Promotion Services
4. Groups organized on a county-wide basis
5. Groups to be organized on a county-wide basis

II. Health and Physical Education Program of Schools

A. Grade School Recreative Physical Education

B. High School Recreative Physical Education

C. High School Intramural Athletics

D. Interscholastic Athletics

E. Grade and High School Special Feature Events

General Summary of Program, 1933 - 1938

Total number of subjects or activities	370
Total number of groups organized	9,702
Total number of persons enrolled	81,176
Total attendance at all activities	1,206,340

The territory of St. Louis County that is involved in this study was, of course, part of the program discussed above. The same source of information states that there were very active clubs formed in Alborn, Brookston, Saginaw, Grand Lake, Culver, Stoney Brook, Pine River, and Brevator. The leadership, facilities, and materials were furnished by the Board of Education with aid from the National Youth Administration and a Carnegie Corporation Art grant.

For neighborhood recreation and entertainment there were such events as the Farmers' Picnic at Pike Lake, the County Fair at Proctor, the Fourth of July celebration that was always held at Pike Lake on the grounds now occupied by the Auto Club. There was also a very popular baseball league composed of teams from Culver, Alborn, Brookston, Arnold, Floodwood, and Meadowlands. The members of the teams were all local boys and they were a well-organized group.

Then came the big war. The complexion of this whole area underwent a drastic change. The younger men went into the service of their country. Most of the families who had come to the territory during the depression years now moved back to the cities where employment was

plentiful in the defense plants and in the shipyards. The leisure-time education-recreation program that had enjoyed so much success folded. This type of program has never been revived in this area. National and international problems became more important to people than local problems, including the schools. Once again the school buildings were dark at night. About the only school-community relationship that lived on through this period was the P. T. A.

The 1950 United States Census (see Table I on page 16) shows that the total population of the townships involved in this study dropped from 3,345 in 1940 to 2,806 in 1950.

During the late thirties State Highway #33 was rebuilt. This highway connects U. S. Highway #53 with Cloquet. In the early fifties U. S. Highway #2 was constructed to connect Duluth with Grand Rapids, Bemidji, and other cities enroute to the West Coast. Both of these modern roads have had a tremendous influence on the lives of the people living here. Where the people work, the type of job they have, the location of new homes and businesses, the shifting of the centers of population, the demise of railroad passenger and mail services, all have been more or less influenced by the location and improved condition of these two highways.

The total effects of the changes made necessary because of these developments are discussed in the chapter that follows.

TABLE I

POPULATION BY TOWNSHIPS

From the United States Census

Township	1930	1940	1950	1960	Per cent of gain or loss
Brevator	337	453	517	672	+ 99.4
Stoney Brook	217	275	172	166	- 20.7
Arrowhead	222	205	171	151	- 32.
Culver	402	418	461	376	- 6.4
Industrial	335	399	413	404	+ 20.6
New Independence	189	260	195	190	+ .5
Grand Lake	624	695	788	1055	+ 69.
Ness	186	176	123	141	- 24.
Alborn	306	329	286	265	- 13.4
Solway	396	431	423	512	+ 29.3
Village of Brookston	144	135	180	144	0.
Totals	3358	3776	3229	4076	+ 21.3

CHAPTER III

A NEW SCHOOL IS BUILT

AlBrook High School officially opened its doors to its students on September 12, 1960. The total enrollment included 224 students, 12 full-time teachers, and 1 half-time music teacher.

Student Enrollment by Grades

Seventh Grade	- 32 students	-	one section
Eighth Grade	- 45 students	-	two sections
Ninth Grade	- 45 students	-	two sections
Tenth Grade	- 34 students	-	one section
Eleventh Grade	- 27 students	-	one section
Twelfth Grade	- 41 students	-	one section

This one million dollar school is built on a thirty-three acre site. It is a one story building of cement block, brick, and steel construction. The outside wall, with the exception of the gymnasium and shop, has ceramic tile from the ground up to the window level. In the center of the building is a 4,000 square foot patio. Three classrooms, two halls, the music room, and the cafeteria and teachers' lounge face the patio. (See sketch of school in Appendix B.)

There are eight academic classrooms that are between nine hundred and twelve hundred square feet each in area. All of these classrooms have windows to the outside; three of them face the patio. The two science laboratories are spacious and adequate in every detail. One of them is designed for physics and chemistry, the other for biology and general science. All of the equipment, fixtures, and furniture

are most modern.

The library is large, having twenty-one hundred square feet. It has adequate shelving, but it is deficient in books, periodicals, and other library supplies.

The business education room is an excellent room. It has a work room that is separate from the typing room. There are separate desks for typing, bookkeeping, and shorthand.

Next to the business education room is the home economics suite. This is a beautifully constructed and decorated area with a living quarters separated from the cooking and sewing room. It contains five new cooking units with ample storage space and work tables.

The agriculture classroom contains 1,050 square feet with abundant cupboards, an acid resistant sink, running hot and cold water, and a large bulletin board space. Between the agriculture classroom and the shop is a two hundred square foot laboratory. The shop proper is a very large area. It has 3,360 square feet of floor space, a lumber room and a finishing room separated from the main shop area, good ventilation and lighting. It is sufficiently stocked with woodworking machines and welding equipment.

This building also has a remedial reading room with running water and a visual screen. Its dimensions are twenty-four by twelve.

There is a four hundred eighty square foot music room that is used for band and choir rehearsals. It has cabinets for housing band and choir uniforms and band instruments. The area also includes two individual practice rooms and suitable blackboard and bulletin board

space.

The cafeteria faces the patio, which makes it a very pleasant room with good light. It contains twelve folding lunch tables with attached seats that will accommodate one hundred and forty-four students at one time. Facing the cafeteria is a modern, all-electric kitchen with a walk-in cooler and a deep-freeze unit. There is also an automatic dish washer and an ample storage space for dry foodstuffs.

Between the kitchen and the patio is the very comfortable lounge for the teachers. This room has two washrooms, a sink with running water, comfortable easy chairs, and a davenport. The faculty uses this room for study, relaxation, and coffee breaks.

The gymnasium-auditorium-stage area is very spacious. The gym floor has three basketball courts: two practice courts, fifty feet long and thirty feet wide, and one regulation size high school court, eighty-four feet long and fifty feet wide. There are three volleyball courts on the main floor that are regulation size, one indoor softball diamond, and two shuffle-board courts that are good regulation size. On one side are folding bleachers that can seat 734 people. Opposite the bleachers is a very large stage, thirty feet deep and sixty feet wide. There are eighty-four spot lights for the stage. Two large dressing rooms that have toilets and mirrors are on one end of the stage; the other end has a storage room. Over the gym floor are six sky-lights that give sufficient light in the day time so no artificial lights are necessary. To give sufficient light for evening events, there are thirty-six 750 watt lamps.

The boys' and girls' dressing rooms are well-lighted and ventilated with the floors heated by a hot water system. Each dressing room has two hundred lockers, the most modern type of water heads in the shower rooms, an office for the physical education directors with windows to the main gym and a private toilet and shower facilities.

