

PROPOSED MODELS FOR DEVELOPING COMMUNITY SCHOOLS  
IN THAILAND BASED ON A STUDY OF SELECTED  
COMMUNITY SCHOOL PROGRAMS IN  
MICHIGAN AND OKLAHOMA

By

SAUWANEE SENASU  
//

Bachelor of Arts  
Thammasat University  
Bangkok, Thailand  
1973

Master of Science  
Oklahoma State University  
Stillwater, Oklahoma  
1975

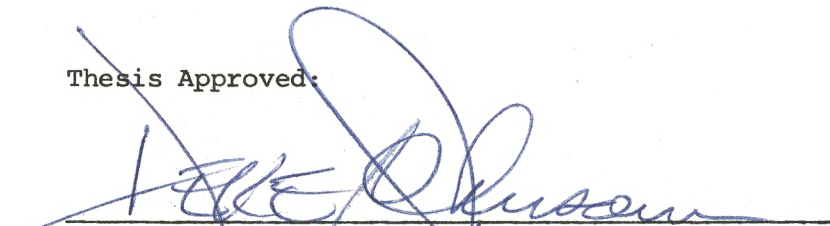

Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
DOCTOR OF EDUCATION  
July, 1979

Thesis  
1979D  
5474p  
cop. 2

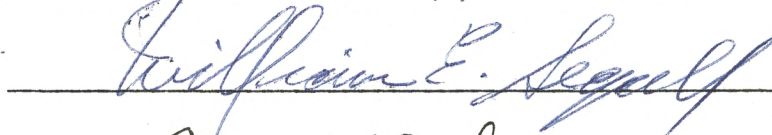


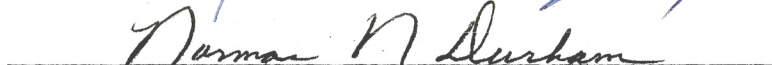
PROPOSED MODELS FOR DEVELOPING COMMUNITY SCHOOLS  
IN THAILAND BASED ON A STUDY OF SELECTED  
COMMUNITY SCHOOL PROGRAMS IN  
MICHIGAN AND OKLAHOMA

Thesis Approved:

  
\_\_\_\_\_  
Thesis Adviser  
  
\_\_\_\_\_

  
\_\_\_\_\_

  
\_\_\_\_\_

  
\_\_\_\_\_  
Dean of the Graduate College

1041530

## ACKNOWLEDGMENTS

I wish to express my deepest respect and gratitude to my thesis adviser, Dr. Deke Johnson, for his valuable guidance, persistent patience and understanding and constant encouragement throughout this effort. I am also indebted to Dr. Kenneth St. Clair for many helpful suggestions and advice. Valuable suggestions and comments from the other members of my committee, Dr. William E. Segall, and Dr. Cecil W. Dugger are also appreciated.

Special appreciation is extended to Mr. Joseph Cusenza, consultant of the Flint Community Schools, Mr. Dean Wells, Director and Mr. William Carrington, Assistant Director of the Paw Paw Community Schools, Mr. Phil Goodman, Director of the Tulsa Community Schools, and Mrs. Billie Adcock, Director of the Stigler Community Schools for their assistance.

Special recognition, deep gratitude, and much love must be extended to my parents, Mr. and Mrs. Pricha Senasu, for their love and encouragement. A special note of appreciation is extended to my brother, Doctor Sunchai Senasu, whose financial support was a great help. Also, sincere appreciation is extended to Mahendra Jani for his love and valuable assistance.

Mrs. Janet Sallee deserves special appreciation for her accurate typing of this dissertation and for her understanding and cheerful assistance.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Statement of the Problem . . . . .	7
Purpose of the Study . . . . .	9
Objectives of the Study. . . . .	10
Methodology. . . . .	10
Limitations of the Study . . . . .	11
Definition of Terms. . . . .	12
Community Education . . . . .	12
Community School. . . . .	12
Community Advisory Council. . . . .	13
Community "School" Director . . . . .	13
Community School Coordinator. . . . .	13
II. REVIEW OF RELATED LITERATURE. . . . .	15
Historical Development and Philosophy of Community Education. . . . .	15
Research in Community Education. . . . .	25
III. EDUCATION IN THAILAND . . . . .	30
Structure of the Education System. . . . .	32
Kindergarten Education. . . . .	32
Elementary Education. . . . .	34
Secondary Education . . . . .	35
Higher Education. . . . .	35
Organization and Administration. . . . .	36
Office of the Prime Minister. . . . .	36
Ministry of Interior. . . . .	38
Ministry of Education . . . . .	38
Mobile Trade Training Units (MTTU). . . . .	40
Non-formal Education in Thailand. . . . .	42
IV. ANALYSIS OF COMMUNITY SCHOOL MODELS . . . . .	45
Flint Community Schools Model. . . . .	46
Organizational Structure. . . . .	47
Flint Board of Education . . . . .	47
Superintendent's Office. . . . .	49
Elementary Community Education. . . . .	50
Secondary Community Education . . . . .	50

Chapter	Page
Community Education Services. . . . .	51
Business Affairs. . . . .	51
Advisory Councils . . . . .	52
Staffing. . . . .	53
Community School Director I. . . . .	53
Community School Director II . . . . .	55
Community School Director III. . . . .	56
Financing . . . . .	57
Programming . . . . .	58
Evaluation. . . . .	58
Tulsa Community Schools Model. . . . .	60
Organizational Structure. . . . .	61
Advisory Council. . . . .	62
Staffing. . . . .	64
Financing . . . . .	69
Programming . . . . .	70
Evaluation. . . . .	72
Paw Paw Community Schools Model. . . . .	73
Organizational Structure. . . . .	74
Advisory Councils . . . . .	74
Staffing. . . . .	76
Financing . . . . .	78
Programming . . . . .	78
Evaluation. . . . .	79
Stigler Community Schools Model. . . . .	79
Organizational Structure. . . . .	80
Advisory Council. . . . .	82
Staffing. . . . .	82
Financing . . . . .	83
Programming . . . . .	83
Evaluation. . . . .	84
V. COMMUNITY SCHOOL MODELS FOR THAILAND. . . . .	85
Community School Model for Urban Thailand. . . . .	86
Organizational Structure. . . . .	86
Advisory Councils . . . . .	88
Staffing. . . . .	89
Financing . . . . .	91
Programming . . . . .	92
Evaluation. . . . .	94
Community School Model for Rural Thailand. . . . .	94
Organizational Structure. . . . .	95
Advisory Council. . . . .	95
Staffing. . . . .	97
Financing . . . . .	99
Programming . . . . .	100
Evaluation. . . . .	101
Summary. . . . .	101
Recommendations. . . . .	102
BIBLIOGRAPHY. . . . .	104

Chapter	Page
APPENDIX A. EDUCATION DEVELOPMENT PLAN. . . . .	111
APPENDIX B. SAMPLE ABSTRACT OF THE FIVE-YEAR EDUCATIONAL DEVELOPMENT PLAN . . . . .	114
APPENDIX C. FLINT COMMUNITY SCHOOLS PROGRAMS. . . . .	116
APPENDIX D. FLINT COMMUNITY SCHOOLS SURVEY. . . . .	120
APPENDIX E. TULSA COMMUNITY SCHOOLS PROGRAMS. . . . .	126
APPENDIX F. PAW PAW COMMUNITY SCHOOLS PROGRAMS. . . . .	130
APPENDIX G. STIGLER COMMUNITY SCHOOLS PROGRAMS AND SURVEY . . . .	135

LIST OF FIGURES

Figure	Page
1. Components of Community Education. . . . .	6
2. The National Structure for Education in Thailand . . . . .	33
3. Thailand's Educational System Administrative Structure . . . . .	37
4. Flint Community Schools Organizational Chart . . . . .	48
5. Tulsa Community Schools Organizational Chart . . . . .	63
6. Paw Paw Community Schools Organizational Chart . . . . .	75
7. Stigler Community Schools Organizational Chart . . . . .	81
8. Proposed Urban Community Schools Organizational Chart. . . . .	87
9. Proposed Rural Community Schools Organizational Chart. . . . .	96



## CHAPTER I

### INTRODUCTION

Increased contacts with the western countries after the Second World War led to rapid influx of new ideas in Thailand. Some of these imported ideas are alien to the traditional beliefs and ways of life. The conflict between the need to change and the desire to adhere to the accustomed ways of living are felt in every segment of society and in every aspect of life.

With the gradual spread of a market economy, with increased ease of communication and transportation, and with increasing administrative centralization, even rural Thailand is beginning to receive some of the western ways and values which urban people have accepted for some time. Education, then, has to become more responsive to individual's needs and desires and to be more relevant and accountable to the communities served.

Most of us recognize that within the period of six years after leaving school the majority of our young people are called upon to make some of the most difficult and far-reaching decisions of their lives. Many of them must begin immediately to earn a living which necessitates getting a job and making good on it, or securing additional training. Many want to establish a home which involves marriage, setting up house-keeping, and making adjustments to family life.

Naturally the educational experiences which boys and girls secure in our modern schools are helpful to them in making these critical decisions. For some, these school experiences, together with the help of parents and other community leaders, may be sufficient. For many others they are wholly inadequate.

Emphasis upon the need for education and wise counsel for youth should not be interpreted to mean that older adults should be neglected in a community program of education. In fact, if we are really in earnest about making democracy work, we must do all we can to help everybody become well informed, think clearly, and learn to use democratic methods in solving existing social problems. Dorothy Canfield Fisher (1) expressed this idea forcefully in a recent address when she said:

Everyone who observes at all has realized that the necessary intricacies of a great modern country cannot be maintained unless that country can depend upon a population which does a powerful amount of learning after school days are over (p. 8).

A few schools are going beyond their commonly accepted function of educating children of school age and are providing opportunities for out-of-school youth and adults through evening classes, forums, guidance centers, and recreational programs. They are also helping youth and adults establish working contacts with other educational, social, recreational, employment, health and welfare agencies in the community. In the United States they are referred to as community schools, a part of community education.

{ Before suggesting strategies for establishing community education programs, the meaning of community education first must be considered. }

Probably the most widely used definition was developed by Minzey and

LeTarte (2):

Community Education is a philosophical concept which serves the entire community by providing for all of the educational needs of all its community members. It uses the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process toward the end of self-actualization (p. 19).

Community education has been defined as a concept implying or involving a process; the learning activities of a community education program become a function of that process. Minzey and LeTarte (2, p. 4) added: "Community education is that over-arching conceptual base, while programs are the activities related to the solution of specific community needs."

Community education's general objective is to make the schools the center of neighborhoods by providing educational, recreational, culture, and social programs and services selected to meet the interest and needs of all community members. This dynamic approach to individual and community improvement is based on the premise that local resources can be drawn together to assist in solving most community problems and that public schools and governmental services have a capacity for far greater impact upon the community than they are currently making in education and community service (3, p. 7).

Because of the lack of a conceptual model, many connotations have been given to community education. To the higher education institution, community education meant continuing education; to the community college, it meant credit and non-credit classes of the type they offered. To the segregationists, it meant "neighborhood schools"; and to the militants, it meant community control. To the vocational people, it was

job training and retraining, while to others, it was 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 preschool programs and compensatory education, while for others it merely meant adding the word "community" to their school signs and buses (4, p. 151).

Minzey (4, p. 153) stressed that community education is not a combination of disjointed programs or an "add on" to the existing education structure. He saw it as an educational philosophy which has concern for all aspects of community life and advocated greater use of all facilities in the community. It encompasses the traditional school program, and also seeks to make the educational program more relevant by bringing the community into the classroom and taking the classroom into the community. It includes equal educational opportunities for adults in all areas of education. Minzey added that community education 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.

It is true that community education is a multi-faceted and dynamic philosophy. However, there is almost no public school system or individual elementary or secondary school in the country that cannot cite individual program examples that are appropriate to the community.

Decker (5) wrote:

It is difficult to exactly or precisely define Community Education because the philosophy encompasses both a process and programs. The implementation of Community Education varies in any specific situation so that no two Community Education

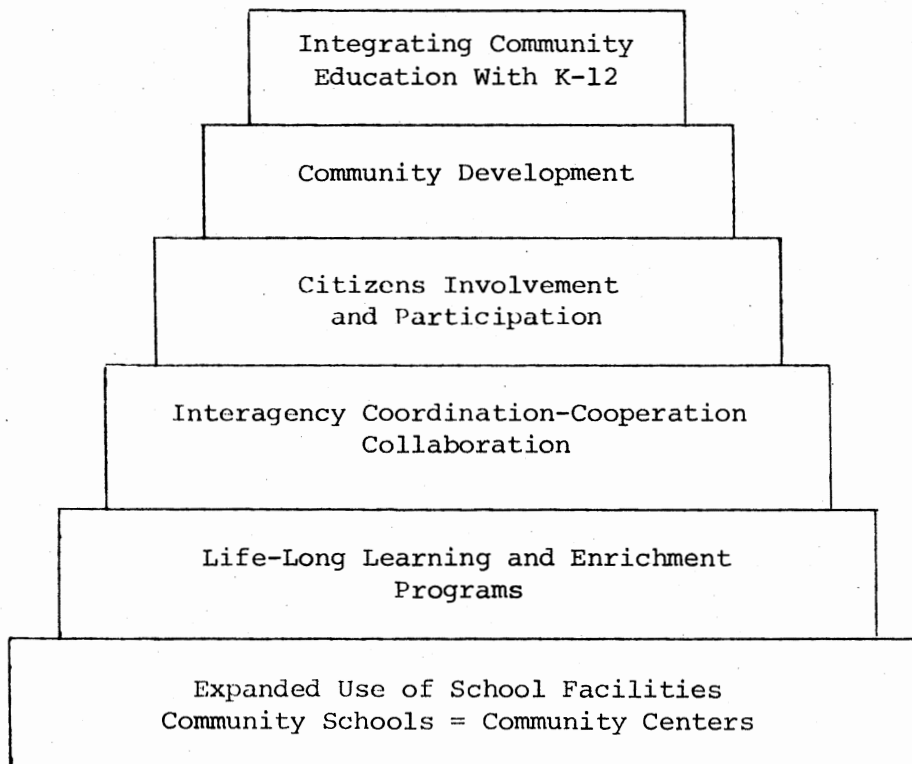
programs are identical. Intrinsic in the Community Education philosophy is the belief that each program should reflect its specific community, and the dynamic and self-renewed processes in the philosophy demand that changes and modifications occur as times and problems change. Thus, there is diversity in Community Education programs. It is this diversity that is the strength of the philosophy but which makes difficult to describe in a scientist's definition (p. 2).

Possibly proponents have stressed this view too often, thereby promoting the idea that there can be no "one" conceptual model for community education. In every community, however, people have similar problems, needs, and wants which educational programs can fulfill. Wood (6) presented his view as he stated:

If community education is in any way a unique operational process, then that operational process needs a descriptive model which pin-points its operational characteristics and/or level and/or variations. Such an operational model is important in developing a greater understanding of the concept, in making local decisions about operational development, in establishing operational goals, in training leaders, and in evaluating community education (p. 6).

Decker (7, pp. 9-10) who stressed the need for a conceptual framework for community education, designed a diagram which illustrates an evolutionary sequence common in many communities (see Figure 1). It shows the components as "building block" in implementing the total concept.

Once conceptual clarity has been established and a sense of direction provided, school administrators, the board of education, school faculties, and community leaders will be able to move from a philosophy into the realities of practice and achieve a successful and comprehensive education program. The manner in which these educators plan to provide programs, services, and curricula to meet the needs of the com-



Source: Larry E. Decker, Community Education, the Need  
for Conceptual Framework NASSP Bulletin, Vol. 59, No.  
394, November, 1975, p. 10.

Figure 1. Components of Community Education

munity will determine its future viability and perhaps into survival.

To meet the challenge of the future, Thailand will have to improve and expand its educational programs. Community Education is a means of linking together the divergent and sometimes counter productive efforts that go on in various facets of education. It is assumed it can be equally applied in Thailand as well as the United States.

#### Statement of the Problem

A major problem in today's complex and specialized society is providing a means whereby individuals and communities can identify their problems and seek practical solutions to them. A challenge in community problem solving is to achieve effective utilization of human, physical and financial resources for both individual needs and improvement of the total community.

Despite the success in Thailand of the first Five-Year National Educational Development Plan which was launched in 1960 as an integral part of the economic and social development, the second Educational Development Plan (1966-1971), the third Educational Development Plan (1971-1976), and the fourth Educational Development Plan (1976-1982) which is now in operation, there exists a number of educational problems which cannot be overlooked (8) (see Appendix A). The major problems are:

1. Among the economically active persons, as reported in the 1960 census, 79 percent of the males and 86 percent of the females were employed in farming (including fishing, livestock husbandry, and logging), leaving only 21 and 14 percent, respectively, to be divided among (in order) commerce, services, manufacturing, transportation and communication, and all others (9). A shortage of educated and efficient manpower

was indicated by the fact that only 1.5 percent of the total labor force was engaged in professional, technical, or managerial work. Another 12.5 percent of the labor force was made up of clerks, craftsman, skilled production workers or salesmen. If these proportions are to be increased, educational and training programs must be enlarged rapidly in order to provide the pertinent skills of the labor force (9, p. 19).

2. A vital problem related to education is the present rapid growth of the population which is increasing about 3.3 percent a year. This rapid growth aggravates the problems of providing education to a higher proportion of children (10, p. 8).

3. The ratio between the availability of academic and vocational training is unbalanced. More students tend to enter the academic than the vocational streams (11, p. 142).

4. Wastage rates (drop-out, retardation and educational failure) are high and many students complete their primary and secondary education with insufficient training, knowledge and skill. As a result of this wastage many young people are either unemployable or unemployed in spite of the increasing demands of the labor markets (11, p. 142).

5. One essential factor related to failure and repetition is the higher proportion of under-staffed schools or schools staffed largely by unqualified teachers, especially in rural areas. Over a third of the teachers throughout the country are unqualified. The shortage of teachers is also serious because of increased number of schools and mounting student enrollments in rural areas. As reported by the Five-Year Education Development Plan of 1970, teacher-student ratio was 1:38 compared to 1:10 repeated in 1965. It is estimated that about 11,633 more certificated teachers and 1,063 graduate level teachers are needed in



order to meet the goals of the second Five-Year Educational Development Plan (8, pp. 31-34).

The objective of the government is to provide seven years of compulsory education for all children. This would mean that all children age 7-13 should be in school. At present, however, only 4.5 million (70 percent) of the 6.5 million children in this age groups are in school. To achieve the goal of universal primary education immediately, schooling facilities would have to be increased by at least 30 percent. This, of course, is unrealistic. There is already a severe shortage of teachers and facilities at the lower primary level. The effort to achieve seven years of compulsory education is further complicated by the rapid growth in student population.

In addition, poverty, poor health, irregular attendance, low quality teaching, and insufficient instructional materials have led to a large number of repeaters and high drop-out rates. These conditions urgently need attention.

Based on the general purpose for education expressed in the third Educational Development Plan, educators involved hope that by the early 1980's "Community Education" will be introduced and encouraged in the educational system of Thailand.

#### Purpose of the Study

/ In order that Thailand may be served in its attempt to: (1) solve community problems, (2) mobilize all human resources to meet existing and developing conditions of the country, and (3) strengthen other kinds of educational endeavors, the study was conducted to secure and organize knowledge from a study of community schools in the United States to pro-

pose two models for developing community schools in Thailand. /

### Objectives of the Study

In order to accomplish the purpose of the study, the following objectives were formulated:

1. To review the literature directly or indirectly related to Community Education in the United States.
2. To review the literature pertaining to education in Thailand in the areas of organization and administration, public education, vocational education, and some programs related to community education.
3. To study four community school models: Flint Community Schools and Paw Paw Community Schools in Michigan, and Tulsa Community Schools and Stigler Community Schools in Oklahoma.
4. To develop one each rural and urban community school model for Thailand.

### Methodology

/ In order to develop urban and rural models with the object of initiating the community education programs in Thailand, several major research and developmental tasks were performed:

1. Reviewed literature of community education including philosophy, historical development, and organizational approach.
2. Analyzed education in Thailand including organization and administration, public education, vocational education, and a new program related to community education.
3. Analyzed four community school models: Flint Community Schools and Paw Paw Community Schools in Michigan, and Tulsa Community Schools

and Stigler Community Schools in Oklahoma. The analysis included:

- a. Organizational structure
- b. Advisory councils: procedures, policies
- c. Staffing: job descriptions, staff relationships
- d. Financing
- e. Programming
- f. Evaluation

The data for the analysis was obtained in the following manner:

- a. Reviewed printed material pertaining to each community school program (e.g. pamphlets, brochures, discussion papers, reports, and articles).
- b. Visited each community which included an extensive interview with the director of each program (a set of interview questions was developed on the basis of information received).
- c. Verified information included in this study was made with each director through correspondence and by telephone.
4. Based on the above studies, urban and rural community school models were developed. Recommendations for further study were also made.

#### Limitations of the Study

Because of their uniqueness, communities differ from each other in many respects. To identify all these aspects was basically impossible. Therefore, these two important aspects were identified as crucial to this study: the characteristics and practices of the community education program and the programmatic content of the program. The information for the models was derived primarily from the Flint Community

Schools and the Paw Paw Community Schools, Michigan; the Tulsa Community Schools and the Stigler Community Schools, Oklahoma. It was anticipated that these community school models could be incorporated into any school system in Thailand with a community education program. The models were not designed to be implemented in any one specific system.

#### Definition of Terms

The terms used in this study were defined as follows:

##### Community Education

Community Education is a process that concerns itself with everything that affects the well-being of all citizens within a given community. This definition extends the role of Community Education from one of the traditional concept of teaching children to one of identifying the needs, problems, and wants of the community and then assisting in the development of the identification of facilities, programs, staff, and leadership toward the end of improving the entire community (12, pp. 31-32).

##### Community School

Community School expands the role of the traditional school from that of a formal learning center for children and youth, operating six to eight hours a day, five days a week, thirty-nine weeks a year, to a "Community Education Center" providing self-improvement opportunities for all segments and ages of the population on a sixteen to eighteen hour per day schedule all year long. A community school provides a wide range of educational, social, recreational, culture, and community

problem-solving opportunities without restriction as to clientele to be served, facilities to be used, or time of day (13, p. 4).

#### Community Advisory Council

The community advisory council is composed of representatives of those segments of the school-community (residents and selected representatives of the school) who have a vested interest in the functioning of the schools and the quality of life in the community. The council should be recognized as a central component in the educational structure in each school in establishing and maintaining the linkage of communication among the important influences in (a person's) environment that affect the ultimate outcome of his educational pursuits. It is anticipated that this ensuing partnership will positively influence both the school and community. The council can and should play an important role as an advisory group in the programs, policies, activities, and functions of the school. The council can also participate in the assessment of educational needs, the establishment of priorities, and advise on the resource needs of the school (14).

#### Community "School" Director

The Community School Director is a person who is employed by a school district and is responsible for the development and coordination of Community Education in a school and its community (15, p. 12).

#### Community School Coordinator

Community School Coordinator is a regular member of the school staff preferably serving only one school district on a full-time year

around basis. He/she is a certified teacher with headquarters in the schoolhouse. The community school coordinator serves under the administration and supervision of the school principal, the same as all other school system employees assigned to a particular school district. It is very desirable for the coordinator to serve at the level of an assistant principal (16).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

It has been said that in education little that is done is innovative, it only deals with old concepts with new names (17, p. 40). This statement could possibly be applied to the emergence of Community Education. The concept of community education has existed in varying forms for various reasons throughout the world since ancient times. However, for purposes of this study, this chapter is divided into two major areas. The first part is concerned about historical development and philosophy of community education in the United States from the 1600's (New England colonies) until the present time. The second part contains a review of research studies in community education including of the community school models in the United States.

#### Historical Development and Philosophy of Community Education

In the early days of the New England colonies, the school was an integral part of community life. Small communities desired to augment the teaching of the home and church by providing more formal opportunities for stimulating and guiding the learning of young children (18, p. 19). The Massachusetts Act of 1642, decreeing compulsory education for community residents, was typical of the acts passed by other New England colonies. Public education, however, was designed to support social

and religious tradition but was not intended to play any role in social change. The typical programmatic content included some religious education, vocational training, and basic literacy skills. The purpose of early public educational systems was strictly in terms of utility (19, p. 587).

The colonial educational system changed character as the frontier advanced into the South and West. The diversity of ethnic backgrounds and of religious affiliations in the settlements did not facilitate any systematic educational program such as that which characterized the New England colonies (20, p. 17).

The early schools became community schools out of necessity on the uncertain frontier. However, the concept hardly had taken root before it was interrupted in the latter part of the Seventeen Century. Decker (5) commented:

The Indian Wars began in 1675 disrupting all life styles. During the period 1686-1689 the New England Colonies were united into one political entity headed by Sir Edmund Andras. Compulsory education ended because all colonial charters in New England were revoked (p. 48).

When the compulsory education laws were revoked the growth of the private school was given added impetus. In 1751, Benjamin Franklin opened an academy in Philadelphia and this date is given as the beginning of what has been labeled the Academy Movement (20, p. 28).

The establishment of a large number of denominational, church and sectarian schools produced strong feelings about the use of schools. The attitude developed that there should be a distinct separation of church and school. This resulted in widespread legislation restricting the use of public school property, which led to the almost complete disappear-



ance of the community-center type of school (20, p. 14).

During this period in educational history, the only programs that could be labeled as early community education programs were primarily in agriculture and rural communities. One of the earliest examples is the Bethesda School in Georgia which was established in 1740. It was one of the first schools for orphan boys and had agricultural education as one of its primary objectives (21, p. 47).

The private schools and academics, dominated the educational picture into the 1800's. As the land grant laws began to have an effect and the general attitude toward education changed, public schools began to again have an impact on community life. During the first part of the Nineteenth Century, educational opportunity was extended to adults in what was to become evening school. The first reported adult classes were started in 1810 in Providence, Rhode Island (19, p. 587).

In 1840, the Cincinnati Public Schools initiated adult programs. The Chicago Board of Education followed and gained public funds for evening adult programs in 1865 (22, p. 3). Laws were enacted in several other state legislatures for the purposes of providing public support for evening programs (23, p. 11).

In the latter half of the 1800's, developments began outside the public school that would later be incorporated in community education programs. The Hatch Act, passed in 1887, established agricultural experiment stations in connection with land grant colleges and became the foundation of the practice of taking agricultural techniques to the farmer. One of the early agriculture extension programs, according to Scanlon (21), was the Farmer Institute:

The institutes ranged from two to five days and were designed for both men and women. For the men there were discussions and demonstrations of farming techniques; for the women, programs were arranged in domestic science (p. 48).

Community education not connected with the schools began to emerge in the United States around the turn of the century. In order to fight the social ills of the day, the settlement house was founded. In 1887, neighborhood guilds, later to be called University Settlements, were formed by Stanton Coit on New York's East Side. Shortly afterwards, in 1889, Jane Adams founded Hull House in Chicago and, thus, the Settlement House movement was established in the United States (21, p. 47).

In the beginning of the Nineteenth Century John Dewey (24, p. 37) recognized that the school must be concerned with activity, not role-learning. As a practical philosopher of education, he appreciated that he, too, must be active, and he founded the University of Chicago Laboratory School to work out his ideas.

As Dewey's ideas on community education gathered momentum, the stage was set for the development which most typifies the community school: the absorption into it of both adult and recreational education. Nashlund (25) stated that:

At first, in the large cities, there were experiments with the dual use of school premises as community centers. Soon, as the community-oriented school began to encounter the school-oriented community, it was realized that effective adult education could only take place where proper provision was made and this would be done most economically by planning joint use (p. 96).

Hart (26), writing during the same period, emphasized the education community as the major factor in the education of the child. He stressed that total education could not be produced by the schools alone,

that it had to be a joint operation of schools and community. He wrote:

The problem within education is not in training children, but in the development of a community in which children can grow up to be democratic, intelligent, disciplined to freedom, reverent to the goals of life, and eager to share in the tasks of the age. Schools cannot produce the result; nothing but the community can do so (p. 382).

A model of the community related school was demonstrated in Gary, Indiana, by superintendent of schools William Wirt (20, p. 61). He initiated a wide range of vocational programs based on the industrial character of the city. Schools were open all day, all year, and parents and adults were involved in school activities. The "Gary Plan" had spread to over 200 cities in 41 states by 1929 (21, pp. 49-50).

The Penn School, located on St. Helena Island, South Carolina, was cited by educators as a model community education program which affected cultural changes and improvement in a community. Scanlon (21) described the school:

The school was originally started in 1862 by Louisa Towns and Ellen Murray, who had been sent to the Island by the Port Royal Missionary Society of Philadelphia. St. Helena was inhabited by Negroes who, because of the geographical position of the island, were practically isolated from people on the mainland. During the first years of the school's existence, emphasis was on the usual academic type of education. In 1904, the school was reorganized. Industrial and agricultural training became paramount, and community development was accepted as the school's main mission. In 1907 under the supervision of Rossa B. Cooley the school began its program of community development. When the crops were being harvested, the school was closed, and the teachers went to the fields to work with the people and to demonstrate agricultural techniques. The island became the school. The industrial arts department of the school became the center of adult vocational education and with the expanded interest, a community House was built by the people (pp. 49-50).

In the years after the turn of the Twentieth Century, many prece-

dents, both in practice and philosophy, had been established for the schools becoming more actively engaged in meeting the needs of people and communities (5, p. 53). The economic and social crises of the depression accentuated the need for educational theory to be given a pragmatic structure. Kate Wofford (27, p. 14) cited World War I and the economic depression of 1930 as the forces which aroused the school from lethargy to energetic efforts to focus the purposes on some of the problems of the community: "Further, the school was autocratic, not democratic. It was indeed an anachronism to educate pupils for a life which did not exist".

As the depression became more intense, the local community became the setting for a dramatic struggle to survive. Schools became the center of the community in offering programs of home economics, agricultural education, and community improvement (28, p. 19). Citizens became interested in "what schools could do for them" and citizens planning councils became active. Evening schools were extended into new categories, curricula were broadened, and for the first time the use of adult education administrators became common (23, p. 11).

The model for many of today's community education-community school programs was born out of the problems of the depression. In 1936, Flint, Michigan, began a boy's club and summer camp with \$6,000 from the Charles S. Mott Foundation. Success encouraged this foundation to contribute an additional \$15,000 for after-school and summer-recreation programs. Followed by a health program and nutrition classes for mothers, the recreation program accordingly received a contribution from the Mott Foundation in excess of \$1,700,000 annually (29, p. 38-42).

Several models of the "community School" as it was defined in the

1930's were described in Samuel Everett's book, The Community School. Included were reports on techniques used in school-community problem-solving programs with examples given from community-wide programs in the states of Washington, Georgia, California, Missouri, Hawaii, and Michigan (30).

The rural South, in an effort to solve serious economic and educational problems, experimented with many community education models. One of the most significant was Elsie Clapp's "experiment" in rural education at Ballard School in Louisville, Kentucky, and at the Arthurdale School in West Virginia. These community schools were designed to answer the needs of the children and families of the school districts (31, pp. 3-4).

The Engelhardt's (32) in 1940 described a new community school campus in Delaware intended for youngsters ranging from 6-18 years of age. On the 12 acre site were four buildings, the elementary (primary) school, high (secondary) school, social hall and field house. Within the high school building is the girls' gymnasium. The field house is a multi-purpose boys' gymnasium. The social hall is intended for civic luncheon clubs, choral societies and so on as well as school use. The library, laboratories, vehicle maintenance workshops, studio, homecraft rooms were all intended for community use, both during the day and in the evening. On the grounds were a full-scale athletic field, tennis courts, fish hatchery and an open air theatre. Finally, there was a visual education studio for cinema, and a broadcasting system which served both school and community.

During the 1930's, 1940's and early 1950's the idea of community education was expressed and defended ardently over and over again by

scholars and steadily gained acceptance among most educators. As a result, in 1953, Part II of the 52nd Yearbook of the National Society for the Study of Education, entitled "The Community School", was a compilation of articles on community education which, perhaps may have become the dominant philosophy and standard pattern for education today (12).

Community education has spread rapidly since the late 1960's. Impetus for this expansion has been the success of the Flint Community School program. This program was credited in 1959 by the American Association of School Administrators as a model for community School programs throughout the United States. The success of the Flint Program stemmed from the following: The Mott Inter-University Clinical Preparation Program for Educational Leaders, university training and dissemination programs, and Flint's numerous state and regional workshops, national visitations, and conference programs (33, p. 1).

Research has produced statistics that also have given impetus to the acceptance and implementation of community education. Other developments which have caused growth of community education throughout the United States have been the establishment of:

1. The community education center at Northern Michigan University in 1963. This center was the first of a regional network of centers (now numbering 75) throughout the United States whose purpose is the promotion and dissemination of community education.
2. The National Community School Education Association formed April 19, 1966. Its purpose is to provide services including consultative service, in-service workshops, research, publications and newsletters, regional conferences, national conventions, and leadership training (34, p. 64).

Probably the most significant move to promote community education according to Watt (35) occurred on August 21, 1974. On this day, Presi-

dent Ford signed into law legislation permitting implementation of Community Education nationwide.

President Ford's signature, which was preceded by a favorable vote in the U.S. Senate of 81 to 15 and a similar vote in the House of Representatives of 323 to 83, emphatically suggested the Federal government has endorsed the concept of community education and has taken a giant step towards making public education in the United States a life-long experience (p. 10).

This Community School Act offered federal financial assistance to local school districts, state departments of education, and institutions of higher education interested in the development of community education. Awards were made to local and state educational agencies on a matching basis to allow them to plan, establish, improve, and maintain community education programs (36, p. 3).