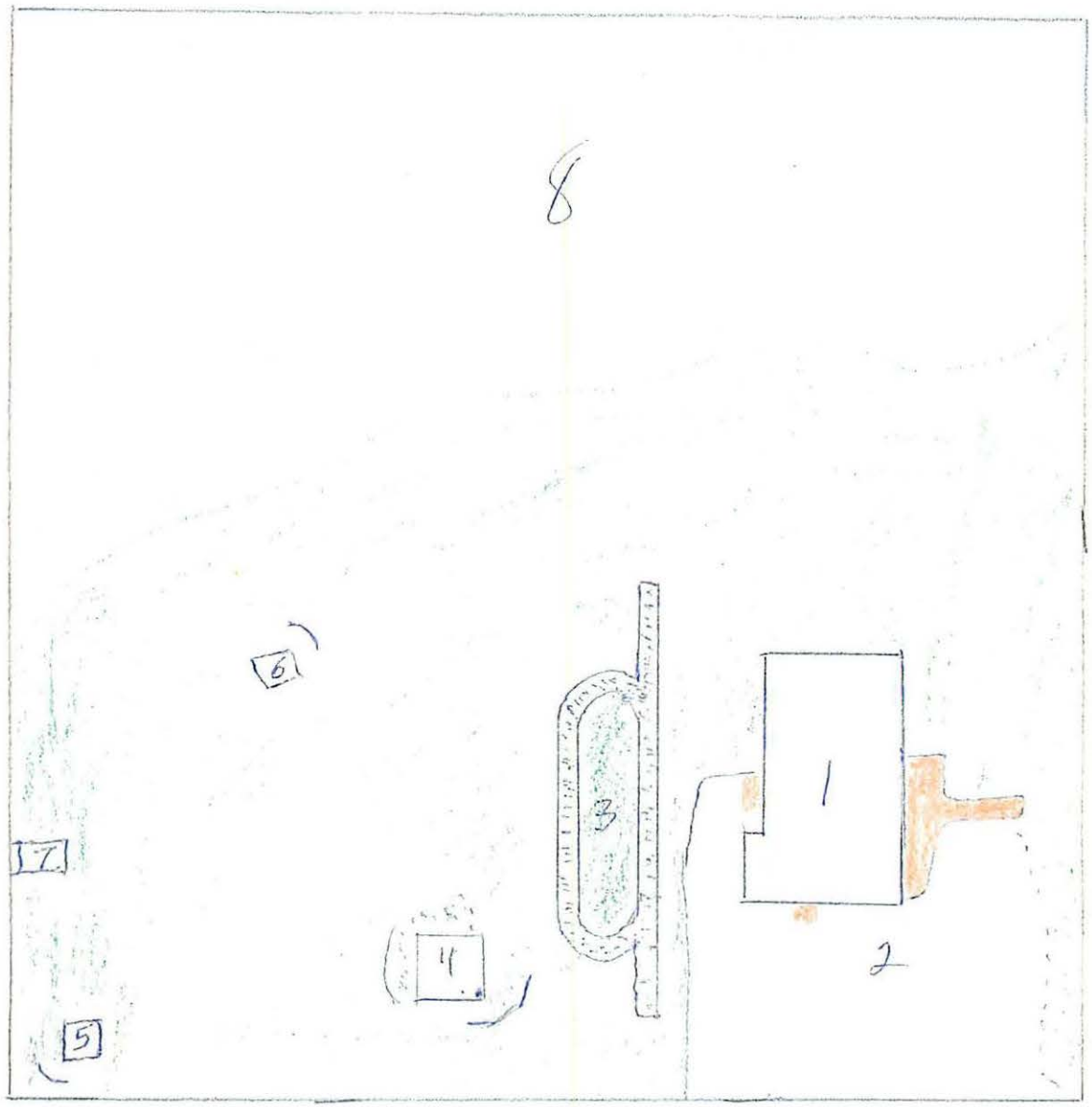
There are boys' and girls' washrooms opposite the cafeteria in the main hall. The main lobby is large and has bulletin boards, a ticket booth, and trophy cases.

A general office, a principal's office, a counselor's office, and a nurse's room complete the area near the front entrance.

Because of the easy accessibility from the outside, the music room, cafeteria, and teachers' lounge have been designated as "community rooms." These rooms contain most of the facilities that are most often needed for a gathering of people up to two hundred. If more room is needed the gym is always available.

Outdoors there is ample playground space for the number of pupils the building will hold. (See map page 21.) There is a regulation-sized high school football field with a cinder running track around it, two softball fields, and one baseball diamond. All three of the diamonds have very substantial galvanized, mesh-wire backstops that are set in cement. There is also room for a rifle range and an archery range on the back of the property.

In the front of the building is a large black-topped parking lot that will accommodate three hundred cars. A large area that will eventually be a lawn with trees and shrubbery is directly in front of



ALBROOK HIGH SCHOOL SITE

1340 feet x 1340 feet

1. Main School Building
2. Parking Area
3. Football Field
4. Baseball Diamond
5. & 6. Softball Diamonds
7. Septic Tank
8. Unimproved Area

the library, offices, and science rooms. This area is at least two acres, and the work of seeding the lawn grass, planting the trees, and setting in shrubs has been assumed by the AlBrook Community Club.

The Saginaw Garden and Flower Club has undertaken the task of planting flowers and shrubs in the patio. This area will, without a doubt, become the focal point of this school, not only for the students but also for visitors, teachers, and others. It has great aesthetic value and it is hoped by the author of this paper that some reflective and creative thinking will be done there.

CHAPTER IV

THE OBJECTIVES AND PROCEDURE OF THE STUDY

The Problem. The aim of this study was to determine the interests and desires of the people living in the area of the AlBrook High School in an adult educational and recreational program. All of the people in the area were given the opportunity of participating in this survey.

The scope of the study. The questionnaire technique was selected as the method for gathering data to be used in this study. The questionnaire was developed as follows:

Conferences were held with the teachers and some of the senior students at AlBrook High School to determine the best method of surveying the area.

Conferences were held with University of Minnesota, Duluth staff members who assisted in the development of the form for the study.

Several similar studies of communities in other areas of the United States and Europe were studied and analyzed.

The questionnaire was divided into three main headings: (1) Recreation, (2) Education, and (3) General. Suitable items under each heading were carefully selected so that voluntary and honest responses could be anticipated. A special attempt was made to state the questions as briefly and simply as possible to insure a greater number of responses.

A sample release of the questionnaire was made to nine members of the community club. The response from this group was very favorable. Forms were then mailed to three hundred and ninety-seven box-holders in the school area. Each letter contained two forms and a stamped, self-addresses envelope.

A sample of the form used in this study is found in Appendix A.

The purposes of the study. One of the major purposes of the study was to provide the school administration with information that would determine the extent of the desire of the people in the community for more education. A second purposes was to determine what types of recreational activities were most desired.

Objectives of the study. Specific objectives of this study were to determine:

1. The amount of education the respondents now have.
2. The subjects that have done them the most good.
3. The subjects that they enjoyed the most.
4. The subjects they now want.
5. The length of time they have lived in this community.
6. Where they are now employed and what types of jobs they have.
7. Whether they make their living entirely by farming, partly by farming, or not at all by farming.
8. Their age within ten years.
9. The township in which they now live.
10. How they feel about having a community club instead of a P.T.A.
11. How they feel about who should develop and plan an Adult Education Program.
12. How such a program should be financed.
13. How the school and community could be improved.

CHAPTER V

RESULTS OF THE SURVEY

A total of seven hundred and ninety-four (794) questionnaires were mailed to the box-holders in these townships: Alborn, Arrowhead, Brevator, Culver, Grand Lake, Industrial, Ness, New Independence, Solway, and Stoney Brook. Two questionnaires were included in each envelope so that there were actually three hundred and ninety-seven mailings. It can be assumed that each household does not have two members who were eligible to answer the questionnaire. The total number of responses was two hundred and thirty-two (232), which is 29.2 per cent of the total number of questionnaires that were mailed.

The results of the returns on this survey are shown in Table II.

TABLE II

QUESTIONNAIRE RETURNS ON SURVEY OF ALBROOK HIGH SCHOOL AREA

Total number of questionnaires distributed	794
Total number questionnaires returned	232
Per cent of returns	29.2%
Total number returns by men	108
Per cent of returns by men	46.5%
Total number returns by women	124
Per cent of returns by women	53.5%

The fourth and fifth items in the GENERAL section of the questionnaire (G4 and G5) give the sex, age group, and the township in which the

people reside. Are the people who live near the school more apt to answer the questionnaire than those who live farther away from the school? One of the purposes of these two questions was to determine that possibility. The results of the answers to these questions are shown on Tables III, IV, and V.

TABLE III

DISTANCE IN MILES TO ALBROOK HIGH SCHOOL AND NUMBER OF RESPONDENTS FROM EACH OF THE TOWNSHIPS SURVEYED

Township	Distance to AlBrook	Number of Respondents
Arrowhead	14 miles	14
Brevator	7 miles	42
Stoney Brook	11 miles	26
Solway	7 miles	12
Ness	23 miles	0
Industrial	3 miles	66
New Independence	11 miles	30
Culver	11 miles	16
Alborn	17 miles	12
Grand Lake	7 miles	14

It should be noted here that the Solway and Grand Lake townships are in the Proctor School District and all of their children attend the Proctor schools. They were included in the survey because of their proximity to AlBrook High School. Any adult educational and recreational activity sponsored by AlBrook High School should be made available to the people in these two townships. The absence of any

TABLE IV

AGE GROUP, NUMBER, AND PERCENTAGE OF

MALE RESPONDENTS BY TOWNSHIPS

	Men					
Township	Under 20	20-29	30-39	40-49	50 plus	Totals
Arrowhead	0 0%	0 0%	2 1.8%	4 3.7%	2 1.8%	8 7.4%
Brevator	2 1.8%	6 5.5%	6 5.5%	6 5.5%	0 0%	20 18.5%
Stoney Brook	0 0%	6 5.5%	4 3.7%	2 1.8%	0 0%	12 11.1%
Solway	2 1.8%	2 1.8%	2 1.8%	2 1.8%	0 0%	8 7.4%
Ness	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
Industrial	0 0%	4 3.7%	12 11.1%	4 3.7%	10 9.3%	30 27.8%
New Independence	0 0%	0 0%	2 1.8%	10 9.3%	2 1.8%	14 13.1%
Culver	0 0%	0 0%	4 3.7%	2 1.8%	0 0%	6 5.5%
Alborn	0 0%	0 0%	2 1.8%	0 0%	2 1.8%	4 3.7%
Grand Lake	0 0%	0 0%	2 1.8%	4 3.7%	0 0%	6 5.5%
Totals	4 3.7%	18 16.6%	36 33.3%	34 31.5%	16 14.9%	108 100%

TABLE V

AGE GROUP, NUMBER, AND PERCENTAGE OF

FEMALE RESPONDENTS BY TOWNSHIPS

	Women					
Township	Under 20	20-29	30-39	40-49	50 plus	Totals
Arrowhead	0 0%	0 0%	4 3.2%	0 0%	2 1.6%	8 4.8%
Brevator	0 0%	10 8%	10 8%	2 1.6%	0 0%	22 17.8%
Stoney Brook	0 0%	6 4.8%	6 4.8%	0 0%	2 1.6%	14 11.3%
Solway	0 0%	0 0%	2 1.6%	2 1.6%	0 0%	4 3.2%
Ness	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
Industrial	0 0%	8 6.4%	8 6.4%	12 9.7%	8 6.4%	36 29.1%
New Independence	0 0%	2 1.6%	6 4.8%	8 6.4%	0 0%	16 13.%
Culver	0 0%	4 3.2%	2 1.6%	2 1.6%	2 1.6%	10 8.%
Alborn	0 0%	2 1.6%	2 1.6%	2 1.6%	2 1.6%	8 6.4%
Grand Lake	0 0%	0 0%	8 6.4%	0 0%	0 0%	8 6.4%
Totals	0 0%	32 25.8%	48 38.7%	28 22.6%	16 12.9%	124 100%

respondents from the Ness township can perhaps be attributed to two factors: the distance (twenty-three miles) from the school and the fact that it is a very sparsely inhabited region. The largest number of respondents live in the Industrial township which is also the location of AlBrook High School.

The first general heading of the questionnaire was RECREATION. The respondents were asked to check from quite a lengthy list the activities in which they would like to participate actively. The choices of the men and women are listed separately in Table VI by number and by percentage. A total of thirty-six (36) men, 33.3 per cent, did not answer the question while only sixteen (16) or thirteen per cent of the women listed no choices.

The top choices of the men in this community are basketball, softball, volleyball, Community Chorus, square dance, stage plays, modern dance, band, folk dance, and Great Books Club. The women chose these activities in order of preference: volleyball, Sewing Club, Community Chorus, square dance, Reducing Club, Cooking Club, modern dance, Great Books Club, stage plays, Diet Club.

By the nature of the activity, these recreational activities could be enjoyed jointly by both sexes: volleyball, stage plays, modern dance, square dance, Great Books Club, and Community Chorus. On the basis of the returns, these activities could be offered to the men only—basketball and softball. The Sewing Club, Cooking Club, and Reducing Club warrant women only on the basis of the returns.

Cage ball, Knitting Club, Rifle and Pistol Club, and an art

TABLE VI

RECREATIONAL ACTIVITIES THAT RESPONDENTS WOULD ACTIVELY PARTICIPATE IN

Activity in order of listing	Men		Women	
	Number	Per cent	Number	Per cent
Volleyball	20	28	52	48.1
Basketball	32	44.4	8	7.4
Softball	28	39	2	1.9
Band	6	8.3	0	0
Stage Plays	10	13.9	20	18.5
Bridge Club	0	0	2	1.9
Modern Dance Club	8	11.1	22	20.4
Folk Dance Club	6	8.3	8	7.4
Square Dance Club	14	19.5	34	31.5
Great Books Club	6	8.3	22	20.4
Sewing Club	0	0	46	42.6
Cooking Club	4	5.5	28	26
Diet Club	0	0	14	13
Reducing Club	2	2.8	32	29.6
Community Chorus	18	25	38	35.2
Cage Ball (write-in)	0	0	2	2.1
Rifle & Pistol (write-in)	2	2.8	0	0
Knitting (write-in)	0	0	2	2.1
Art Class	2	2.8	0	0
No Answer	36	33.3	16	13

class were not included in the list of the questionnaire but were written in by the respondents.

The second general topic or heading in the questionnaire was EDUCATION. In the first question (E 1) the people were asked to write the name of the grade school they attended and the name of the high school they attended. The purpose of this question was to determine the stability of the people in the area surveyed. Although this area is within fifteen miles of the Duluth Air Base, it has not experienced any of the population explosion that occurred in localities nearer the base. The results of this question are shown in Table VII.

TABLE VII

RESPONDENTS THAT ATTENDED BOTH GRADE SCHOOL AND HIGH SCHOOL IN THE SAME COMMUNITY

Age Group	Men		Women		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent
Under 20	1	1.8	0		1	.8
From 20 to 29	13	23.6	21	30.8	34	27.6
From 30 to 39	21	38.3	33	48.5	54	43.9
From 40 to 49	20	36.3	11	16.2	31	25.2
50 and over	0		3	4.5	3	2.5
	55		68		123	

The results of this question indicate that approximately half (51 per cent of the men and 54.9 per cent of the women) of the respond-

ents lived in the same community while they attended grade and high school.

Probing a bit deeper into this same question in order to determine the number of men and women who attended both grade and high school in the area surveyed, we find these results shown in Table VIII.

TABLE VIII

NUMBER AND PER CENT OF MEN AND WOMEN WHO ATTENDED BOTH GRADE AND HIGH SCHOOL IN THE AREA SURVEYED

Age Group	Men		Women		Complete	Totals
	Number	Per cent	Number	Per cent	Number	Per cent
Under 20	1	2.8	0		1	1.3
From 20 to 29	7	19.4	17	44.7	24	32.7
From 30 to 39	14	38.8	9	23.7	23	31
From 40 to 49	13	36.2	10	25.4	23	31
50 and over	1	2.8	2	5.2	3	4
Totals	36		38		74	

Approximately one-third of the women and exactly one-third of the men surveyed have attended both grade school and high school in the area that is served by AlBrook High School. These are the people who have lived in the community since they started school and are still here.