Six states (Florida, Maryland, Michigan, Minnesota, Utah and Washington) support and fund community education on a shared basis. State legislation supporting community education is being considered in seven other states (Alaska, Arizona, California, Colorado, Illinois, Indiana, and Massachusetts). Today, across the United States, there are 850 school districts and more than five thousand individual school community involved in the implementation of the community education concept. The attendance areas of these 850 school districts encompass more than twenty million people (37, p. 4).

National leaders in various areas of responsibility have endorsed the community education plan for bringing about needed educational reform. These include a cabinet secretary, members of both houses of Congress, state governors; national executives of religious, professional, and voluntary agencies; and leaders in commerce, industry, labor, and agriculture (38, p. 147).

Other national professional groups which have endorsed community education are: American Association for Health, Physical Education, and Recreation; American Association of School Administrators; National Association for Public Continuing and Adult Education; National Education Association; Sociology of State Directors of Health, Physical Education, and Recreation; National Congress of Parents and Teachers; the United States Jaycees; and Big Brothers of America (39, p. 161).

With such substantial support, educators and non-educators are optimistic that every school district (about 20,000) in the United States will eventually be involved with one form or another of community education within the near future (next ten years). By the end of 1978, it was estimated that the following will be involved in community education: "2,600 school districts with 7,846 community schools. 4,632 trained community school directors. 2,502 masters and Ph.D. interns trained" (36, p. 9).

Charles Stewart Mott (39) who devoted much of his life and gave generously of his resources to promote community education expressed a hope shared by most community educators:

I see the community education concept spreading all over the United States; yes, even to other parts of the world...I see people becoming involved in their local problems, their state, their national problems. They will work together solving their problems, developing new ways of doing things and as they work together they will develop closer feelings of friendship, cooperation, and understanding which will work toward solving some of the great social problems threatening this nation (p. 38).



## Research in Community Education

Burbach and Decker (40, p. 42) stated in their article that although the potential of community education is great, there is little hard evidence to indicate whether or not its promise is being fulfilled. Commenting on the lack of empirical data on community education, Van Voorhees writes: "Several decades after its birth as an educational movement, community education is still supported not by facts but by the logic of the process" (41, p. 203). The reason is primarily due to the fact that community educators are typically young, action oriented, suspicious of research and researchers and tend to eschew research efforts in favor of action. However, although most community educators have had limited exposure to research courses, most emerge from their programs of study without the basis of understanding needed to support a strong commitment to research.

A wide variety of community education models and programs has emerged throughout the United States within the last decade. But lacking of research in the field of community education was indicated in Seay's book (18, p. 393). It appeared that doctoral dissertations have made the greatest contribution to research in the field of community education in the recent past and they are likely to continue to be a prime source of substantive contributions in the future.

The Community School, edited in 1938 by Samuel Everett (30) contained several models of the "Community School" and chapters devoted to the description of community schools. Elsie R. Clapp's 1939 book (5, p. 54), Community School in Action, has become a classic in the history of community schools. It describes her work in Jefferson City, Kentucky and Arthursdale, West Virginia.

In 1945, the National Society for the Study of Education (NSSE) based its Forty-fourth Yearbook on "The Community School Emphasis in Post War Education" (42). The 1953 NSSE Yearbook, Part II, was entitled The Community School. Seventeen chapters dealt with distinctive features such as the program, the staff, organization and administration, international examples, and overcoming barriers to the development of community schools (43, p. 2).

The Community Education Journal was first published quarterly in 1970. Many articles about community school models all over the United States were published. In a special issue of the Phi Delta Kappan devoted to community education in 1972, Weaver (44, p. 154) presented a case for theory development. Nance and Pond (45) shared the concept of the Tulsa Community School model in Leisure Today and observed that:

The Tulsa model is essentially an experience in cooperation. The primary agencies involved in this endeavor are the Tulsa Board of Education, the Tulsa Park and Recreation Board, and the City Government of Tulsa. This type of arrangement did not just develop suddenly but was the result of years of hard work by people in the educational and recreational professions (p. 23).

The program started operating in five schools, each of which has its own community advisory council. In each of the five schools there are teams of three professionals. The teams are composed of a community school coordinator, a recreational supervisor, and a recreation leader. The team management concept is used in each school.

Blue Springs, Missouri, is a community of approximately 15,000 people, located about 20 miles east of Kansas City. In 1973 the city passed a bond election for a community center. The center was built on school property adjacent to the new high school and a church with a

swimming pool. In effect, the community has a cultural center which makes maximum use of community resources (46, p. 23).

In addition, the city pays half of the community education coordinator's salary. In this model, city funds are used for administrative rather than program purposes. The coordinator is housed in the administrative offices of the school system.

Weber (47) wrote about the recently successful model in Tucson, Arizona, and noted that:

The Tucson model is a three-phase implementation approach with the major emphasis being redefinition of the role of the elementary school principal. An Educational Director, formerly referred to as principal, is designated as the educational leader for the total population of the school-community, and is responsible for operating the school as a learning center available for all members of the community. The Educational Director is provided additional help in the form of an Assistant Director, formerly called the Community School Coordinator (pp. 1-2).

The Tucson model received a federal community education grant in 1976, and is now in its third year of funding.

Another successful model is the Independence Plan for Neighborhood Councils which is a model for community education being implemented in Independence, Missouri, a city of approximately 120,000 people. The Neighborhood Councils are aimed for the increased citizen involvement. The organization consists of:

Neighborhood Councils in every neighborhood. This elected body meets to discuss matters concerning the welfare of the neighborhood, and relate to the city their needs. Each council elects a president to serve on the Citizens Advisory Council. Citizens Advisory Council functions as a two-way communications link between the neighborhood councils and the city council. Citizens Committees are subcommittees of the Citizens Advisory Council. Made up of every Neighborhood Council in the City, they function with the different departments of the city. Citizens Workshops and Assemblies

meet bi-monthly from September through May for purpose of communication with Citizens Committee and the City Council (48, pp. 25-26).

The Neighborhood Council Plan is relatively new. The cooperative and collaborative community planning, with direct input from the people themselves, has emerged to become one of the most efficient models of community education.

Parson (49) described six different models in his pamphlet "Emerging Models of Community Education" in 1976. Weaver and Seay (18), in the last chapter of Community Education: A Developing Concept, suggested a model as a means of generating research. They wrote:

Productive research is possible only after beliefs about the particular phenomenon under investigation have been systematized. It is from the systematized framework of beliefs about a particular phenomenon--that is, from the theory--that a researcher is able to develop hunches to be tested. The model is a graphic representation of the theory, and it expedites the process of generating hunches or hypotheses to be tested. The results of all testing generated by the particular theoretical position are fed back into the model, thus continuing the modification of the theory and the development of a new, more viable model (p. 400).

Doctoral dissertations are another source of research in community education. Gilbert (50) compared the community school program in the State of Indiana with a model elementary community school in 1972. He found that the major emphasis of the community school programs in the State of Indiana appeared to be program oriented with little considerations being given to process. Kunarak (51) analyzed processes for the development of a comprehensive master plan for community education in Thailand in 1974. Findings of his study suggested that personnel who should be involved in shaping the plan are the representatives from both private and governmental agencies, school administrators, and

planning units. Smith (52) studied a model for development of a community education program for older adults in Michigan in 1975. Findings from his study revealed wide gaps between concepts in the model and actual programs being conducted throughout Michigan by community educators. He said educative programs for older adults received less emphasis and educative programs on aging for the area citizenry were nonexistent other than some programs which addressed preretirement education.

## CHAPTER III

### EDUCATION IN THAILAND

Education in Thailand today is essentially Western in organization and contact. The government has assumed responsibility for the establishment, financial support, and direction of a national school system which is arranged in the familiar division of primary, secondary, vocational, and higher education, with attendance at primary school compulsory for all children. Among the goals of the educational program are improving the literacy of the population, providing citizenship training, and offering professional and vocational training (52, p. 444).

The beginning of modern education was founded on the early efforts of King Monkut (1851-68) and King Chulalongkorn (1868-1910) to train people to deal with western nations and to better perform government tasks (53, p. 172). With the establishment of the Ministry of Education in 1892, the British system was chosen as a pattern. A study was made also of the Japanese system, and from it came the concept of relating moral training and the duties of citizenship. In 1921 a law was enacted making it obligatory for all children between the ages of seven and 14 to attend school. This requirement was changed in 1933 so as to place the compulsory age limits from seven to 15 years (54, p. 116).

By law, every child was required to attend school, if able to do so and if there was a school to attend. However, the law was actually not

enforced (due to a deficiency of schools and teachers) until 1937 when every part of the Kingdom had some sort of school and teachers available for primary grade children.

Since 1945, educational thought in Thailand has changed significantly from the traditional thinking that shaped the country for centuries, to the new in terms of Western ideology (55, p. 23). During the ensuing transition period, a movement emerged which caused many Thai students to be sent abroad to advance their education, with remarkably increasing numbers every year. Among foreign countries, the United States attracted the greatest number of Thai students. For example, in 1968, there were 3,586 studying in the United States out of a total of 5,886 studying abroad (56, p. 443); and in 1971-1972 the number rose from 3,586 to 5,555 students, an increase of 55.7 percent (57, p. 1). These thousands of students were tremendous catalysts in providing a basis for introducing American educational thought in Thailand.

In 1958, when Prime Minister Sarit Thanarat readjusted the cabinet (58, p. 424) and placed the country under martial law, a new emphasis on education was apparently initiated. At that time, the government appointed a committee to re-examine the national scheme of education (59, p. 9). This committee continued to function until September, 1959, when its work was taken over by the newly established National Education Council (60, p. 471) which included 60 members and included eminent laymen as well as many senior members of university staffs (61, p. 105).

At about the same time, an educational development plan, widely known as "the Karachi Plan", was drawn up by the Ministry of Education of the Asian member states of the United Nations Educational, Scientific and Cultural Organization (UNESCO), and adopted later in Karachi in

January of 1960 (62, p. 502). The Plan called for the provision of not less than seven years of compulsory, universal, and free schooling as a target for 1980 (63, p. 14). (See Appendix B.)

These ad hoc influences on Thai education during the past war period, coupled with the third amendment of the law in 1960, led the way to the Royal Proclamation of the 1960 National Scheme of Education on October 20, 1960 (64). This plan was put into effect on April 1, 1961, and is now being used as the national scheme of education for Thailand.

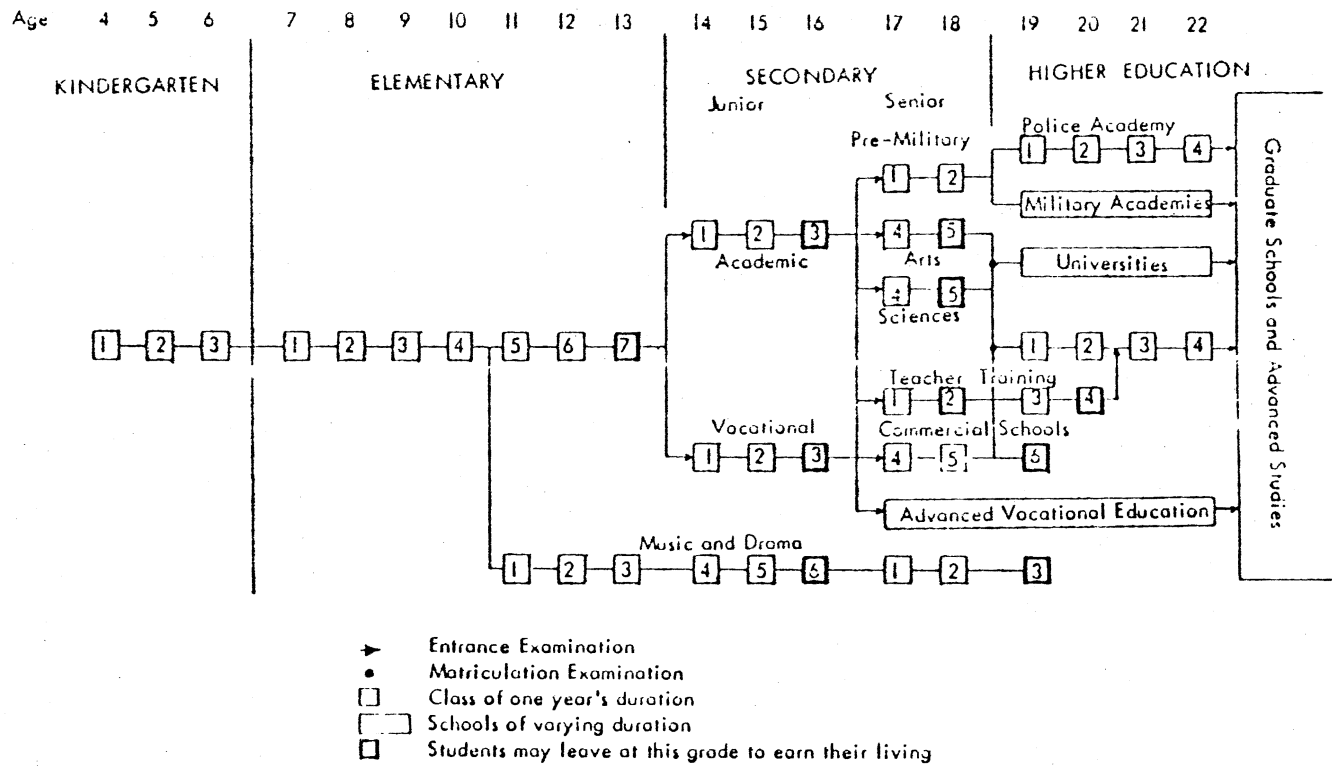
### Structure of the Education System

The present structure of the Thai educational system is conventional in its design. It consists of a basic K-4-3-3-2(3) structure with the kindergarten or pre-primary education as a combination of two-year kindergarten and one-year pre-primary education. The first seven years comprise the lower and upper elementary (compulsory) levels. The last five years include the junior and senior secondary levels (Secondary Education), or "academic" stream, as well as the "vocational" (six year) stream. In addition, higher education is considered as part of the basic structure of Thailand's educational system (for a quick overview, see Figure 2: the National Structure of the School System in Thailand on the next page).

#### Kindergarten Education

Kindergarten is not required by law. It is provided for children of ages from about three to six, and its purpose is to prepare children for an elementary education. Since it is costly and non-compulsory, the government has adopted the principle that in each of the seventy-one





Source: Gunnar Myrdal, Asian Drama Volume III: An Inquiry Into the Poverty of Nations. New York; The Twentieth Century Fund, Inc., 1968, p. 1699.

Figure 2. The National Structure for Education in Thailand

provinces of the country there may be one state-owned kindergarten school that will serve as a model to those citizens, who may wish to establish kindergartens of their own. However, the Ministry of Education encourages establishment of one-year infant or pre-primary classes, so that children of at least five years of age may be admitted, and then move on to Grade I in the following year (50, pp. 37-38).

### Elementary Education

This level of education aims at the child's intellectual growth and physical development. Educational activities are provided to prepare the child mentally, emotionally, and socially for the next educational levels, secondary and higher education. Elementary education is divided into lower primary (grades 1-4) and upper primary (grades 5-7), for a total of seven years. The first four years of lower primary education is compulsory and free for all children in accordance with the 1935 Elementary Education Act, amended in 1962 (62). All children between 7 to 15 years of age must go to school. Additionally, with the promulgation of the new National Scheme of Education of 1960, it was decided that the duration of compulsory education should be extended gradually to seven years depending upon the resources and readiness of each locality. This provision has been delayed because of economic constraints. It is expected that the seven-year compulsory education can be achieved throughout the country by the late 1980's (65, p. 20).

There are two levels of elementary education, four-year lower elementary school (Pratom 1-4) and three-year upper elementary school (Pratom 5-7). Most of the upper elementary schools are attached to

existing grade 1-4 schools which have thus become grade 1-7 schools. However, some exist separately (65, p. 29).

### Secondary Education

This intermediate educational level is divided into two sublevels: lower secondary (grades 8-10); and upper secondary (grades 11-12). In general, this level comprises two separate streams, academic and vocational. The academic stream, provided for the individual who plans to enter college or a university, is concerned mostly with general education. It consists of five years of study; three years in lower secondary and two years in upper secondary schools. On the other hand, the vocational stream, varying from one to six years depending on certain programs of study, is designed for one who is interested in preparing for an occupation. Furthermore, the upper academic stream consists of four specific substreams designed for the following occupational training programs: (1) military academy, (2) physical education, (3) teacher training, and (4) general upper secondary education as a preparation for college or a university (50, pp. 40-44).

### Higher Education

This level refers to the education continuing beyond secondary education. It provides facilities for professional study, higher learning, and research. The programs for many professionals tend to include liberal arts courses, especially in the earlier years, in order to establish a broad and strong basis for future specialization and professional work (53, p. 185). It consists of various universities, military and police academies, and the College of Education, including

teachers' junior colleges, and specialized two or three-year institutions.

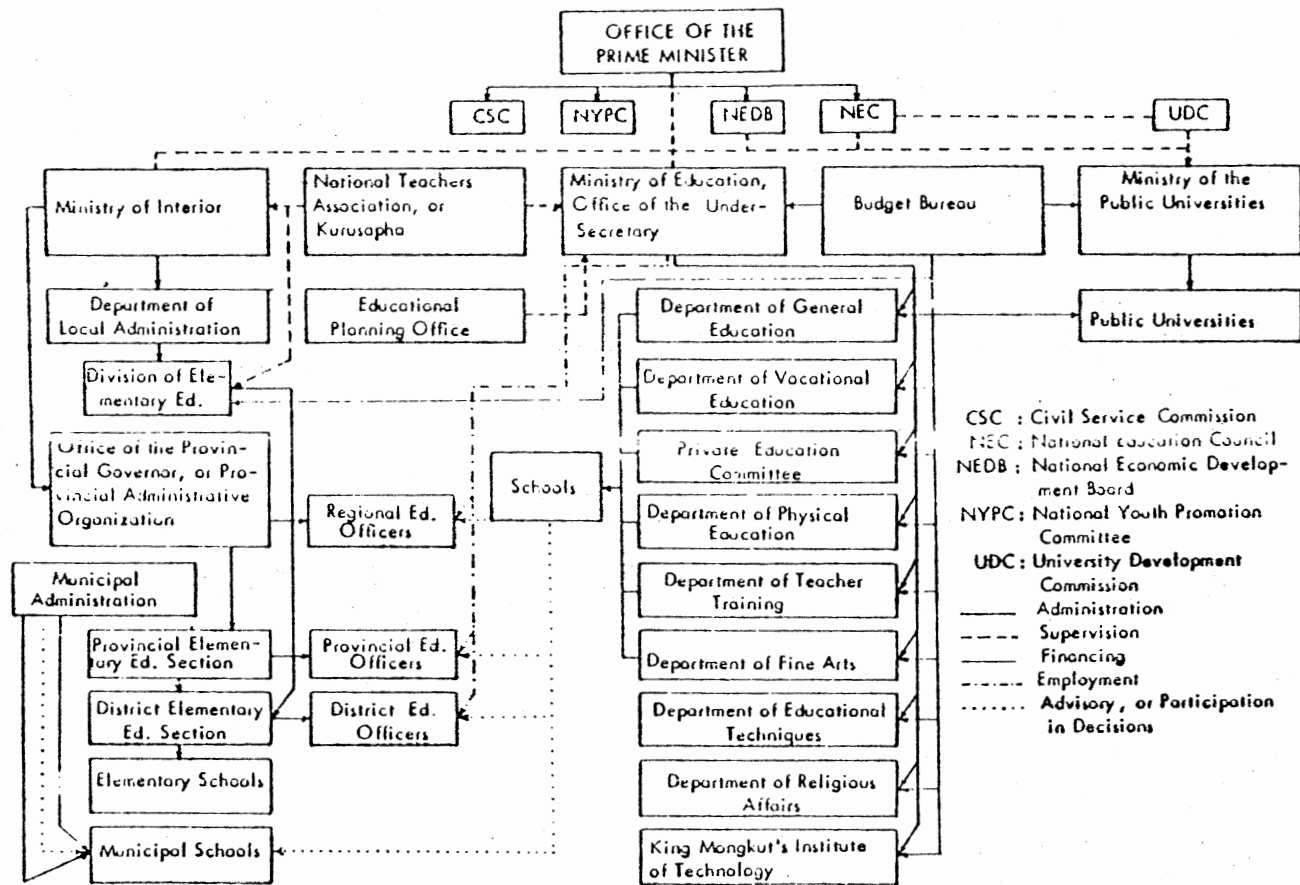
### Organization and Administration

✓ The responsibility for the organization and administration of education in Thailand is divided among three governmental agencies: (1) the Office of the Prime Minister, (2) the Ministry of Interior, and (3) the Ministry of Education. Figure 3 on the next page illustrates Thailand's educational organization.

#### Office of the Prime Minister

Several administrative bodies have responsibilities for education under the Office of the Prime Minister: the University Civil Service Commission; the University Development Commission; the National Economic Development Board; and the National Education Council.

The function of the University Civil Service Commission is to review and approve personnel appointments, promotions, transfers and related matters prior to final action by Office of the Prime Minister. The newly-developed University Development Commission serves primarily as a coordinating agent for the development of graduate university programs. On the other hand, the National Economic Development Board has the responsibility for developing the National Economic and Social Development Plan, and it must give final approval to the Education Sector of the Plan and to education budgets (66, p. 9). Ostensibly, the function of the National Education Council is to serve in planning and coordinating the total educational system of the Kingdom and stimulating interministerial communication and detailed planning



Source: Kamol Sudprasert, "Primary Education in Thailand", *Bulletin of the UNESCO Regional Office for Education in Asia*, No. 14 (June, 1973), p. 179.

Figure 3. Thailand's Educational System Administrative Structure

(50, pp. 67-69).

#### Ministry of Interior

The Ministry of Interior has been responsible for rural elementary education since 1966, when all rural elementary schools were transferred from the Ministry of Education to the seventy-one province Administrative Organizations which are under the direction of the Department of Local Administration, Ministry of Interior (59, p. 8). This transfer and decentralization took place in order to promote local interest and initiative for expansion and improvement of elementary education throughout the country. The local authorities, with the assistance of the Department of Local Administration, have become responsible for administrative affairs including budget, personnel and facilities." The Ministry of Education, however, remains responsible for elementary teacher training, curriculum development, textbook preparation and supervision of instruction.

#### Ministry of Education

The Ministry of Education consists of one administrative unit (Office of the Under-Secretary), seven departments (General Education, Vocational Education, Teacher Training, Physical Education, Educational Techniques, Religious Affairs, and Fine Arts), one degree-granting institution (King Mongkut's Institute of Technology), and one departmental level committee (the Private Education Committee). All these administrative units, except the Department of Educational Techniques, Department of Religious Affairs, and Office of the Under-Secretary, are directly responsible for operating schools of various types and pro-

viding administrative and support services to the entire educational system. The Department of Religious Affairs is charged with administering government subsidies to religious organizations (65, p. 33).

4 The Department of General Education is responsible for administering and supervising virtually all public secondary schools. In addition it is responsible for supervising and providing pedagogic advice to all local public elementary schools. Finally, the department is responsible for running all non-formal and adult education programs.

The Department of Vocational Education operates all public vocational schools and technical institutes. It is also responsible for training all specialists needed in vocational and technical education.

The Department of Teacher Training is responsible for training degree and sub-degree teachers needed by the general education system.

The Department of Physical Education is responsible for training physical education teachers, for giving advice and preparing curriculum on physical education, and for assisting in organizing school sports activities.

The Department of Fine Arts operates special schools for children particularly interested in music, drama, dance and fine arts. In addition it is responsible for maintaining historical monuments, keeping the National Archives, and running the National Library.

The Department of Educational Techniques is charged with developing and disseminating new teaching methods and curricula throughout the country, and is responsible for educational broadcasting and providing guidance services.

The Private Education Committee is responsible for supervising the private elementary, secondary, vocational, and higher education

institutions and assuring that they meet the required regulations. It is also responsible for allocating government subsidies to these schools, and providing other-assistance that might be needed to improve educational quality (53, p. 199).

The Office of the Under-Secretary exerts some control in financing, planning, and local administration of the entire system under the Ministry of Education.

Furthermore, for educational effectiveness of the country, Thailand divides the entire Kingdom into 12 educational regions with each region headed by a Regional Education Officer. These individuals have no administrative authority but serve as supervisory and in-service training agents for the Ministry of Education (67).

In each of the 71 province Administrative Organizations, the Ministry of Education appoints a Provincial Educational Officer who is responsible for all educational levels in the provinces. However, each province is divided into districts which have District Education Officers who are responsible for all educational levels in the Districts and who report to the Province Educational Officer (67).

Finally, in cities and towns which have a municipal government, elementary schools are operated by the municipalities within their geographic limits. However, for academic affairs, they rely on the Ministry of Education (66, p. 14).

#### Mobile Trade Training Units (MTTU)

Mobile Trade Training Units are designed to take teachers and equipment to rural areas where adults and out-of-school youth can learn the basic skills required to enable them to secure jobs. Trade skills



taught in each cycle reflect the wishes of the trainees and job opportunities available, and generally include one or all of the following: metal work, auto mechanics, electricity, radio-television, welding, woodworking, cooking, sewing and tailoring, barbering and hair dressing. The basic plan is to maintain interest in the training offered, move units from one area to another as enrollments decline, and serve rural people who would otherwise have little opportunity to develop their skills (68, p. 6).

In 1960, the Royal Thai government, through the Vocational Promotion Division, the Department of Vocational Education, Ministry of Education, decided to extend skill training to those out-of school youth with four years of grammar schooling and no other opportunity to continue their education. This training would be provided in Bangkok by the Polytechnical Institute and in the rural areas by the MTTU. The first unit (Unit I) was established in July of 1960 at Chumphon in Southern Thailand and since that time Unit I has operated in 16 different locations in five provinces.

In September of 1964, Unit II was opened at Udorn Thani in the Northeastern Thailand. This unit has operated in four locations in three provinces.

In 1966, the Ministry of Education requested USOM for assistance in the form of commodities and technical advisors to help establish 16 additional units. Scholarships for future administrators were made available. In 1969 there were altogether 27 MTTU's operating in the rural areas.

The operations of all MTTU's have greatly interested the people at each location in which they operate. This approach is considered

highly successful in producing semi-skilled manpower. Thus, United States Operations Mission (USOM) and the Vocational Promotion Division have jointly expanded the MTTU program. \*

#### Non-formal Education in Thailand

In 1962, the Ministry of Education began to realize that a community should have a share in organizing its own education programs. Over the past decade several movements for reforming the school system so it is more responsive to local needs have been mounted (69, p. 3). All have produced relevant and interesting proposals, most of which have remained on paper. After the revolution in October 1973, the pressures for reform of formal school education intensified, and a new process involving people from all walks of life such as educators, professionals, intellectuals, farmers, workers, and businessmen started (70).

However, because of the centralized and divided system of educational planning, financing, budgeting, administration, curriculum development and textbook production, and pupil evaluation; and the massiveness of the formal education system, has been virtually impossible to gradually change the formal system and in so doing gradually to change the attitude of people toward education. But non-formal education is a quite different matter. Since there are few preconceived attitudes toward it, the informal learning activities are much more directed toward people who are motivated to learn, rather than people who are forced to participate (the law, and parent force children to go to school). Thus, the non-formal programs only get an audience

if they can be seen to be relevant and useful (69, p. 5).

In 1968, Thailand experimented with a UNESCO type functional literacy program. This program involved a work-oriented literacy approach, and was based on the assumption that people would be motivated to come to study if literacy could be related to work experiences (69, p. 8). With this in mind, the newspaper reading center project has been provided since the literacy program started. This project provides reading materials and newspapers to the center so people would have an incentive to go to the center on a regular basis.

Since 1962, the Community Development Department has organized many programs for promoting social and economic situations, living conditions, and education of the village communities (71, pp. 18-19). Earlier, the Ministries of Education and Agriculture had included various agricultural, vocational and adult education programs for some communities throughout the country (72). Similar programs were also provided by the Public Welfare Department and some missionary schools, especially for the hill tribe communities in the north and northwest regions of Thailand (73, p. 48).

For some time in Thailand, people have seen adult and non-formal education not only as a way of helping people gain much needed knowledge, attitudes and ideas, but also as a way of testing new ideas, changing attitudes of the educators and the public about education and blazing a trail for the formal school to follow. With community education, with its purpose of serving all community members according to their

needs by using the local school as the catalyst for bringing community resources into the organizing of school activities, can make a step forward and assure the way to success through the community school. The suggested models of community schools for rural and urban areas in this study may help in establishing successful community schools in Thailand.

## CHAPTER IV

### ANALYSIS OF COMMUNITY SCHOOL MODELS

The Community Education concept gained in popularity and was adopted by school districts across the country in the last decade. Several states have passed supportive legislation and have granted financial assistance to community education programs. There are community education programs in districts of all sizes, ranging from large urban to small rural districts. For purposes of this study, two each urban and two each rural community school models were analyzed:

1. The Flint Community Schools and the Tulsa Community schools were selected as urban models, and
2. The Paw Paw Community Schools and the Stigler Community schools were selected as rural models.

These four models were analyzed on the basis of the following:

- a. historical background
- b. organizational structure
- c. advisory council
- d. staffing
- e. financing
- f. programming
- g. evaluation

## Flint Community Schools Model

Educators have used the Flint Community Schools program as a model throughout the United States. This program was conceived by educator Frank J. Manley and funded by the Mott Foundation of philanthropist Charles S. Mott. All schools in Flint are community schools. These include forty-one elementary schools, an intermediate school, eight junior high schools, four senior high schools, an alternative secondary education center, a vocational-technical skill center, and an adult high school.

What was to become the Flint Community School Program had its beginning in the problems of the depression. Flint was particularly hard hit by the depression and unemployment was high. Its population in 1934 was approximately 165,000 (74, p. 414). A housing survey showed that 46% of the homes were occupied by owners and 53% by tenants (74, p. 418). The population density was high. Through lack of planning and increased subdivision, Flint was using only 48% out of 100% of its area (74, p. 419). The city's crime and delinquency rates were high, and health conditions were extremely poor. Added to the other problems, the school term was reduced to 36 weeks, the teaching staff reduced and curricula curtailed because of lack of funds (75, p. 21).

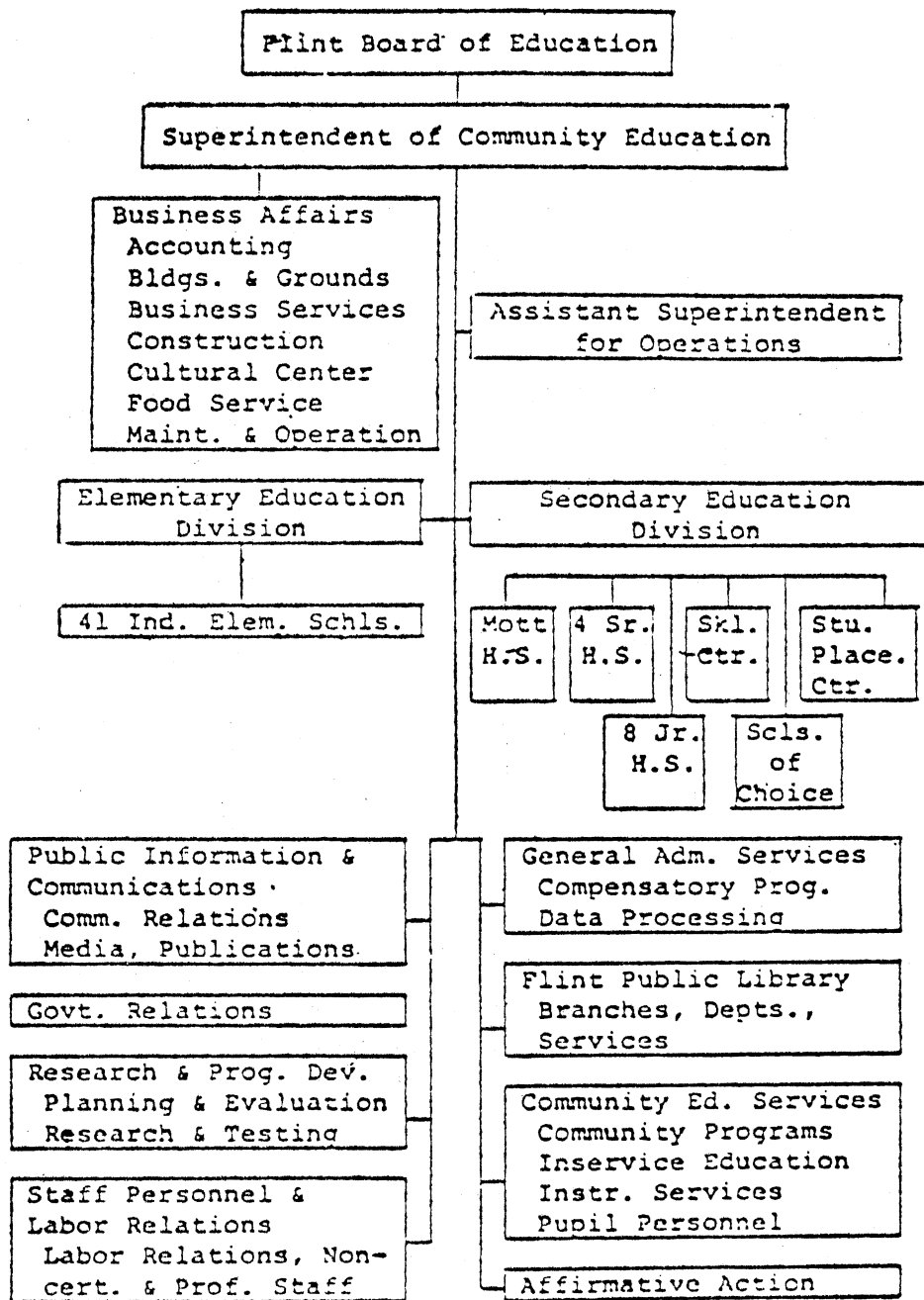
The beginning of the community school program was the organization of Sportmanship Clubs for troubled and problem boys by school personnel using school facilities (75, p. 23). The success of the clubs led to attempts to get the support and interest of other groups and agencies. What is Flint like today? Today, all of the schools in Flint are community schools. But, there is no one community education program. While each school attendance area has elements in common with the others, each is

all different because it reflects its own area's special interests and needs. Flint Community Schools have become the model for community schools because they began with local citizens' efforts. Foundation financial support was only given when the strength of public support was shown and when other funds were not available. Thus, the program demonstrates what community citizens can do through involvement and participation to improve their own lives and the quality of life in the community (5, p. 72).