The second question on EDUCATION (E 2) was designed to deter-

mine the exact number of years of education possessed by the people surveyed. This information may have some bearing on the subjects that were chosen for further study in the adult education program. It also gives information on the status of the educational level of the community. A sincere attempt was made to secure the same information from the 1960 United States Census so that a comparison could be made, but those statistics are not yet available. The results of this question are shown on Table IX. It is gratifying to learn that about half of those surveyed have twelve or more years of education. Not a single person has less than six years of schooling, and there are four people with more than sixteen years of education.

Of the people who dropped out of school after the eighth grade (32), twenty-six are men and six are women. All six of those women are over fifty years old. Half of the men are between forty and forty-nine and half are over fifty years old. The mean for all of the men is 10.8 years of education; the mean for all of the women is 12.2 years.

TABLE IX

SHOWING BY NUMBER AND PER CENT THE HIGHEST GRADE

COMPLETED BY THE RESPONDENTS

Highest Grade Completed	Men		Women		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Sixth Grade	2	1.8	0	0	2	.9
Seventh Grade	0	0	2	1.6	2	.9
Eighth Grade	24	22.2	4	3.2	28	12.4
Ninth Grade	14	13.1	6	4.8	20	8.8
Tenth Grade	4	3.7	8	6.4	12	5.3
Eleventh Grade	4	3.7	8	6.4	12	5.3
Twelfth Grade	48	44.5	66	53.6	114	50.4
Thirteenth Grade	2	1.8	4	3.2	6	2.6
Fourteenth Grade	4	3.7	10	8	14	6.2
Fifteenth Grade	0	0	4	3.2	4	1.8
Sixteenth Grade	0	0	8	6.4	8	3.5
Seventeenth Grade	2	1.8	2	1.6	4	1.8
Did Not Answer	4	3.7	2	1.6	6	2.6

Mean educational level for men is 10.6 years.

Mean educational level for women is 12 years.

Number of high school graduates:

Men - 56 out of 108 or 51.9%

Women - 94 out of 124 or 75.9%

In item three (E 3) of the general section EDUCATION, the people were asked to check those subjects they had taken in high school that they feel have done them the most good. They were also asked to check those subjects that they enjoyed the most. This is an attempt to learn if there is any correlation between courses that one enjoys and the courses that he feels have done him the most good. The respondents could check as many courses as they wanted to. The results are shown in Table X.

Six men (5.9 per cent) and six women (4.8 per cent) did not answer this question.

Eighty-two of the one hundred and four men who answered this question stated that the subjects and activities they enjoyed the most were the same as those they felt did them the most good. One hundred of the one hundred and eighteen women who answered the question had a similar opinion.

Which subjects and which activities did the respondents indicate as being most enjoyable and at the same time having done them the most good? The results are shown in Table XI.

From the results in Table XI, the highest correlation between the subjects and activities which did the most good and those that they enjoyed the most is not the same for men and women. As far as the women are concerned, home economics with 45.8 per cent, English and typing each with 26.9 per cent, music with 16.9 per cent, and geography with 13.5 per cent are the leading highly correlated subjects and activities. Only one of the five, music, can be considered a non-academic subject.

TABLE X

HIGH SCHOOL SUBJECTS AND ACTIVITIES THAT WERE ENJOYED THE MOST AND THOSE THAT DID THE MOST GOOD FOR THE MEN AND WOMEN SURVEYED

Men		Subject	Women	
Most Good	Most Enjoyed		Most Good	Most Enjoyed
54 53%	12 11.7%	English	72 61%	44 37.3%
20 19.6%	34 33.3%	History	22 18.7%	30 25.4%
20 19.6%	32 31.3%	Geography	32 27.1%	30 25.4%
36 35.3%	32 31.3%	Science	24 20.4%	18 15.3%
78 76.4%	42 41.2%	Mathematics	60 51%	20 17%
24 23.5%	26 25.5%	Agriculture	10 8.5%	8 6.8%
0	0	Home Economics	82 69.5%	68 57.6%
14 13.6%	2 2%	Typing	42 35.6%	46 38.9%
0	0	Shorthand	10 8.5%	22 18.6%
4 3.9%	2 2%	Bookkeeping	16 13.5%	12 10.2%
32 31.3%	42 41.2%	Shop	2 1.7%	4 3.4%
8 7.8%	16 15.7%	Music	24 20.4%	40 34%
10 9.8%	34 33.3%	Sports	16 13.6%	34 28.8%

TABLE XI

FREQUENCY WITH WHICH SUBJECTS AND ACTIVITIES WERE LISTED AS "MOST GOOD" AND "MOST ENJOYED"

Subject	Men		Women	
	Frequency	Per cent	Frequency	Per cent
Mathematics	40	39.2	12	10.2
English	14	13.7	32	26.9
Geography	14	13.7	16	13.5
Music	6	5.9	20	16.9
History	14	13.7	10	8.5
Sports	8	7.8	10	8.5
Typing	2	1.9	32	26.9
Shop	24	23.5	2	1.7
Home Economics	0	0	54	45.8
Shorthand	0	0	8	6.8
Science	26	25.5	8	6.8
Agriculture	20	19.7	6	5.1
Bookkeeping	2	1.9	6	5.1

The men, on the other hand, selected mathematics (39.2 per cent), science (25.5 per cent), shop (23.5 per cent), and agriculture (19.7 per cent) as the most highly correlated activities and subjects. All four are academic subjects though shop and agriculture are vocational in nature.

Item four (E 4) under the heading EDUCATION gave the participants an opportunity to indicate their choices of subjects if these courses were made available to them in an Adult Education Program. Table XII lists the courses and the number and per cent of total of men and women who selected the various courses listed on the questionnaire.

From the results listed in Table XII, it appears that there will be no problem to starting Adult Education classes at AlBrook High School. Assuming that the Board of Education will continue their present policy of conducting Adult Education classes with a minimum of ten students, no less than nineteen different courses could be offered to the people in the community.

Typing seems to be preferred by the majority of the people with eighty-four respondents, seventy women and fourteen men. There are seventy women and four men who want a course in home decorating. Welding is the most wanted course by the men with sixty-eight listed. No women seem to want the welding course. Fifty-eight men and six women want a woodworking class.

A course that is wanted by both men and women is General Mathematics, with forty-two men and twenty-two women indicating they would like such a course. A foreign language course is wanted by twenty men

TABLE XII

NUMBER AND PER CENT OF MEN AND WOMEN

WHO INDICATED ATTENDANCE AT THESE

CLASSES IF THEY BECOME AVAILABLE

Subject	Men		Women		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent
Typing	14	13.2	70	56.5	84	36.5
Home Decorating	4	3.8	66	53.2	70	30.4
Welding	68	64.1	0	0	68	30
Woodworking	58	54.9	6	4.8	64	27.9
General Mathematics	42	39.6	22	17.9	64	27.8
Foreign Language	20	18.8	36	29	56	24.4
English Grammar	10	9.4	32	25.9	42	18.3
Bookkeeping	10	9.4	32	25.9	42	18.3
First Aid	10	9.4	32	25.9	42	18.3
Upholstering	4	3.8	38	30.7	42	18.3
English Writing	16	15.1	24	19.4	40	17.4
Algebra	28	26.4	6	4.8	34	14.8
History	20	18.8	14	11.3	34	14.8
Office Practice	8	7.6	24	19.4	32	13.9
Geometry	20	18.8	6	4.8	26	11.3
English Literature	4	3.8	12	9.7	16	6.9
Higher Algebra	14	13.2	2	1.6	16	6.9
Mental Health	0	0	16	12.9	16	6.9
Biology	4	3.8	6	4.8	10	4.4
Trigonometry	8	7.6	0	0	8	3.5
Shorthand	0	0	6	4.8	6	2.6
Governments	2	1.9	4	3.2	6	2.6
Solid Geometry	4	3.8	0	0	4	1.7
Art	0	0	4	3.2	4	1.7
Mechanical Drawing	2	1.9	2	1.6	4	1.7
Aviation	2	1.9	0	0	2	.8
Political Science	0	0	2	1.6	2	.8
Electricity	2	1.9	0	0	2	.8
Calculus	2	1.9	0	0	2	.8
Carpentry	3	2.8	0	0	3	1.3
Surveying	1	.9	0	0	1	.4
Did not answer	2	1.9	0	0	2	.8

and thirty-six women. No designation was made as to what language they would prefer. If two foreign languages were offered it probably would satisfy the majority of those interested.

The three English courses, grammar, literature, and writing, are very much preferred by the women though the men voted quite heavily for English writing. It is possible that the three aspects could be given in one class for a longer period of time.

Although the questionnaire did not ask the people to indicate their first, second, third choices of subjects, fifty-six men and eighty women did so indicate. This may be an indication of greater interest in these subjects, and if that is true then a higher rate of attendance in these classes can be expected. The results are shown in Table XIII.

If a minimum of ten is required in order to offer a course, then four classes—home decorating, typing, welding, and General Mathematics could be offered. With these results it is almost a surety that there will be sufficient numbers to launch a practical Adult Education Program at AlBrook High School this year.

The findings in this report are in agreement with the results that Thomas J. Bukvich found in his follow-up study of the 1943 and 1948 graduates of the rural high schools in St. Louis County.[1] In Mr. Bukvich's questionnaire the graduates were asked to list the high

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[1]Thomas J. Bukvich, "A Program for the Improvement of the High School Curriculum" (unpublished Master's thesis, Plan B paper, University of Minnesota, Duluth, 1955).

TABLE XIII

SUBJECTS LISTED AS FIRST CHOICES BY THE MEN AND WOMEN SURVEYED

Subject	Men		Women		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent
Typing	2	3.6	24	30	26	19
Home Decorating	0	0	24	30	24	17.6
Welding	18	32.1	0	0	18	13.3
General Mathematics	12	21.4	2	2.5	14	10.3
History	6	10.7	2	2.5	8	5.8
English Grammar	0	0	8	10	8	5.8
Woodworking	6	10.7	0	0	6	4.4
Foreign Language	2	3.6	4	5	6	4.4
Bookkeeping	2	3.6	2	2.5	4	2.8
English Literature	0	0	4	5	4	2.8
Higher Algebra	2	3.6	0	0	2	1.4
Upholstering	0	0	2	2.5	2	1.4
Mental Health	0	0	2	2.5	2	1.4
Algebra	2	3.6	0	0	2	1.4
Electricity	2	3.6	0	0	2	1.4
First Aid	0	0	2	2.5	2	1.4
Driver Training	0	0	2	2.5	2	1.4
Office Practice	0	0	2	2.5	2	1.4

school subjects that were most liked. English and home economics rated very high among the women graduates; the sciences and shop were given top ranking by the male graduates. The group of people who were surveyed by Mr. Bukvich came from an environment that is very similar to that of the group surveyed by this author. Several of them may be the same people.

Another question that was asked of the 1943 and 1948 graduates was "what subjects that were not offered to you in high school would you like to have taken?" The responses can be favorably compared to the answers this author received by asking what subjects they would now like to take if subjects were offered in an Adult Education Program. Similarity with the results in Mr. Bukvich's study is again evident. The women would have liked to have more commercial courses and foreign languages; the men would have liked to have more typing, mathematics, and vocational training.

In the first item of the questionnaire listed GENERAL (G 1), the respondents were asked to tell how long they have lived in the community. The results are shown in Table XIV.

From the answers to this question we learn that seven out of every ten men (70.3 per cent) have lived in this community for more than ten years, and two out of every three women (67.8 per cent) have lived in the community for more than ten years. Only 13.1 per cent of the men and 11.3 per cent of the women have lived in this community less than five years. This substantiates an earlier finding in this study that the community can be rated as a stable community. Three of

the women qualified their answers with these statements: "all my life" "since 1920," and "twenty-three years."

TABLE XIV

NUMBER OF YEARS RESPONDENTS HAVE LIVED IN THIS COMMUNITY

Number of years	Men		Women		Totals	
	Number	Per cent	Number	Per cent	Number	Per cent
Less than 5 years	14	13.1	14	11.3	28	12.0
5 to 10 years	18	16.6	26	20.9	44	18.9
More than 10 years	76	70.3	84	67.8	160	69.1
Totals	108		124		232	

From the answers to item number two under the heading GENERAL (G 2) the author wished to learn more of the financial status of the community. This was accomplished by asking where they work and what type of work they do. A second purpose in asking this question was to determine the amount of commuting these people do to get to their work. A third purpose was to compare the kind of job they hold with the number of years of education they have.

Thirty-three of the people who answered the questionnaire did not answer this question. No attempt is made to put the results of this question into a table. Some of the findings are summarized as follows.

1. Two of the men who listed their ages as under twenty work at the Wood Conversion Plant in Cloquet.

2. None of the men in the twenty to twenty-nine age group works at home. Of this age group of men, two work at the Wood Conversion Plant, two at the Diamond Match Company, two at the Northwest Paper Company, and one at the DM&IR railroad.

3. In the men's age group of thirty to thirty-nine, ten of them state that they are self-employed. One is a trucker, three are loggers, four are builders, and two did not state their types of work.

4. In that same age group of men (thirty to thirty-nine), two work at the Diamond National Match Company, two are with the Wood Conversion Plant, and four work for the DM&IR railroad.

5. In the men's forty to forty-nine age group, three are self-employed but did not specify the type of work they do. Two of them work at the Wood Conversion Plant in Cloquet, and two are with the DM&IR railroad.

6. Of the sixteen men in the fifty-plus age bracket, two state that they are full-time farmers, six indicated that they are self-employed without stating the type of work they are doing.

7. Among the women who list themselves as housewives, the number in each age group is as follows:

under 20 — 0
20 to 29 — 10
30 to 39 — 20
40 to 49 — 9
50 plus — 0

8. Two of the ladies in the fifty-plus group are school cafeteria cooks and summer camp cooks.

9. In the women's twenty to twenty-nine age group, eight of them work away from home. All eight do office work as clerks, stenographers, bookkeepers, typists, and secretaries.

10. In the women's thirty to thirty-nine age bracket, two state that they are self-employed. One is a gas-station operator; the other did not designate.

11. Two women in the forty to forty-nine age group do office work, one is a secretary and the other is a clerk.

12. Six of the ladies listed teaching as their work. One is in the thirty to thirty-nine age group, three are in the forty to forty-nine age bracket, two are over fifty years old. One is a substitute teacher.

13. Twenty-four women and forty-six men commute to their work.

As to comparing the type of work with the years of education, these are some of the results:

1. The women who listed themselves as housewives have an average of 11.9 years of education.

2. The average number of years of education for the six lady teachers is 15.7 (one with fourteen years, one with fifteen, one with seventeen, and three with sixteen years).

3. The two women cooks have an average of 8.5 years of education.

4. Those women who listed themselves as stenographers, typists,

clerks, bookkeepers, and secretaries averaged twelve years of education.

5. The self-employed women average twelve years of education.

6. The men who are employed at the Wood Conversion Plant in Cloquet have an average of 10.3 years of education.

7. The two men who are full-time farmers average 6.5 years of education. The employees of the DM&IR railroad average 10.2 years of schooling.

8. The self-employed group of men averaged ten years of education.

9. For those who did not answer this question, the average for women is 11.7 years, the average for men is 10.7 years.

The third question under the GENERAL heading (G 3) was put into the questionnaire to determine the number of people in this area who make their living entirely by farming, partly by farming, or not at all by farming. The results indicate that only two people, both men, make their living entirely by farming while twenty-two (20.4 per cent) earn part of their living from the farm and seventy-two (66.6 per cent) state that they earn none of their living from the farm. There was no answer from twelve (11.2 per cent) of the respondents to this question. From the results of this question, it can be quite safely stated that this community is not an agricultural area.

The sixty item (G 6) of the questions under the GENERAL heading of the questionnaire was included for one purpose. In the fall of 1960, when AlBrook High School first opened its doors to the community, a

meeting of interested community members was called on to decide on two issues. The first issue was to give the school a name and the second issue was to determine what type of adult organization to establish to help the school get started.