#### Organizational Structure

The Flint program is organized into several divisions: Flint Board of Education; Superintendent's Office; Elementary Community Education; Secondary Community Education; Community Education Services; and Business Affairs (see Figure 4). An orderly and clearly defined chain of responsibilities is a requisite for the efficient functioning of the Flint Public School System. It is as follows:

Flint Board of Education. The nine members of the Flint Board of Education are the public's elected representatives. They have the responsibility for providing a comprehensive program of quality education for the community. Basically, the Board represents the public in establishing a sound educational philosophy, in adopting policies for operation of the schools and allied cultural facilities and in providing leadership through the setting of goals and objectives; as well as by developing adequate methods of evaluation and sound financial plans consistent with educational needs and community resources (76, p. 220). Regular meetings of the Board are generally held on the second Wednesday of each month.



Source: The Flint Community Schools--A Catalog. Flint Community Schools, Flint, Michigan, 1975, p. 222.

Figure 4. Flint Community Schools Organizational Chart



Superintendent's Office. Directly attached to the superintendent's office, and under the heading of General Control and Administration, are the functions of Staff Personnel and Labor Relations, Research and Development, General Administrative Services, Governmental Relations, Public Information and Communications, and Affirmative Action. Staff Personnel and Labor Relations is charged with securing, maintaining and servicing a staff of more than 5,000 people, including substitute and part-time personnel, as well as carrying out labor negotiations and implementing the contracts of five separate employee bargaining units (76, p. 220).

Research and Development provides planning and evaluation of programs, prepares program proposals for State and Federal Grants, coordinates academic testing of students, and performs educationally related research. General Administrative Services is responsible for support services in the day-to-day expenditures and assisting in budget preparation and the filing of necessary financial reports (76, p. 200).

Public Information and Communications disseminates information and publicity regarding programs and activities of the school system, as well as interprets for the public the policies and decisions of the Board. Communications also oversees operation of a Publications Office for graphic arts production, and the Conferences and Visitations Office that provides workshops and hosts visitors from outside Flint. Community Relations, including a speaker's bureau and the pilot project "Two-Way Street", is another function of the Communications Department. Governmental Affairs provides liaison among the schools and agencies and officials of the state and federal governments. Affirmative Action is charged with the implementation of procedures and practices consistent

with providing equal opportunities for all persons throughout the school system (76, p. 223).

#### Elementary Community Education

This office has overall responsibility for administering instruction and community activities in all 41 elementary schools. In addition to the director, who reports to the superintendent, the elementary office relies on two associate directors and an administrative assistant in carrying out its functions. All individual elementary building principals report to the elementary education director, and are responsible for all educational, enrichment, recreational and community activities within their schools (76, p. 223).

#### Secondary Community Education

This office administers the city's eight junior high schools, four senior high schools, an intermediate school, the Schools of Choice facility, Mott Adult High School and the Genesee Area Skill Center. Under the leadership of a director and an associate director, the office also oversees counseling services, driver education training and operation of the schools' Student Placement Service. Secondary principals also are responsible for all activities within their buildings and report to the secondary education director, who in turn reports to the superintendent. The number of administrative staff members at individual secondary schools varies, but averages from four to six persons (76, p. 224).

### Community Education Services

The following departments are administered by the director of community education services: Instructional Services, Community Programs, Pupil Personnel Services and Inservice Education. Instructional Services consists of Educational Services--WFBE, FM radio, instructional materials and media centers, school libraries and textbooks--and individual curriculum coordinators.

Community Programs is responsible for administrative supervision, budgeting and auditing of all programs receiving funds from the Mott Foundation, including youth services, general and early education services, and agency-related programs. It also provides liaison with the Mott Foundation. Pupil Personnel Services administers child accounting, attendance, and disciplinary procedures, including contacts with court and juvenile authorities. Also among its important functions is administration of all special education, health and safety programs. Inservice Education provides important services in terms of leadership development.

### Business Affairs

Reporting directly to the superintendent, the director of business affairs oversees an operation that keeps a pulse on all financial affairs of the school system, including budgeting, accounting, expenditure control and internal auditing, payrolls, purchasing, investment of private funds maintained by the Board, insurance and real estate matters. Also, this office is responsible for the maintenance and operation of the district's buildings, construction and modernization of facilities, management of the cultural center development and food service programs,

as well as an internal printing services department (76, p. 224).

### Advisory Councils

Prior to 1972, the community schools programs were operated by the Board of Education and the Community Schools Director. In October, 1972, on recommendation by the Board's community relations committee, a city-wide task force was appointed to develop guidelines and a format for the development of a community council in each Flint school (76, p. 217). Made up of parents, citizens-at-large, teachers, school principals, community school directors, high school students and central office administrators, the task force, equally balanced between education professionals and other members, concluded its work in January, 1973. The Board of Education adopted the task force's recommendations that each council should determine its own size, but recommended that each council have from 15-30 members--preferably elected, especially to junior and senior high councils. However, it suggested that representatives could be appointed to elementary councils. In addition, a 59-member city-wide Citizens' Advisory Council was established which would meet each semester to convey to the Board of Education the "pulse of the community." It is composed of one representative from each of the 53 School-Community Advisory Councils who select six at-large members (77).

In keeping with the action concept of School-Community Advisory Councils, the Advisory Council Committees share the general purpose of improving all phases of school and community life. This most vital function involves studying problems and needs and planning cooperatively to meet them. In addition to neighborhood and social problems such as housing, traffic, safety, drug abuse, unemployment and crime, councils

are free to participate in the assessment of such educational needs as use of school facilities, planning for new schools, renovation of existing buildings, student and adult activities, communications, curricula, human relations and the student conduct code.

Each school council serves as "advisor" to the school principal, and all of the councils as well as the city-wide group have input as the Flint Board of Education develops policies reflecting needs and desires of the entire community (77).

### Staffing

Governed by a nine-member Board of Education elected at large, the Flint school system is Genesee County's next-to-largest employer. Totally, 3,750 individuals are employed by the schools on a regular full and part-time basis, exclusive of substitute help. Of this number 1,950 are classroom teachers and other professional instructional personnel, and 200 are administrators and central supportive staff. Also, the district employs 437 paraprofessional classroom aids, 678 maintenance, operational and clerical employees, and 137 food service workers. The professional staff composition is 70 percent Caucasian, 29 percent Negro and less than one percent of other ethnic groups (76, p. 5).

The Flint Community Schools have many directors who differ in ability and experience. There are three kinds of directors: Community School Director I, Community School Director II, and Community School Director III. Their job descriptions are as follows:

Community School Director I. This is a dual staff position under assignment to the building principal, the Community Director I teaches half-time and coordinates the assigned community school program.

In this capacity, this person performs the following:

A. Duties

1. Performs all duties of a half-time teacher.
2. Programs, with the assistance of the school principal, all community activities relating to the school, including: a) elementary, youth, and adult enrichment activities; b) organization of school-related clubs, such as Teen Club, Women's Club, and Men's Club. (These examples are not intended to be all-inclusive nor are they meant to be restrictive.)
3. Promotes, publicizes, and interprets existing and planned programs to the school staff and community.
4. Accepts responsibility for all activities normally designated as community related.
5. Establishes rapport with lay leaders of the community (business, religious, and social).
6. Becomes familiar with the social and economic structure of the community and applies this knowledge to program development.
7. Establishes, in cooperation with the principal, a community advisory council for the purpose of community development and evaluation.
8. Assists in a constant evaluation of activities for the purpose of upgrading existing programs and implementing new ideas.
9. Establishes budget necessary for operation of the community school program.
10. Prepares and submits reports required by the Director of Community School Program.
11. Establishes and operates a summer program to meet the needs of the community.
12. Performs such other related duties and responsibilities as assigned or as appropriate.

B. Qualifications

1. Education: Bachelor's degree and Michigan certification.

2. Experience: Two years of teaching experience desirable. Previous experience as Trainee I or II or internship preferred.

Community School Director II. This is the staff position of a full-time Community School Director released from teaching responsibilities. Under assignment to the building principal, the Community School Director II performs the following:

A. Duties

1. Programs, with the assistance of the school principal, all community activities relating to the school, including:  
a) elementary, youth, and adult enrichment activities; b) organization of school-related clubs, such as Teen Club, Women's Club, and Men's Club. (These examples are not intended to be all-inclusive nor are they meant to be restrictive.)
2. Promotes, publicizes, and interprets existing and planned programs to the school staff and community.
3. Accepts responsibility for all activities normally designated as community related.
4. Establishes rapport with lay leaders of the community (business, religious, and social).
5. Becomes familiar with the social and economic structure of the community and applies this knowledge to program development.
6. Establishes, in cooperation with the principal, a community advisory council for the purpose of community program development and evaluation.
7. Assists in a constant evaluation of activities for the purpose of upgrading existing programs and implementing new ideas.
8. Establishes budget necessary for operation of the community school program.
9. Prepares and submits reports as required by the Director of Community School Programs.
10. Establishes a summer enrichment and recreation program to meet the needs of the community.

11. Performs such other related duties and responsibilities as assigned or as appropriate.

#### B. Qualifications

1. Education: Master's degree in Community Education or a Bachelor's degree plus a minimum of 15 semester hours in Community Education, and Michigan certification.
2. Experience: Minimum of 2 years as Community School Director I. Recommendation from the principal desired. Exceptionally successful past effort in community programs.

Community School Director III. Same as Community School Director II with the addition of administrative duties and responsibilities as determined by each building principal. The Community School Director III position differs from that of the Assistant Principal in that the Director's role places greatest emphasis on school-community relationships. The Community School Director III performs the following functions:

#### A. Duties

1. Interprets the school program to interested parents, school related groups, and others concerned with the community school program.
2. Establishes rapport with families within the community; explains and encourages family participation in school activities.
3. Calls on families and informs them about available community resources to meet their specific needs.
4. Keeps records of contacts with families.
5. Makes surveys for community schools as needed.
6. Establishes learning experiences for interns and trainees as/if assigned by building principal.
7. Organizes and assumes a leading role in establishing lines of communication between families, residents and the school.
8. Becomes involved with discipline only to the extent that it permits him to work with the parent or family group.



9. Represents the principal as the chief administrative officer of the school when this responsibility is delegated to him.
10. Assists in the planning and administration of inservice education programs for the total staff.
11. Serves as liaison between elementary school and junior and senior high as it relates to student unrest, communications, and other overlapping programs.
12. Meets with principal and other team members regularly to discuss ideas, plan innovative programs, discuss problems and possible solutions, etc.
13. Establishes contacts in the various social agencies in order to make family referrals that are not duplicated by other team members.
14. Works with principal in planning, scheduling and organizing all community education and recreation programs.
15. A Community School Director III's normal work day includes the afternoon and evening programs.
16. Should be provided opportunity, by the Principal, to become involved in the instructional aspect of the total community education program. Such involvement can be gained through classroom observation, inclusion in inservice programs, assignment of specific responsibilities with pilot and/or regular programs, or other appropriate curriculum related responsibilities.

#### B. Qualifications

1. Education: Master's degree and Michigan elementary certification.
2. Experience: Five years of teaching or administrative experience, three of the five years as Community School Director I or II in the Flint School System preferred.
3. Residence within the School District of the City of Flint preferred.

#### Financing

Through the years, the Flint schools have requested and received Mott Foundation grants enabling them to offer an impressive array of educational, cultural, social- and medical, as well as recreational,

opportunities based on the expressed needs of the citizens of the community. While grants to the Flint Board of Education from the Mott Foundation approximate \$5 million annually, financial figures show that approximately \$7 million in funds from other various state and federal grants, and local tax support are also applied to community education (78, pp. 2-3).

### Programming

The program aspect of the Flint Community Schools is comprised of a variety of areas of studies. Those areas may be categorized into four main types encompassing: (1) academic programs; i.e., mathematics, science, foreign languages, English, social studies, occupational education and the fine arts; (2) cultural and recreational programs; i.e., gardening, orinthology, basketball, swimming, belly dancing and physical fitness; (3) special or supplementary programs; i.e., emotionally impaired, homebound and hospitalized, learning disabled, and counseling services; and (4) parents' or adult programs; i.e., American Negro History, bridge classes, jewelry making, cake decorating and modern math for parents (see list of programs in Appendix C). Courses offered at each community school may vary in the amount of time they are available depending upon the nature of the subject, activity, need and interest of the students.

### Evaluation

The Flint Board of Education is committed to establish an educational environment characterized by, among other things, "efficient utilization of all available human and financial resources, and continued examination and modification of policies, programs and administrative practices

based on evaluation of result and assessment of needs" (79). This statement is contained in a preamble to the board's educational goals for the Flint Community Schools. The goals, resulting from a total school-community cooperative venture reflecting a wide cross-section of the thinking, desires and concerns of the community, include one aim which, in the spirit of community education, specifies that the "Flint Community Schools" will encourage and provide opportunities for students, faculty and other members of the community to interact and to play an effective role in the planning, development, implementation and evaluation of the school program. The Planning and Evaluation Program of the Flint Community Schools was established by the Board in 1974 to direct school efforts toward that goal. The program provides administrative support to the schools in the development of systematic planning and evaluation processes. Basic to that development is encouragement of citizen participation in school system planning. As part of the office of Research and Development, the Planning and Evaluation Program is made possible by a grant from the Charles Stewart Mott Foundation (79).

The Planning and Evaluation Program was organized in recognition of five major areas of need in the Flint Community Schools:

1. Upgrading of administrators' skills and techniques in planning and evaluation.
2. Development of planning and evaluation concepts as part of all program operations.
3. Design and implementation of planning and evaluation activities.
4. Development of procedures for coordinating systemwide planning and evaluation.
5. Establishment of mechanisms for citizen participation in the planning process, emphasizing School-Community Advisory Council participation.

The services provided by the Planning and Evaluation Program in recognition of these needs includes:

1. Support individual programs and Flint School-Community Advisory Councils in planning and evaluating their activities. Support to individual projects is provided upon request.
2. Conduct specific needs assessments, program evaluations and evaluation surveys as needed (see Appendix D).
3. Coordinate the identification and development of new program areas or council projects.
4. Prepare written materials, including hand books and case studies, specifically related to planning assessment and evaluation skills and designed to stimulate further development of skill planning.
5. Support at Inservice Education Department workshops for development of planning skills.

#### Tulsa Community Schools Model

The city of Tulsa lies along the Arkansas River in the cool green of the Osage Hills, Oklahoma. The Tulsa area historically has provided a balanced mixture of oil and water. With a population of 559,000, over 30,000 people work for more than 850 oil and oil-oriented firms in Tulsa (80). The Port of Catoosa links Tulsa to the Mississippi and the world through barge shipping. Tulsa's educational system is credited with a major contribution toward the city's growth. There are 77 elementary schools, eight parochial elementary schools, 21 public junior high schools, nine public high schools and three parochial high schools. With the Community Education concept spreading through the United States, Tulsa educators looked at their usage of school facilities and tried to find a way to better utilize them. Tulsa was the first city in Oklahoma to develop and implement the Community school concept.

The Tulsa Community Schools model formalized recreation services in

Tulsa in 1952 with the appointment of a recreation director. In 1960 a change of charter created the Tulsa Park and Recreation Board. At this time proposals were made to the Tulsa Board of Education for the use of school facilities on a regular basis. In 1963 an agreement was reached by both parties to exchange facilities with fees to be assessed (45, pp. 23-24). This relationship continued and expanded during the latter part of the decade until a point had been reached where the variation between statement fees paid by either agency were not significant and eventually it became only a paperwork formality with one canceling the other out. Finally, the agreement was rewritten to continue the facility exchange and omit the fee assessments. Although these two agencies had an agreement, no provisions were made for other agencies to use school buildings without a fee charge. Clauses were retained to cover the supervisory requirements and replacement of damaged equipment. This agreement between the school board and park and recreation board set the stage for what is now the community education program in Tulsa (45, p. 24).