At this meeting arguments were presented for a P.T.A. and for a community club type of organization. Because the school needed money to buy cafeteria dishes and other items, the people at this first meeting decided that a community club could do the job better than a P.T.A.

How do the people feel about it now after a one-year trial? The results are shown in Table XV.

TABLE XV

WAS IT WISE TO HAVE A COMMUNITY CLUB RATHER THAN A P.T.A.?

	Yes	No	No Answer
Men	72 66.6 per cent	8 7.4 per cent	28 26 %
Women	92 74.2 per cent	8 6.4 per cent	24 19.4 %
Totals	164 70.7 per cent	16 6.9 per cent	52 22.4 %

The results of the survey as indicated in Table XV show that seven out of ten (70.7 per cent) of the respondents favor the community club type of organization to the P.T.A. Less than one out of every ten of the respondents (6.9 per cent) stated that a P.T.A. would

have been preferred. The people who gave no answer to this question qualified their answers with statements such as: "It is too early to tell," I am not familiar enough with the Community Club to answer this question," and "I have not attended any of the meetings."

These answers bear out the assumption made earlier that a lack of communication exists in this area. This is one area which the community school can eliminate.

The functions, organization, and accomplishments of the Community Club will be discussed further in the last chapter of this paper.

The purpose of the seventh item (G 7) in the section GENERAL was to determine the opinions of the people as to who should plan and develop an Adult Education and Recreation Program. They were asked if this should be done by a citizen's committee or by the teachers and the administration. Twelve men and twelve women answered this question by writing in the statement "by a joint committee of people, teachers, and administration."

The results of this question are shown in Table XVI.

The answers in Table XVI indicate that approximately three out of the five people surveyed (62.9 per cent) would prefer to have the planning and developing of the community school program in the hands of a citizens' committee. Of the men, 22.2 per cent indicated that such a program should not be in the hands of a citizens' committee, and 17.8 per cent of the women agreed with them. It was gratifying to the author of this paper to learn that many (11.1 per cent of the men and eight per cent of the women) took the time to write in the statement

"by a joint committee."

TABLE XVI

SHOULD THE PLANNING AND DEVELOPMENT OF A COMMUNITY SCHOOL PROGRAM BE DONE BY A CITIZENS' COMMITTEE RATHER THAN BY THE TEACHERS AND ADMINISTRATION

	Yes	No	No Answer	Joint Committee
Men	64 59.3 per cent	24 22.2 per cent	8 7.4 per cent	12 11.1 per cent
Women	82 67.8 per cent	22 17.8 per cent	8 6.4 per cent	12 8. per cent
Totals	146 62.9 per cent	46 19.8 per cent	16 6.9 per cent	24 10.4 per cent

The eighth item in the GENERAL section is an important question since it asks who should pay for an Adult Education - Recreation Program. The results of this question are shown in Table XVII.

The results of this question clearly indicate that the people who responded to the questionnaire are willing to pay their share of the costs involved in an Adult Education - Recreation Program. Only 3.4 per cent of the people expect the school board to finance the program alone. The majority, 87.1 per cent, state that this responsibility should be shared by the participants in the program and the school board.

The purpose of item nine (G 9) in the GENERAL section is to determine the availability of resources in the community that could help with the instruction of certain of these courses. Fourteen of the people surveyed answered this question. Names and addresses of people who are qualified and would be willing to teach in this program were asked for.

Of the fourteen people listed, seven are fully qualified as teachers. Three of those are teaching at the AlBrook High School. Another is teaching in the Proctor schools. One person listed is a qualified First Aid instructor, another is a nurse. One of the teachers listed is qualified to teach French.

TABLE XVII

HOW SHOULD A COMMUNITY SCHOOL PROGRAM BE FINANCED

	Men	Women	Totals
By the school board alone	6 5.5 per cent	2 1.6 per cent	8 3.4 per cent
By the participants alone	8 7.4 per cent	4 3.2 per cent	12 5.2 per cent
By the board and the participants	90 83.4 per cent	112 90.4 per cent	202 87.1 per cent
No answer	4 3.7 per cent	6 4.8 per cent	10 4.3 per cent
Totals	108	124	232

A lady who has had experience in dancing instruction was listed and there is a man who teaches baking in the Salter School. There is also a homemaker who is qualified by experience only. One auto mechanic was listed. Another is capable of teaching the Slavic language though she hasn't a degree.

There were two men listed, but no mention was made of what subjects they are qualified to teach.

The final item (G 10) of the questionnaire is an attempt to learn of improvements that could and should be made that would make the school and the community better. The results are given just as they appeared on the questionnaires.

*The Community Club is the hub and all ideas and wishes can be presented there as they come up, as community activities must be concentrated into fewer units because of lack of time for attendance.

*Activities for older members of the community who have no children or whose children have grown up and left.

*More community news in the papers.

*Community dances away from the taverns.

Keep the high school students from taking automobiles to school with them. Force them to ride the busses.

Better bus service. (2)

*Billboards in the local stores will help people know what is going on in the schools.

*An organization of adult activities — partly for health reasons and getting acquainted with other parents and school participants.

See that the students get transportation back to the Alborn and Brookston schools after an evening school event at AlBrook. There should be bus service available for such times. (2)

*Drivers' Training for high school students.

*Better attendance by parents at community meetings.

*More and better attendance at local churches to show the importance of religion in the home.

Better bus service, condition of equipment, and higher requirements for drivers.

*Better attendance and understanding of community club and school organizations by parents.

*Better library - more books - reading requirements raised for students.

*Better English background preparatory for college - more English themes.

Charge any outside organizations for the use of the building - especially janitor's fee.

Keep the principal we now have.

*Expand the curriculum.

Should have bus drivers that will make the kids behave more. Maybe we would have less bloody noses and beat-up heads and little ones getting off the bus crying.

More busses and certainly more rigid discipline on busses.

*A set time to discuss with principal abuses and favoritism and other complaints about teachers. There is a lot of improvement desired in a few of the teachers.

There should be a new principal of AlBrook High School. The present one is not qualified enough.

*There should be seven hours of school instead of six hours that is now in effect.

*Cooperation with the community school program.

*Better zoning! I live in Independence - phone Alborn - write Culver - children go to school in Saginaw.

*Fix the landscape at the new school.

*Improve school bus service.

*Less emphasis on between-school sports.

Have busses take children home after trips such as when the choir went to Moose Lake.

*Fix the roads!

*Have survival courses in case of nuclear warfare.

*Use school for education twelve months of year instead of summer vacation. Why build more schools with large investments and have them idle one-fourth of the year.

*Have more exchange (foreign) students if possible.

*Establish scholarships for needy students.

The * suggestions can be included in the concept of the community school. The suggestions that are not starred can be directed to the administration.

The suggestions made are many and varied. Some of them are already being studied by the school administration and by the Community Club. Several of them will require more tax money before much improvement can be made. Others require only organization by the school and cooperation by community members.

One improvement that was listed would improve the communication in the community. This is a very important problem in this community, and the Community Club is considering ways and means of overcoming this difficulty. One suggestion was made that has considerable merit. That is to mail to each family in the school district and in the Grand Lake and Solway townships a weekly news bulletin that would contain not just school news, but church, social, and civic news as well.

CHAPTER VI

THE COMMUNITY SCHOOL - ITS FUNCTIONS, SCOPE, AND OBJECTIVES

"A Community School is where learning and living meet. Its concern includes everything which affects the welfare of its children and of its families. The concept of the school as headquarters for community living is not a new one. Education is not apart from life. The democratic problem in education is not primarily a problem of training children; it is a problem of making a community within which children cannot help growing up to be democratic, intelligent, disciplined to freedom, reverent of the goods of life, and eager to share in the tasks of the age. A school cannot produce the result; nothing but a community can do so."[1]

The school should furnish a program for the people it serves. This includes a program for the pupils from grades one through twelve and for the adults who are out of school but are in need of continued training and contact with the school.

"The school must be more than an institution for training children in subject matter that will enable them to climb the ladder to higher academic levels. Its program should be indigenous to the needs of the pupils and community."[2]

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[1]Joseph K. Hart, The Discovery of Intelligence, 1924.

[2]Butterworth and Dawson, The Modern Rural School (New York: McGraw-Hill Book Company, 1952).

For too long a time it was thought by some that a good school could be operated more or less apart from the community. Regrettably, there are those who still believe this to be possible. The author of this paper believes that a good school cannot thrive and grow without the active support and constructive interest of the people in the school community.

"A major feature of the good community school is that it gets as well as gives; it asks the community for help (other than tax support) in its program and makes use of community resources."[3]

"We must help each individual to become all he is capable of becoming."[4] Can this be accomplished in the first seventeen or the first eighteen years of a person's life? Is education a continuous process or does it stop when one graduates from high school or drops out before then?

The community school seeks to:[5]

1. Evolve its purposes out of the interests and needs of the people.
2. Utilize a wide variety of community resources in its program.
3. Practice and promote democracy in all activities of school and community.
4. Build the curriculum core around the major processes and

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[3]Kenneth H. Hanson, Public Education in American Society (Englewood Cliffs: Prentice-Hall, 1956).

[4]E. O. Melby, Administering Community Education (Englewood Cliffs: Prentice-Hall, 1955).

[5]E. G. Olson, School and Community (New York: Prentice-Hall, 1946).

problems of human living.

5. Exercise definite leadership for the planned and cooperative improvement of group living in the community and larger areas.

6. Enlist children and adults in cooperative group projects of common interest and mutual concern.

Five major conceptions of what life-centered education should do are as follows:[6]

1. The school should operate as an educational center for adults.

2. The school should utilize community resources to invigorate the conventional program.

3. The school should center its curriculum in a study of community structure, processes, and problems.

4. The school should improve the community through participation in its activities.

5. The school should lead in coordinating the educative efforts of the community.

The community school concept is practical. The author of this paper wishes to cite as an example of the workable features of such a program the educative process for all people of the community as it is being carried out in the Flint, Michigan school system. This city of two hundred thousand people had a serious juvenile delinquency problem in the early thirties. Through the benevolence of Charles A. Mott, president of the board of directors for the General Motors Corporation, and through the drive and foresight of the public schools recreation director, Frank Manley, the schools in Flint were opened to the public

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[6] Ibid.

after four o'clock in the afternoon. In a few years this program developed into an educational program as well as a recreational program. In a period of twenty-five years this program has grown to the extent that there are more people attending classes after four o'clock than there are children in attendance in regular day school. In Flint the last three bond issues for school purposes passed by seventy-five, eighty, and eighty-five per cent of the votes cast. This most certainly is evidence of what the people in this city think of their school system.

"So important and necessary is this relationship between the community and the school that we support what has come to be known as the Community School Concept. The school, under this concept, is built through the active participation of the citizens. It is built not just for the young, but to be the center of the community for the use of all. Through the development of the community school, education is seen as a continuing factor in the lives of the people as long as they live. This, we feel certain, will replace the obsolete notion that when one graduates from or leaves the school his education comes to an end."[7]

"The economic waste which is represented by the closing of an expensive plant like the school building in the middle of the afternoon, in the evenings, and during most of the summer should not be

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[7]The Department of Public Instruction, Bulletin No. 364 (Lansing, Michigan, 1960).

permitted whenever and wherever there are adults who wish to use the building for educational purposes."[8]

[8]James B. Conant, General Education in a Free Society, Report of the Harvard Committee (Harvard University Press, 1945).

CHAPTER VII

THE DEVELOPMENT OF A COMMUNITY SCHOOL PROGRAM AT ALBROOK HIGH SCHOOL

In the course of the preparation of this paper, it has become ever more clear that the concept of the community school is all-inclusive. We must concern ourselves with the far-reaching influences of all of the agencies that are at work within the community. We cannot concern ourselves with just the school-age population any more than we can think of just the adults in the community. It must be a program that will touch the lives of all of the people.

It will be necessary, therefore, to present two curriculums, a day-school program for those who are in school because they have to be, and an evening-school program for those who will come to school because they want to.

Except for those day students who are going on to college, the two curricula should be comparable. Those students who are planning on more education are preparing for living, whereas those who are finishing their formal schooling with high school graduation are already in the environment they will ultimately be in. For the group going on to college (the minority), we do a fairly good job; for the others (the majority), there is room for improvement.

Day-School Education and Recreation at AlBrook

What is a community school? Is it different from the traditional school? Is the day-school curriculum different in a community

school than it is in the traditional school?

The answer to all of the above questions is emphatically yes! The role of education is seen to be more than intellectual training. The school is viewed as an agency for helping to give direction to community growth and improvement. Of necessity the curriculum of the community school is flexible and changing in the light of community demands. Education is a total community concern, enlisting the services of all citizens as they are needed and can contribute. The community school is viewed as a vital, dynamic force in the direct attack on the problems of communities as well as upon the needs and problems of individuals. The problems of a community and its individuals are the focus of an important portion of the education of youth.

"A community school is a school which has concerns beyond the training of literate, 'right-minded,' and economically efficient citizens who reflect the values and processes of a particular social, economic, or political setting. In addition to these basic educational tasks, it is directly concerned with improving all aspects of living in the community in all the broad meaning of that concept in the local, state, regional, national, or international community."[1]

In the community school the emphasis of study is on problems and needs rather than about them. The community school is a school of action.

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[1] "The Community School," Fifty-second Yearbook of the National Society for the Study of Education, Part II, Chapter IV.

In order to achieve the desired interaction between the school program and community life, the professional staff needs to have the following competencies:[2]

1. A point of view which merges living and learning.
2. Sensitivity to social problems and trends.
3. Ability to live and work with others.
4. Knowledge of the community and of techniques for studying the community.
5. Breadth of interest and educational preparation.
6. Physical health and emotional stability.
7. Ability to apply what is known.
8. Knowledge of children and youth.
9. Flexibility.
10. Faith in people.

Day-School Curriculum Offered at AlBrook High School
1961-1962

Grade Seven	Grade Eight	Grade Nine
English	English	English
Social Studies	Social Studies	Algebra or General Business
Mathematics	Mathematics	Science
Physical Education & Health	Physical Education & Health	Physical Education Health & Safety
Science ½ year	Science ½ year	Shop (boys)
Home Economics & Shop ½ year	Home Economics & Shop ½ year	Home Economics (girls)
		Civics

[2] Ibid., p. 106.

Grade Ten	Grade Eleven	Grade Twelve
English	English	English
World History	Modern History	Problems of Democracy
Biology	Chemistry	Physics
Geometry	Higher Algebra	Solid Geometry and Trigonometry
Physical Education Health and Safety	Physical Education	Physical Education
Home Economics	Home Economics	Home Economics
Shop	Shop	Shop
Typing	Bookkeeping	Office Practice
	Shorthand	Senior Science
	Senior Science	Consumer Mathematics
	Consumer Mathematics	

Required for graduation:

English	- 4 years
Social Studies	- 3 years
Mathematics	- 1 year
Science	- 1 year

Number of credits - 12 in grades 10 - 12

AlBrook High School strongly urges all students to carry five (5) subjects in addition to physical education.

Activity period. A fifty minute activity period is scheduled for the end of the day. The types of activities that can be offered in this period depend upon the interests and abilities of the students and the teachers. The seventh grade students take Fundamental Art for one semester and a beginners' course in music during the second semester. The eighth graders take the same two subjects, but the order is reversed. Each student must be in an activity each day. Only the honor students can be in more than two activities. A student may change into another club between semesters. Cheerleaders practice every Friday when there is no band or choir.