Then a team of individuals decided to visit Flint, Michigan and other cities to investigate their community education programs. As a result of these visits and concurrent interest and support from a community citizens group, an agreement was made to implement two pilot community schools in 1972. The program expanded to include five schools in 1973 (45, p. 24). In 1976 the Tulsa Community Schools expanded to Thoreau High School.

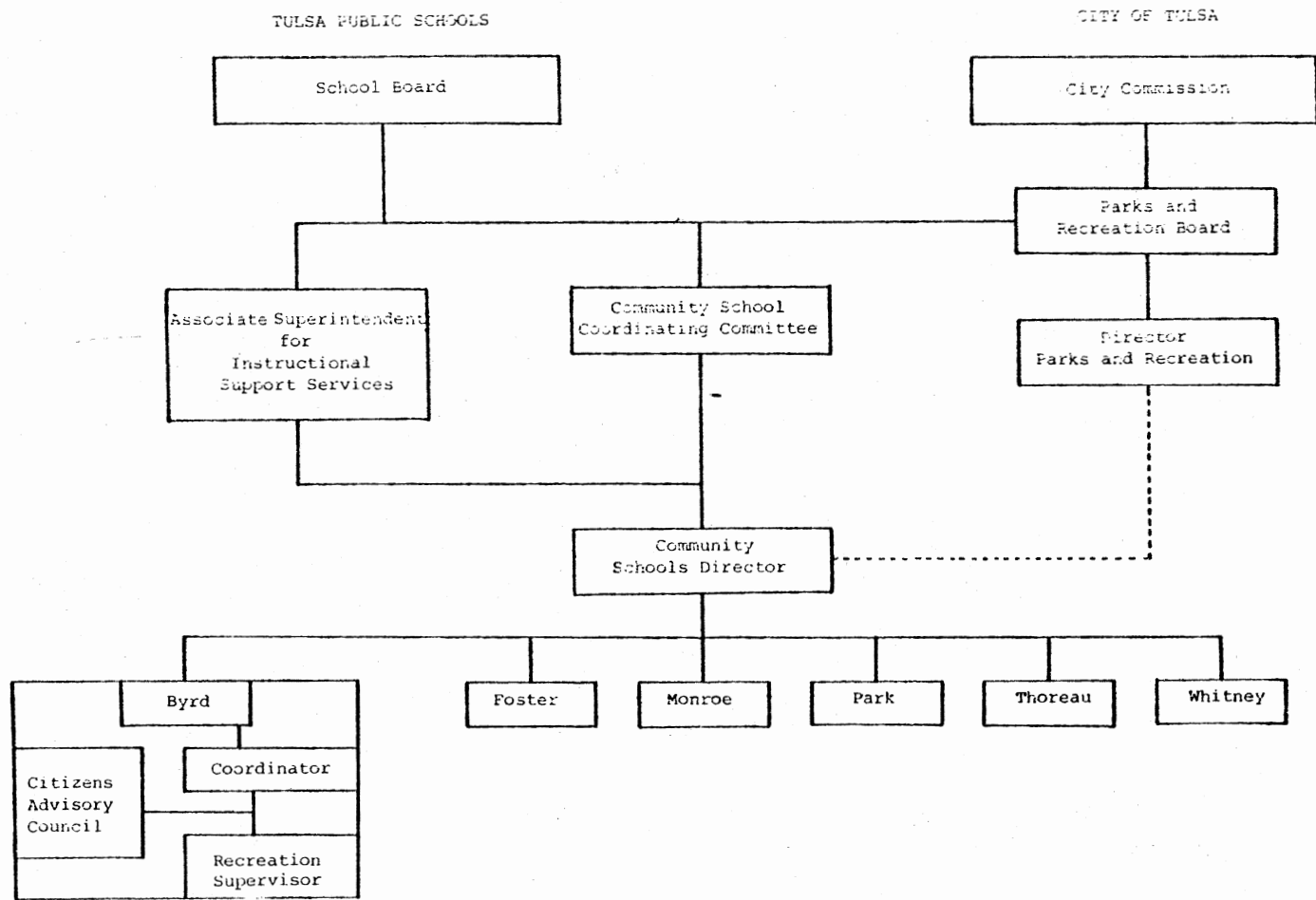
#### Organizational Structure

The School Board is comprised of seven members and the City Com-

mission is comprised of five members. These two bodies have final responsibility and authority in all policy matters. The Community School Coordinating Committee (CSCC) consists of two members each from the School Board and Parks and Recreation Board. The CSCC oversees the general operation of the community school program and interprets policies and procedures. The CSCC hired a community school director to relate to the Board of Education. The community school director is responsible for all community school programs. He works directly under the Associate Superintendent for Instructional Support Services and cooperates with the Parks and Recreation Director. The community school director is evaluated by the Associate Superintendent for Instructional Support Services. The director hires the coordinators and recreation supervisors to operate each community school under policies set by the Community School Coordinating Committee. Each coordinator is responsible for forming a citizens' advisory council (see Figure 5) for the attendance area served by the community school.

#### Advisory Council

Each community school has its own community advisory council. These advisory councils are made up of a cross section of community members and meet once a month. The councils are responsible for assessing community needs and serve as the voice of the community in program planning. The council has no authority over any of its organization members or representatives. Each organization is autonomous and administers its own affairs. Actually, the council does not plan for organizations; rather it is the medium through which member organizations agree to plan and work together. Each council's actions do not have



Source: Tulsa Parks and Recreation Department and the Tulsa Public Schools, "Procedures Manual: The Community Schools; A Cooperative Program." 1976.

Figure 5. Tulsa Community Schools Organizational Chart

the force of law, only the power of public opinion (81). Each council consists of two components: the executive division and the committee division. The executive division consists of a president, secretary and treasurer and four elected committee chairpersons. The second division is made up of the following committees: Youth Programs; Sports/Physical Fitness; Educational, Social, Cultural; and Community Affairs. Interested community members serve on each of these committees, with the membership rotating as seasonal and program interests evolve. Each community school's advisory council has flexibility to develop its own by-laws (81).

#### Staffing

In each of the six schools there are teams of two professionals (see Figure 5). The teams are composed of a community school coordinator and a recreation supervisor. The coordinator is hired by the community school director and is responsible for coordinating educational programs. The recreation supervisors are interviewed and recommended to be hired by the community school director and are hired by the City of Tulsa. Each is responsible for organizing and supervising the many recreational programs operating at each site, as well as assisting the coordinator in matters of administration and program implementation. The community schools director is in charge of the city-wide program and is responsible to the CSCC and the Associate Superintendent for Instruction. He also works cooperatively with Tulsa's Director of Parks and Recreation.

Job descriptions of director, coordinator, and recreation supervisor are as follows (81):



Community School Director.

A. General Administration

1. To serve as the administrator of the Community School program. He shall have administrative authority over the total Community School operation in accordance with policies as established and interpreted by the Community School Coordinating Committee and within the regulations and procedures of the Board of Education and the City of Tulsa.
2. To identify, coordinate and utilize available resources within the Tulsa Public Schools and the Park and Recreation Department in the developing of a Community School program.
3. To establish and coordinate the general procedural requirements of administering the on-going Community School operation with the appropriate administrative staff of the Tulsa Public Schools and the Park and Recreation Department.
4. To serve as the secretary (ex-officio) on the Community School Coordinating Committee and be responsible for administering the policies established by the Committee.
5. To establish office procedures and supervise the secretarial staff.

B. Information Dissemination and Community Coordination

1. To establish a Community School Advisory Council at each school and recommend structural and procedural guidelines and responsibilities of the councils to the Community School Coordinating Committee.
2. To promote and interpret Community School philosophy to all in-school and administrative staff.
3. To work with the news media in promoting programs and to approve all Community School media contacts and publications for public awareness.
4. To work with appropriate community agencies in developing a community involved program.

C. Budget Administration

1. To prepare and submit an annual budget recommendation to the Community School Coordinating Committee for their approval.
2. To supervise individual school budgets and maintain monthly expenditure accounts.

3. To judge the appropriateness and recommend approval on all materials requisitioned through the Department of Community Schools.
4. To monitor the fund balances of all accounts delegated to the Department of Community Schools by the Associate Superintendent for Instruction.

D. Personnel Supervision and Evaluation

1. To supervise, train and evaluate all Community School personnel in accordance with appropriate departmental personnel procedures.
2. To recommend the employment, retention and separation of all Community School personnel in accordance with appropriate departmental personnel procedures.

E. General

1. To plan a program at each of the Community Schools that will afford opportunities for citizens to better meet their recreational, educational, social and cultural needs through socially acceptable activities that are goal oriented.
2. To explore all possibilities for foundation funding and other possible fund raising sources.
3. To attend all appropriate staff meetings of the Tulsa Public Schools and the Park and Recreation Department.

Community School Coordinator.

A. General Administration

1. To direct, administer and supervise the total Community School operations at a designated site and service area in accordance with policies and procedures as interpreted by the Director and in accordance with facility and equipment regulations as interpreted by the principal.
2. To maintain complete and accurate records of the program, approve supply requisitions and prepare such reports as may be required.
3. To establish general office procedures.

B. Information Dissemination and Community Coordination

1. To establish and coordinate a Community School Advisory Council for the purpose of determining community needs and desires and establishing related goals and objectives.

2. To work with the appropriate news media to promote programs and to approve all publications and media contacts originating from the site.
3. To interpret Community School philosophy to community members and school personnel.
4. To investigate the social and economic structure of the community and assess the status and availability of community resources and to cooperate and assist in the coordination of community agencies and organizations in providing services and avoiding unneeded duplication.

C. Program Development

1. To plan, organize and implement a diversified community school program, utilizing the resources of both sponsoring agencies and others in the community in accordance with community needs, desires and objectives as interpreted by the advisory council.

D. School/Community Relations

1. To support the K-12 program with all available facilities and resources and to cooperate with K-12 administrative and teaching personnel in improving and expanding K-12 educational opportunities.

E. Personnel Supervision

1. To delegate appropriate responsibilities and coordinate job and assignment schedules for the Community School permanent staff in accordance with job descriptions as interpreted by the Director.
2. To approve the employment and termination of all part-time paid personnel and recruit volunteer assistance necessary to implement the program in accordance with the advisory council budget.

F. Facility Coordination and Supervision

1. To serve as an assistant to the principal for the coordination, scheduling and supervision of the community school facilities during program periods and assume all duties and responsibilities of the principal during his absence.

G. General

1. To attend all staff meetings and training sessions as may be required.
2. To assume such other duties and responsibilities as may be assigned by the Community School Director.

Community School Recreation Supervisor.

A. General Administration

1. To assist with the general administrative duties essential to sustaining and improving the total operation of the Community School program.
2. To inspect facility equipment and program activities for safety and prepare requisitions and work orders for needed equipment and repairs.

B. Informal Dissemination and Community Coordination

1. Under general supervision, works with one or more divisions of the local community council in assessing the needs and desires of the community and modifying and coordinating resources to meet those needs.
2. To interpret the Community School program and philosophies to group and individuals, staff and volunteers.
3. To communicate any information affecting any portion of the total operation of the Community School program to the Coordinator and assist in disseminating publicity and general public relations.

C. Program Development

1. Under general supervision, is responsible for the direction of an assigned segment or segments of a community school recreation program, including ceramics, arts and crafts, teen activities, adult activities, sports and other program divisions.
2. To assist in coordinating the Community School program with the total program of both agencies.

D. School/Community Relations

1. To cooperate with K-12 administrative and teaching personnel in improving and expanding K-12 educational opportunities.

E. Personnel Supervision

1. To assist in recruiting volunteers and hiring and evaluating part-time personnel.
2. To assist in supervising and guiding personnel assigned to the site.

F. Facility Coordination and Supervision

1. To assist with the general supervision and care of the facilities.

2. To assist in determining priorities for scheduling facilities and recommend program scheduling requirements and adjustments.

#### G. General

1. To attend city-wide Recreation Department staff meetings and all other meetings and training sessions as may be required by the Director.
2. To perform all other related work as required by the Director.
3. Works under the immediate supervision of the Recreation Supervisor and the general direction of the Community School Coordinator, is responsible for organizing recreational activities and performs all related work as required by the Director.
4. To assist with the general supervision and maintenance of discipline at the school site.

#### Financing

The Tulsa Community Schools model has a total annual budget of \$250,000 (excluding program funds). Approximately 75% of the funds come from the City of Tulsa through revenue sharing (50%), and the Tulsa Park and Recreation Department (25%). The remaining 25% is provided by the Tulsa Public Schools. Most of the funds go toward salaries for the community school staffs, with most of the remainder being used for custodial services, supplies, travel, and travel allowance (82). All programming is self-supportive, and therefore these funds are not reflected in the central budget. These finances are controlled by each advisory council. Some activities and classes are taught by volunteers and are offered free of charge. Others are taught by paid part-time instructors and a fee is charged for each participant. These instructors are paid an average of \$5-\$7 per hour for their services. The average cost per participant in fee classes is 50¢ per hour, although

the range is from nothing up to \$2 per contact hour. Fee classes are required to have minimum enrollments to insure that adequate funds will be available for instructors' salaries.

### Programming

The location of the programs was originally designed to serve those junior high school districts which did not have adequate recreation facilities: Byrd, Foster, Monroe, Park, Thoreau, and Whitney. Each junior high school district serves as a community recreation service center district. The goal of the program is to utilize the resources of the Tulsa Public School System, the Tulsa Parks and Recreation Department, and other community resources to provide educational, recreational, social and cultural services to citizens of all ages in each community in accordance with the needs and desires as identified by the community advisory councils; to advance the goals of the Parks and Recreation Department and the School Board; to provide public facilities for general community center activities; and to foster a sense of community pride and involvement and enhance the general quality of life (see the list of programs in Appendix E).

Byrd Community School offers diversified activities for members of all age groups. There are: 1) recreational activities (i.e., gymnastics, swimming, and tennis); 2) social activities (i.e., how to fly an airplane and bridge); 3) cultural (i.e., belly dancing and sand sculpture); and 4) educational (i.e., rapid reading and basic auto

awareness). Byrd Community School is also involved in local community affairs, such as voter registration, helping Vietnamese refugees, and providing engravers for labeling home possessions to discourage burglary.

Poster Community School holds activities five days a week like other community schools. Most of the participants are elementary and junior high school students, although there are activities for all age groups. Programs are in the areas of education, recreation, culture and social activities such as chess, ballet, tennis, basketball and typing.

Monroe Community School is located in a lower income area of the city. It has suffered somewhat from parental apathy, which has hindered the development of new programs and activities at the school. Most of the participants are junior high school and elementary school students. A variety types of activities for all age groups are offered such as folk music, basketball, karate and seminars. Monroe Community School also offers several drop-in activities, such as the "Evening Social" which is held on Thursday nights and a summer free lunch program for disadvantaged youth.

Park Community School offers a variety types of activities such as G.E.D. program, tutoring in junior high school math, English, and history. There is also a Senior Citizens Club which provides various activities and social opportunities for those over 60.

Thoreau Community School, the newest of Tulsa's Community School programs, is designed to serve the community through educational, recreational, social, and cultural programs and other services, for all ages. There are programs such as jogging for fun, swimming, gymnastics, disco dance, wood working, and career orientation and guidance.

Whitney Community School offers a wide variety of programs for

people of all ages. The Whitney Community School staff works closely with the Tulsa OSU Extension Center in offering graduate extension courses for teachers and administrators. The OSU Extension Division also offers courses for other segments of the community with offerings such as Electronics Controls, Understanding the National Electrical Code, and Radiation Safety for Medical Personnel. Other programs are pottery, aerobics dance, gymnastics, swimming, tennis, and softball.

Whitney Community School offers a senior citizens program. This school is located near a major apartment complex housing senior citizens. Since April 1976, the Whitney staff has spearheaded a senior citizens program at Hale High School. This program provides hot lunches for senior citizens on Mondays, Wednesdays, and Fridays along with entertainment and other activities.

All community school programs in Tulsa are operated from 2:00 - 10:00 p.m., five days a week, with classes and activities held from 5:00 - 10:00 p.m. On Mondays, Wednesdays and Fridays beginning at noon hot lunch programs are provided for senior citizens at Hale High School and Thoreau Junior High School.

### Evaluation

According to the director of the Tulsa Community Schools, there is no formal evaluation. The program is evaluated by the advisory council and the director on a discussion basis through monthly council meetings. If there is a program that community school staff has doubt about, spot checks will be made by sending observers and asking participants of that class to evaluate it. The advisory council members evaluate themselves at the end of the year by looking at the goals and objectives that they have set at the beginning of the year. The director is evaluated by the



Associate Superintendent for Instructional Support Services. The director will evaluate the coordinators and the coordinators in turn evaluate the recreation supervisors.

#### Paw Paw Community Schools Model

Paw Paw was founded in 1929. The township retained the name of LaFayette until 1867 when by legislative enactment, it was changed to Paw Paw. It is located in the heart of the Van Buren County, Michigan. The people in Paw Paw are employed in agriculture and some local industries one of which Paw Paw is the "Home of the Concord Grape," the grape corp being its main industry. Paw Paw was once the entertainment and culture capital of Van Buren County with a population of 28 persons in the early 1800's has grown to 3,700 today (83, p. 4).