The following activities are open to the students in grades nine to twelve:

Band	meets - 2 days per week
Choir	- 2 days per week
Girls' Dance Club	- 4 days per week
Library Club	- every day
Boys' Intramurals	- 4 days per week
Girls' Intramurals	- 1 day per week
Leathercraft Club	- every day
Science Club	- 3 days per week
FFA (Future Farmers of America)	- twice a month
FHA (Future Homemakers of America)	- twice a month
Student Council	- 1 day per week
Study Club	- every day
Camera Club	- 1 day per week

Extra-Curricular Activities at AlBrook.

AlBrook High School is a member of the Minnesota State High School League, of the St. Louis County Conference, and maintains a close relationship with the high schools in the Polar League.

AlBrook also has the following:

A full athletic program that includes football, basketball, baseball, and track.

Active participation in the Polar League-South County Speech Festival and Music Festival.

A senior class play staged in the fall and a junior class play in the spring.

A yearbook (annual) published each year by the members of the senior class.

A bi-monthly school paper issued to all students and other schools.

A junior-senior prom held each year.

A senior honor banquet put on each year by the Community Club.

Evening-School Education and Recreation at AlBrook

In the first year of its existence this new school enjoyed many community activities. The Community Club was organized in September. It is well-organized and has the following standing committees: Roads, Schools, Social, Legislative, Membership, and Health and Welfare. This club meets once each month on the second Tuesday. Two events which brought in over five hundred dollars for the school were a Community-Faculty basketball game and a minstrel show. The money was used to pay for cafeteria dishes and the down payment on a new piano. The club has assumed sponsorship of the community chorus and a girl scout troop.

A community chorus of twenty-two members has met each Thursday evening throughout the year. They and the high school choir have given a Christmas program and a spring music festival.

Classes in survival in case of atomic attack and in home economics were conducted during the year.

A group of about twenty ladies used the gym each Wednesday evening for volleyball during the winter months, and a group of young men met each Thursday night for basketball.

With the interest shown by the community in their choice of subjects on the questionnaire, we will offer classes in the subjects most desired. The year will be divided into three quarters--a fall quarter of eight weeks during the months of October and November, a winter quarter of eight weeks during January and February, and a spring quarter throughout April and March. This will omit the months of December and May, which are usually crowded with other activities. However,

this schedule should be kept flexible, and it could be altered to suit the people who will be taking the courses.

A tentative schedule will be offered that will include the following subjects:

Fall Quarter

Typing
Welding
Home Decorating
English
General Mathematics

These five subjects were chosen for the key quarter because they were the ones most desired by the people. They were also the first choices of most of the people.

Winter Quarter

Office Practice
French
Upholstering
First Aid

Spring Quarter

Bookkeeping
Woodworking
English
General Mathematics

The library will be open on Monday, Tuesday, Wednesday, and Thursday evenings.

The gymnasium will be available on Monday, Wednesday, and Thursday evenings.

A Stage-Play group will meet on Mondays at 6:30 in the music room.

Square-Dance club will meet on Mondays at 6:30 in the cafeteria.

Teen Club, under the leadership of UMD juniors, will meet on Tuesdays at 6:30 in the cafeteria.

Community Chorus will meet on Thursdays at 6:30 in the music room.

As was previously stated, the day of the week and the time of the day may change if such a change is beneficial to the majority of the group.

The administration of this program will be in the hands of the county superintendent of schools, the supervisors, and the local school principal. The instructors will be recruited from qualified people in the community.

"A community need not be static; in fact it is likely to move ahead or to deteriorate depending upon the forces that are at work within it. One of the most powerful forces is the school, and this agency can and should strengthen the desireable elements in community life and seek to overcome its deficiencies."[3]

As Frank Manley, the director of the Mott Foundation Program in the Flint, Michigan Public Schools, says, "We are constantly striving to achieve greater understanding among men. Understanding is barred by four I's—Ignorance, Indifference, Inertia, and Intolerance. To overcome them our people must be In school, Interested, Involved, and Informed."

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[3]Butterworth and Dawson, The Modern Rural School (New York: McGraw-Hill Book Company, 1952).

AlBrook High School has a glorious opportunity to serve the people in this community. It has the building, the necessary room, and ample materials. The community has resource personnel in abundance. It can be a tremendous influence for the good of the people. It can be a living, vital force that would improve the lot of the people, or it can just exist for the children who are compelled to attend school.

The school and the community, working together, can accomplish wondrous things. May AlBrook High School become a cultural, social, and recreational center of this community, where learning and living meet.

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APPENDIXES

APPENDIX A

Q U E S T I O N N A I R E

To the people living in the AlBrook High School Area:

Dear Friend:

I would like to have 15 minutes of your time today in filling out this questionnaire. It will help us to determine if the people in our area want more educational and recreational opportunities. Anyone who is not now attending grade or high school is asked to answer the questions. Whether we have more adult education and recfeation programs will depend upon the response to this questionnaire. So please - don't throw it away - sit down right now and fill it out and mail it back to me. Thank you very much for your cooperation.

Sincerely your's

Alvin B. Ness, Principal
AlBrook High School

R E C R E A T I O N

R1. Please check the following activities in which you would actively participate:

Volleyball_____	Bridge Club_____	Great Books Club_____
Basketball_____	Modern Dance _____	Sewing Club _____
Softball_____	Folk Dance _____	Cooking Club _____
Alumni Band____	Square Dance _____	Weight Reducing Club _____
Stage Plays____	Diet Club _____	Community Chorus _____
Others _____		

E D U C A T I O N

E1. I attended the _____ grade school and the _____ high school.
(name of school)

E2. Encircle the highest grade completed:
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 or over

E3. Which of these subjects and activities in school, do you feel have done you the most good, and which ones did you enjoy the most:

These did me the most good		These I enjoyed the most
_____	English	_____
_____	History	_____
_____	Geography	_____
_____	Science	_____
_____	Mathematics	_____
_____	Agriculture	_____
_____	Home Economics	_____
_____	Typing	_____
_____	Shorthand	_____
_____	Bookkeeping	_____
_____	Shop	_____
_____	Music	_____
_____	Sports	_____
_____	Others	_____

E4. If you had the chance to go back to school, which of these courses would you like to take? (please check)

English grammar ____
English Literature ___
English Writing _____
History ____
Home Decorating ____
Typing _____
General Math ____
Algebra ____
Geometry _____
Higher Algebra ____
Solid Geometry ___
Bookkeeping ____
Trigonometry _____
Welding _____
Woodworking ____
Upholstery ____
First Aid _____
Office Practice ___
Mental Health _____
Biology _____
Types of Government _____
Foriegn Language ___
Others _____

G E N E R A L

G1. How long have you lived in this community? less than 5 yrs____, 5 to 10 yrs_____, more than 10 yrs_____.

G2. I am employed at _____. The type of job I have
(name of firm or co.)
is _____.
(what you do)

G3. I make my living: entirely by farming_____, partly by farming_____, none by farming____ __.

G4. I am a man___, woman_____, and my age is: under 20___, between 20 and 29____, between 30 and 39_____, between 40 and 49____, 50 or over _____.

G5. I live in: Arrowhead twonship____, Brevator township_____, Stoney Brook township_____, Ness township ____, Industrial township____, New Independence township____, Culver township _____, Alborn township____, Grand Lake township____, Other _____

G6. In your opinion was it wise to organize the AlBrook Community Club instead of a PTA? Yes_____ No_____

G7. In your opinion, should the planning and development of a community school program be in the hands of a citizen's committee, rather than by the school teachers or school board? Yes_____ No_____

G8. Do you feel that an adult education and recreation program should be financed: By the school board alone _____
By the participants alone _____
By both the board and participants____

G9. Do you know of anyone who is qualified and willing to assist in the teaching of adult classes? Please give names and addresses if possible.

_____

_____

G10. Please list things that could and should be done to improve our school and our community:

APPENDIX B

ALBROOK COMMUNITY HIGH SCHOOL

SAGINAW, MINNESOTA

SCALE: 1 INCH = 24 FEET