The Community Education Program of the Paw Paw Public Schools was established by a school board resolution in November of 1967. The program got underway in January of 1968 by providing student and adult enrichment programs and recreation programs for all ages. The program has grown over the past ten years and now includes a larger high school completion program, a GED Testing Center, an advisory council of students and adults, a pre-school program that operates year around, a summer recreation program, and expanded use of the school facilities by the community.

With cooperation from the Van Buren County Sheriff's Department and the Paw Paw Public Schools, adult high school completion classes were begun at the Van Buren County Jail. Further expansion of the adult high school came in September, 1976 when classes were held in the Lawrence and Lawton schools, two other near-by small towns. In January,

1976, adult evening classes were opened at the Van Buren County Skill Center located in Lawrence, Michigan, providing a wider range of vocational training for area adults.

#### Organization Structure

The Board of Education has adopted policies for community education program and appointed the director and assistant director (see Figure 6). Both director and assistant director are responsible for four programs; pre-school learning tree, adult high school completion, enrichment programs and community services. Each program has its own advisory council.

#### Advisory Councils

Four advisory councils are presently operating: pre-school-learning tree, adult high school completion, enrichment program, and community services. Each advisory council consists of 12-20 members: teachers, students, merchants, senior citizens and county officers. The pre-school-learning tree advisory council is responsible for securing permanent buildings, designing buildings and planning curriculum. The high school completion advisory council is responsible for program, graduation, curriculum, and expanding the programs to surrounding areas. The enrichment program advisory council is responsible for suggesting ideas about programs and activities offered to the community. The community services advisory council is responsible for helping other programs, building facilities and raising funds. All four groups meet on a monthly basis. The director and assistant director link these four programs together.

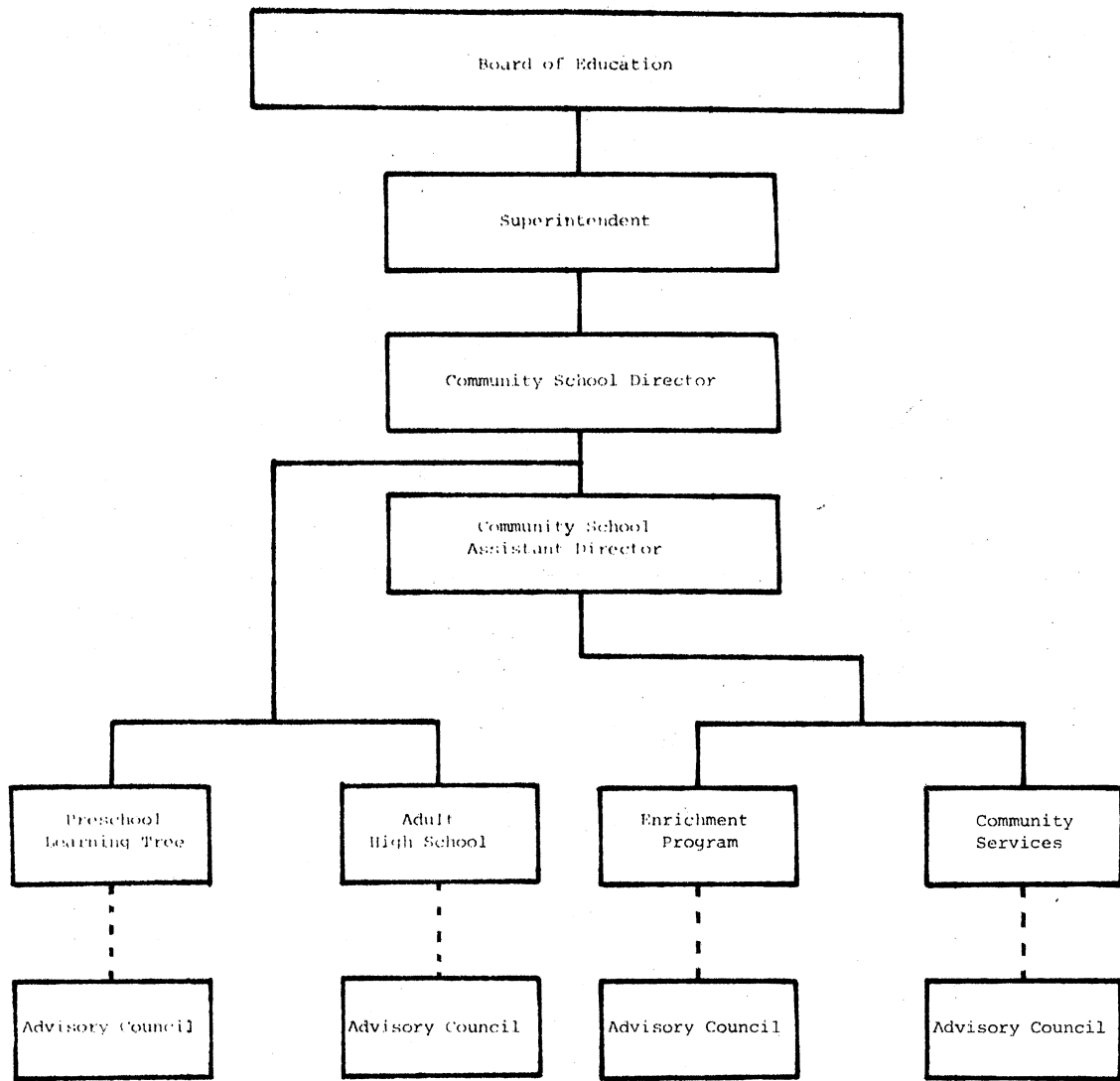


Figure 6. Paw Paw Community Schools Organizational Chart

## Staffing

The personnel of the Community Education program include a director, an assistant director, two certified counselors, a qualified librarian and a faculty of 54 certified teachers who instruct in the Adult Basic Education, General Education Diploma (G.E.D.), and High School Completion classes. Additional instructors (certified and non-certified) are used for enrichment classes. The personnel of the learning tree, the pre-school and child care facility, includes one certified teacher and two full-time area professional assistants. Adequate clerical assistance is also available. The job description of the Paw Paw Community Schools director is as follows (18, pp. 159-161):

1. Accountability objective. Under the direction of the Community Education Council, the responsibility of the director is to administer, coordinate, and supervise the adult basic educational program, adult high school completion program, community service, recreational, and enrichment programs. He is under the direction of and responsible to the superintendent of schools on all school-related matters.

The director will have the responsibility of the community calendar and be responsible for coordinating the use of school facilities with day and evening programs. The director shall evaluate and assess existing community education program activities to determine their effectiveness and to make recommendations to the Community Education Council for future programs.

2. Nature of position. The community education director shall be responsible for the supervision and coordination of all adult education programs. This includes employing, assigning and discharging instructors with the help of the administrative assistant.

The director shall observe classes to assess the effectiveness of all programs, and it will be his responsibility to see that there is a quality instructional program.

The community education director shall be responsible to prepare a budget and to submit the budget to the Community Education Council for its approval. After budget adoption, it is the responsibility of the director to see that the expenditures

stay within the budgeted amounts. The director will be responsible for all state and federal reports, financial and otherwise.

The community education director shall determine the needed supplies and materials and see that they are ordered by the administrative assistant. The equipment and other large expenditures needed for programs must have the approval of the superintendent and the Community Education Council before they are ordered.

The community education director shall work closely with the principals and coordinate the use of all school facilities with the day programs. The principals have the responsibility of scheduling the facilities for the day program and submitting their schedule of needs of evening programs to the community education director.

The community education director has the responsibility to notify the respective custodians of the use of school facilities after the regular school day. It shall be the responsibility of the director to keep the principals and superintendent informed of the on-going programs and to make recommendations to the Community Education Council for the need of future programs.

The community education director shall have the responsibility for working with the recreation director and youth center director in implementing community recreational and youth center programs. The director of recreational programs and the youth center director will have the responsibility of the programs under the direction of the community education director.

The community education director shall assess the community as to the needs for programs. These programs will include social and community problems as well as enrichment and educational programs.

3. Principal activities. The community education director shall
  - (a) be responsible for adult basic educational programs, adult high school completion program, enrichment programs, community recreational and service programs, and other programs needed in the community and approved by the Community Education Council;
  - (b) be responsible for the counseling of adults as to their individual needs to complete their education;
  - (c) be responsible for employing and supervising instructors needed for the approved programs;
  - (d) be responsible to see that the facilities and equipment are properly taken care of when being used by the community education program;
  - (e) be responsible for coordinating the community education calendar between day programs as well as night programs;
  - (f) be available to work with administrators of schools and other educational agencies in developing and coordinating total community education programs;
  - (g) be knowledgeable about the trends in community education and be responsible to see that the school district

takes advantage of any program that would be of value to the community; (h) be responsible for all reports and applications; (i) be responsible for the ordering of supplies and materials for the community education programs; (j) work closely with the superintendent of schools in developing and coordinating the community education programs and submitting to the Community Education Council all programs for approval; (k) be responsible for other assigned duties.

### Financing

The Board of Education made a commitment to support community education program. In the beginning the Paw Paw Public Schools was approved for funding under Title III of the Elementary Secondary Education Act and operated for three years in grades 5-12. Now most of the funds come from the Fourth Friday Count. There are also funds from the United Fund, Village Council for Enrichment Program and fees.

### Programming

The programs of the Paw Paw Community Schools include the academic areas as prescribed by the Paw Paw Board of Education for completion of work to earn a high school diploma. In addition, adult students may select curricula in the industrial arts, home economics, business and secretarial and physical education programs. Also, in cooperation with the Van Bureau County Skill Center, at Lawrence, Michigan, adult students have the option of choosing curricula, at that facility.

The activity of the pre-school learning tree includes self-directed and teacher-directed experiences. Language development, physical education, art, music, drama, field trips, and audio-visual resources are included in the curriculum. Special services such as speech and hearing screening are also available. (See list of programs in Appendix F.)

## Evaluation

Evaluations are conducted by the director, assistant director, advisory councils and staffs with the cooperation of each community. A yearly evaluation and report is made through meetings of the Southwestern Michigan Adult and Community Education Association. At the end of semester or classes, the evaluation of instructors and classes is made.

### Stigler Community Schools Model

Stigler is the county seat of Haskell County and is situated in the central part of Eastern Oklahoma in the lakes area of "green country" and at the North edge of "Kiamichi County". It has a population of approximately 5,000 people (84). The closest metropolitan area is Fort Smith, Arkansas which is about 45 miles away. Stigler has a hospital, a nursing home, a small airport and is within 20 miles of water navigation. Gas, water, coal, and agricultural lands make up the principal natural resources in the country. There are approximately 100 businesses in the community.

Despite these laudable facts, Stigler still faces many unmet needs and unfulfilled promises. In terms of finance available for such things as education, Stigler falls back. In 1972-1973 when the Statewide property valuation per student in average daily attendance was \$7,426.69, Haskell County's valuation per A.D.A. was \$4,998.06 and Stigler's \$4,330.92. Likewise when the average expenditure per A.D.A. for Oklahoma was \$716.47 and for Haskell County \$723.41, Stigler had only \$680.78 in revenue to budget for each student (85).

During the years 1970-1973 Haskell County had over 200 dropouts. Stigler has been able to identify 55 to 60 percent of the dropouts in

the county. Stigler has less than 50% of the graduating seniors in the county. Of these graduates, 67% usually plan to go on to higher education institutions, 6% want more business, vocational, or technical training, 25% plan to go right to work, and two percent join the military. For the nature of the community, these are disproportionate amounts, and if Stigler is like other communities, it will not have even 50% of those who plan on higher education to eventually complete a degree (85).

All of these figures indicate a great number of people in Stigler and the surrounding community have incomplete educations. Even those who graduated suffer in comparison to metropolitan area students by not having had a variety of courses to assuage their educational desires. Because of tradition, finances, and supposedly legal limitations, Stigler, like other communities in the State, has not marshalled its total educational resources to give its citizens the opportunities they need and desire, but efforts have been made. The Superintendent of the Stigler Public Schools discussed with community people and planning of the application was accomplished through the Stigler Public School Board of Education. The application was approved with funding for the Stigler Community Schools through the P.L. 89-10 Title III Elementary and Secondary Education Act (ESEA), Oklahoma State Dept. of Education (86).

#### Organizational Structure

The Board of Education is responsible for the whole program and reserves the right to make the final decisions about the programs and policies. (See Figure 7.) The principal and director are both hired by the board upon recommendation by the superintendent. The advisory



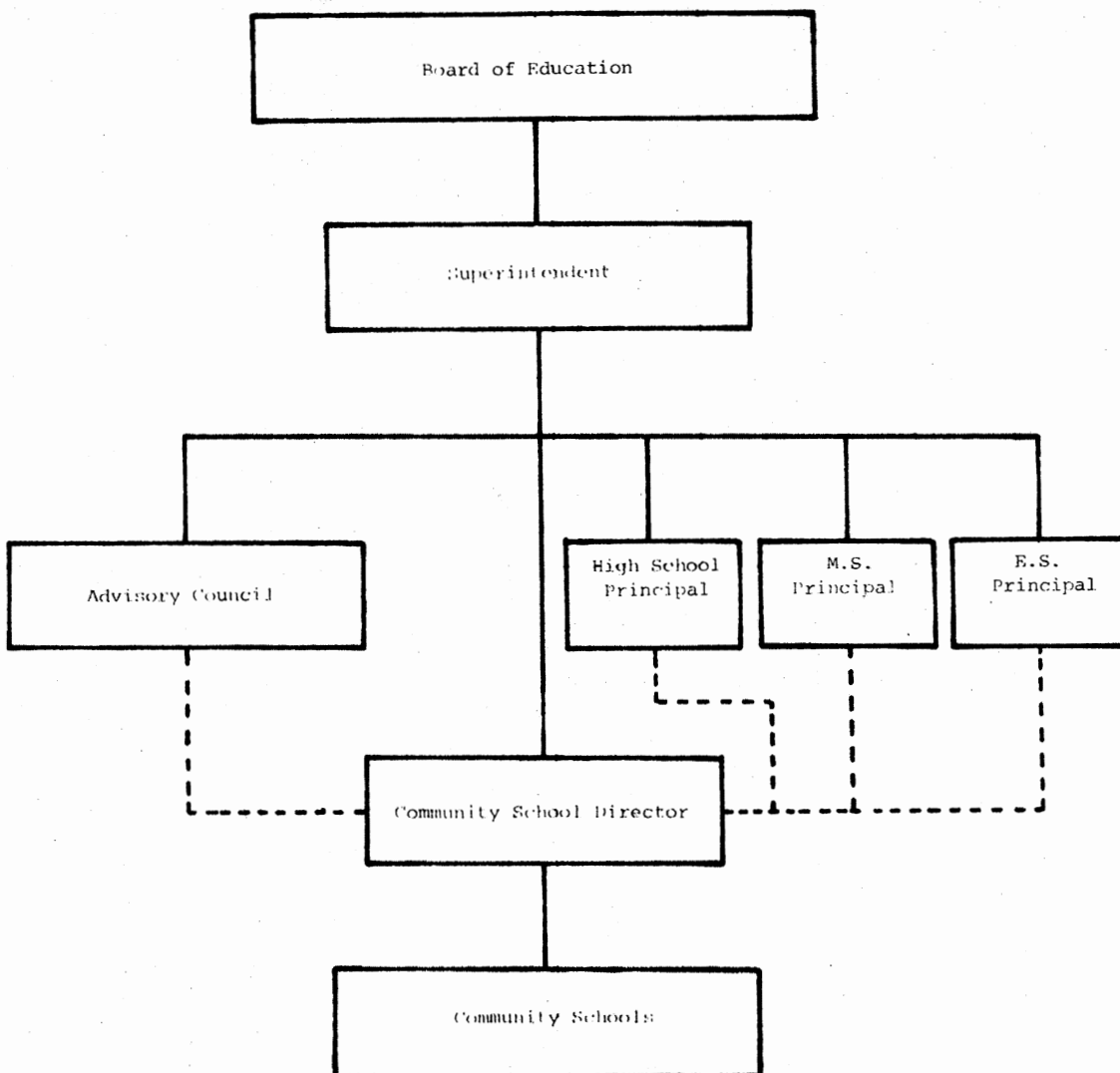


Figure 7. Stigler Community Schools Organizational Chart

council is appointed by the Board of Education.

#### Advisory Council

Stigler Community Schools Program began on the First of July, 1974. The planning for the program started six months earlier through the appointment of a 19 member advisory council. This advisory council consisted of representatives from various organizations including city government and county government, board of education, and various individuals from throughout the Stigler community. The advisory council was appointed by the Board of Education upon recommendation of the superintendent. Representatives of the advisory council presented the initial proposal and was funded by the State Department of Education. The 17 member advisory council now meets on monthly basis to assist the community school director in a variety of ways: needs assessment, program implementation, evaluations, and identifying programs that should or should not be offered through the community schools.

#### Staffing

The Stigler Community School is operating with the cooperation of a 17 member advisory committee appointed by the Stigler Board of Education. The director serves full-time and is assisted by a half-time secretary. The director hires the certified and non-certified part-time instructors. The job description of the director follows:

1. Develop and operate a balanced, year-round program which includes activities and involvements for children, youth and adults.
2. Promote, publicize and interpret existing and planned programs for the school staff and the community-at-large.

3. Prepare and submit payrolls and reports as required.
4. Recruit, interview, and recommend community school instructors for employment.
5. Establish a budget necessary for operation of the community school program for the following year.
6. Establish, in cooperation with the principal, a representative community advisory council for the purpose of community program development and evaluation.

### Financing

Stigler Community Schools in the first year of operation was funded primarily through the Innovative Programs Section of the State Department of Education: Title III Elementary and Secondary Education Act (which changed to the name Title IV, C. later). During the years 1975-1979 Stigler Community Schools received declining financial support from this source until fiscal year 1979-1980 when the school system will assume full responsibility for funding the program. Each activity generally has a fee which is used to purchase supplies and to supplement funding from Title IV, C. Fees for community school programs are also figured to cover the instructors' fee which are collected from students for an average of \$10 per class.

### Programming

Regular community surveys and a 17 member advisory committee assist the director in determining activities to be offered to the community and in identifying community resources available to implement these activities. The survey process includes both formal and informal surveys of the community to determine the nature of activities offered. Different kinds of programs and courses have been offered through Stigler

community schools. Each session courses are offered in at least four of the seven following categories: 1) Arts and Aesthetics such as oil painting and acrylics, water colors, and arts and crafts; 2) citizenship such as discussion group; 3) conversation and science such as speed reading, and business English; 4) health, physical fitness, and safety such as swimming, tennis, gymnastics, and physical fitness; 5) human living such as expectant parents and food preparation; 6) learning skills such as small applicance repair, welding, drafting, and typing; 7) vocational, career, and economic such as sewing, auto mechanics, and farm electricity (see list of programs in Appendix G). An average of 47 programs have been offered each year which serves at least 800 enrollees.

#### Evaluation

Evaluation of the Stigler Community School Program is an on-going process. Programs are evaluated by participants. During 1974-1979 the program was evaluated each year by the State Department of Education in accordance with guidelines of the Elementary and Secondary Education Act, Title III and Title IV, C.

## CHAPTER V

### COMMUNITY SCHOOL MODELS FOR THAILAND

Given the comparative social and cultural homogeneity of Thailand, at first sight the need for adapting learning arrangements to meet local requirements might seem considerably less pressing than in many other countries. Over 90 percent of the population are of Thai origin and are Buddhist. Over 80 percent live in rural areas and grow rice as the staple crop, and the majority of the people in the various parts of the country have a similar cultural heritage.

Like other developing countries, Thailand shows a dichotomy between the modern and the traditional sectors. People in the towns generally try to emulate a modern Western life style, while those in the more remote rural areas follow a traditional life pattern which has not changed significantly over the last century (69, p. 1).

Since many leading Thai educators draw their inspiration from the Buddhist philosophy and see the function of education not so much as a part of the reward system of society, but as a way of helping people understand and live in harmony with their environment, community education should be proposed.

The purpose of this study was to develop two community school models for urban and rural that could serve as guidelines to initiate community education programs in Thailand based on the study of four community school models in the United States.

### Community School Model for Urban Thailand

Based on the study of Flint Community Schools and Tulsa Community Schools models, an urban community school model for Thailand was developed. This model will be adjusted to the Thai education and Thai people's nature and needs.

#### Organizational Structure

The Ministry of Education has overall responsibility for the administration of all education levels from pre-school to university. This responsibility includes policies, budgeting and planning, program and material development, facilities, and establishment of evaluation methodologies. The Department of General Education is responsible for administering and supervising virtually all public secondary schools and community education programs. This department in Thailand will take the similar responsibilities of State Department of Education in Michigan and Oklahoma. The Community School director will have responsibility for all community schools in the community. The director will work with building level coordinators in operating community school programs including budgets, policies, and evaluation. A city-wide advisory council will be appointed by the Department of General Education. It will be responsible for assisting the Community School director in programming, needs assessment, resources, and evaluation. District advisory councils will be appointed by the community school director upon recommendation of the community school coordinator and administrator of each school district. Each district advisory council will assist the coordinator in developing community school programs in its area (see Figure 8).

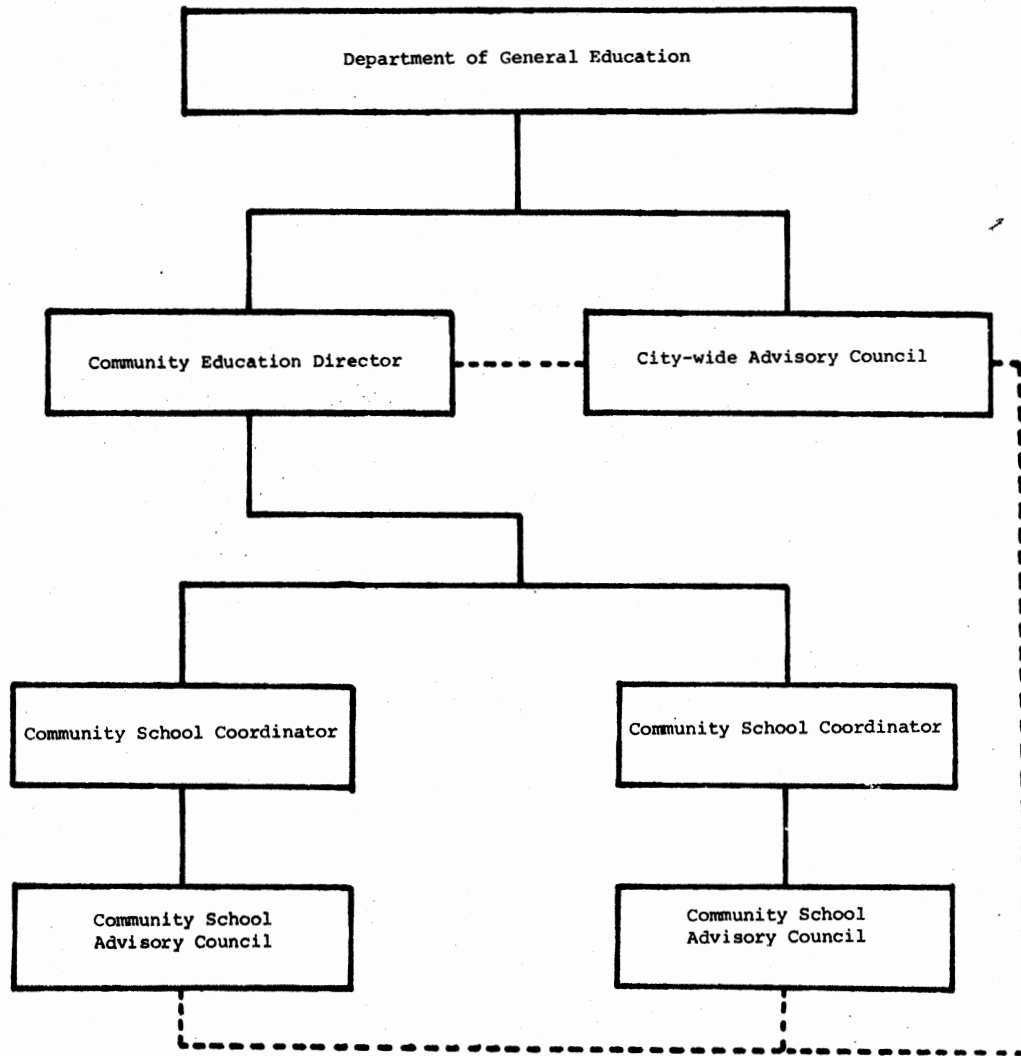


Figure 8. Proposed Urban Community Schools Organizational Chart

### Advisory Councils

The district advisory council will be composed of 10-15 members selected from different professions such as teachers, bankers, merchants, students, and lay citizens by the coordinators, the school administrators and the director. At least two of the district advisory council members will be on the city-wide advisory council which will consist of 20-25 members appointed by the Department of General Education. Representatives of this council will include: faculty members, business persons, governmental departments, public agencies, lay citizens and students. Both advisory councils will meet in their own groups on monthly basis. The responsibilities of the district advisory council generally include:

1. To assess the total offerings of the school in order to determine exactly what is being offered and what outcomes are being achieved;
2. To assess the needs, wants, desires and resources of the total community;
3. To set goals for what should be accomplished and general guidelines on how to achieve the goals;
4. To determine how best to move from the existing situation to the desired situation;
5. To charge the professionals (educators and community educators) with establishing specific objectives and processes for reaching the stated goals;
6. To monitor the implementation of the objectives and provide continuous feedback for revision;
7. To serve as a clearinghouse for data and information about services and voluntary activities in the community; and
8. To evaluate the outcomes obtained against the desired outcomes (goals).

The city-wide advisory council will make all final recommendations, based on committee input, to the director regarding areas of programming



or general community school services.

### Staffing

The community education director will be hired by the school system, and will report directly to the Department of General Education. The functions of the director will be to plan programs; provide promotion, publicity, and public relations; and recruit staff. He/she will also be responsible for the general administration, including financial matters, supplies and equipment, office management, and routine operation. He/she will be responsible for training and supervising the professional staff, for coordinating and cooperating with outside agencies, and for evaluating programs. The coordinators will be responsible for the total community school operation at a designated site and service area in accordance with policies and procedures as interpreted by the director. Instructors will be hired and volunteers will be recruited.

#### Community School Director.

##### A. Duties

1. Programs, with the assistance of the education administrator, all community activities relating to the school, including: a) elementary, youth, and adult enrichment activities; b) organization of school-related clubs, such as Lions Club, Teacher Club, and YMCA Club.
2. Accepts supervisory responsibility for all activities normally designed as community related.
3. Establishes rapport with lay leaders of the community (business, religious, and social).
4. Becomes familiar with the social and economic structure of the community and applies this knowledge to program development.
5. Establishes, in cooperation with the principal, a representative community advisory council for the purpose of

community program development and evaluation.

6. Develops with council, and community, goals and objectives to be used in a manner to serve as a roadmap for this year and several years ahead.
7. Recruit, interview, and recommend community school instructors for employment.
8. Provides both the regular school staff and the optional school staff with in-service programs related to the community school concept.
9. Assists in a constant evaluation of activities for the purpose of upgrading existing programs and implementing new ideas.
10. Establishes a budget necessary for operation of the community school program for the following year.
11. Keeps an accurate account of all receipts and expenditures received from community school activities.
12. Obtains necessary materials and supplies.
13. Prepares and submits payrolls and other reports as required.
14. Establishes a summer enrichment and recreation program to meet the wants and needs of the community.
15. Works with and is responsible to the total educational program of the school system.
16. Promotes open communication between school and community. Accepts responsibility for promotion and publicity of community school activities.
17. Performs such other related duties and responsibilities as assigned or as appropriate.

#### B. Qualifications

1. Education: Master's degree in Community Education or a Bachelor's degree plus a minimum of 15 semester hours in Community Education.
2. Experience: Minimum of 2 years in teaching or administration. Internship with community educator or must have worked under supervision of community educator for at least 3 months.

Community School Coordinator.

## A. Duties

1. Directs, administers and supervises the total Community School operations at a designated site and service area in accordance with policies and procedures as interpreted by the director and in accordance with facility and equipment regulations as interpreted by the principal.
2. Maintains complete and accurate records of the program, approves supply requisitions, and prepares such reports as may be required.
3. Establishes general office procedures.
4. Establishes and coordinates a District Advisory Council for the purpose of determining community needs and desires and establishing related goals and objectives.
5. Plans, organizes and implements a diversified community school program, utilizing the resources of both sponsoring agencies and others in the community in accordance with community needs, desires and objectives as interpreted by the district advisory council.
6. Approves the employment and termination of all part-time paid personnel and recruits volunteer assistance necessary to implement the program in accordance with the district advisory council budget.
7. Serves as an assistant to the principal for the coordinating, scheduling and supervising of the community school facilities during program periods.
8. Attends all staff meetings and training sessions as may be required.
9. Assumes such other duties and responsibilities as may be assigned by the community school director.

## B. Qualifications

Education: Bachelor's degree in Community Education or Recreational Education.

Experience: Minimum of 2 years in teaching.

Financing

Community Education in Thailand will be a part of the national

educational development plan. The government will take responsibility for initiating and the major funding for the community school program. Supplemental funds will be obtained from various sources such as fees and contributions. The fees for each program will be in keeping with program policy. The director will submit the annual report and an estimate of budget for next year to the Department of General Education. This department in turn will submit it to the Ministry of Education. Special contributions will be requested by writing proposals to different foundations and organizations. The sample of estimated cost for each urban community school per year will be as follows:

National Budget	U.S. \$*
Community School Director	\$1,750
Clerical	720
Wages for Temporary Employees	1,100
Materials and Supplies	1,500
Others: Transportation, Light, Etc.	<u>1,500</u>
Total	<u>\$6,570</u>

\*U.S. \$1 = 20 Baht

### Programming

Program development has been referred to as the tip of the iceberg in comparison to the total philosophy of Community Education (87, p. 25). It is the most visible aspect of Community Education with which people can identify. Programming may range from academic, social, cultural, or recreational offerings depending upon the needs identified and resources

available. Programs which are offered should meet identified community needs (88, p. 24).

The process of program development will include the following activities:

1. Identification of the needs to be satisfied.
2. A rationale for attempting a particular program, with data illustrating need and gaps in existing service.
3. A description of the service or activity to be offered to satisfy the need.
4. Identification of who will be responsible in collaboration for each activity.
5. Identification of all additional information or resources that are essential to accomplish the task.
6. Identification of the necessary documentation to enable the planning group to assess activity progress, accomplishments and products.
7. A record of the monitoring or progress, problems encountered, and changes needed in the developmental process.

The program that is visible in a community is only a vehicle that is used to implement the basic philosophy. While each community is concerned with the development of the total community, each community proceeds in its own way in developing a program to meet the unique differences of the given area. After the survey of needs and wants has been tabulated, the director, coordinators, and advisory council will analyze the areas of program of interest. The program will be divided into four integrated subject areas: (1) basic skills such as typing, hair dressing; (2) recreation such as swimming, badminton, and basketball; (3) culture such as classical dance, ballroom dance, disco dance, and English; and (4) academic education such as mathematics, statistics, speed reading, and auto mechanics. Few programs should be offered in the initial stages to insure quality control. The ultimate test of the success of the program will de-

pend upon whether or not it meets the felt needs and interests of the community and stimulates exploration of other fields and development of new interests.

### Evaluation

The director, coordinators, and advisory council members of the community education programs will be responsible for the evaluation of the programs, starting from the needs assessment until the end of the school year. Program evaluation will be an on-going process. In the middle of the semester the instructors and courses will be evaluated by the participants using an evaluation form. The director and the coordinators will visit with the participants to evaluate the instructors and the courses. Also, the instructors, the coordinators, and the director will conduct self evaluations. Evaluations will be based on goals and objectives of the community school program. Final reports will be submitted to the Department of General Education and the Ministry of Education at the end of the school year.

### Community School Model for Rural Thailand

In most or all developing countries in Southeast Asia, the majority of the population lives in rural areas. The rural population is the backbone of the country but the weakest, being mainly uneducated and passive. Thus it is bound in a vicious circle of poverty due to ignorance and ignorance due to poverty. Thailand, with over 80% of her 40 million people living in rural areas is no exception (89, p. 107). There is a big gap between the urban and rural populations in all aspects of living: economic, social, political, education, etc. While those who live in rural communities are deprived of good education, appropriate

health services and needed security measures, their urban fellow countrymen enjoy much better opportunities and privileges. The vicious circle can never be destroyed unless strenuous and exhaustive effort is put forth in the development of rural communities. One such positive effort is the community education program.

Based on the study of the Paw Paw Community Schools model in Michigan and the Stigler Community Schools model in Oklahoma, a community school model for rural Thailand was developed.

#### Organizational Structure

The Department of General Education is directly under the Ministry of Education. The Provincial Educational Officer is appointed by this Department and will be responsible for the community education program in each province. The Provincial Education Officer and his staff are also responsible for all educational programs in his particular province. Under the Provincial Educational Officer will be a community school director who will be appointed by the Ministry of Education. The director will be responsible for administering and supervising all community education programs in his province. An advisory council consisting of 15 members will be selected by the Provincial Educational Officer from different professionals and groups in town (see Figure 9).

#### Advisory Council

The advisory council will be composed of fifteen members elected from cross section such as merchants, teachers, students, bankers, social workers, governmental departments, and public agencies in that province by the Provincial Educational Officer. The advisory council will meet

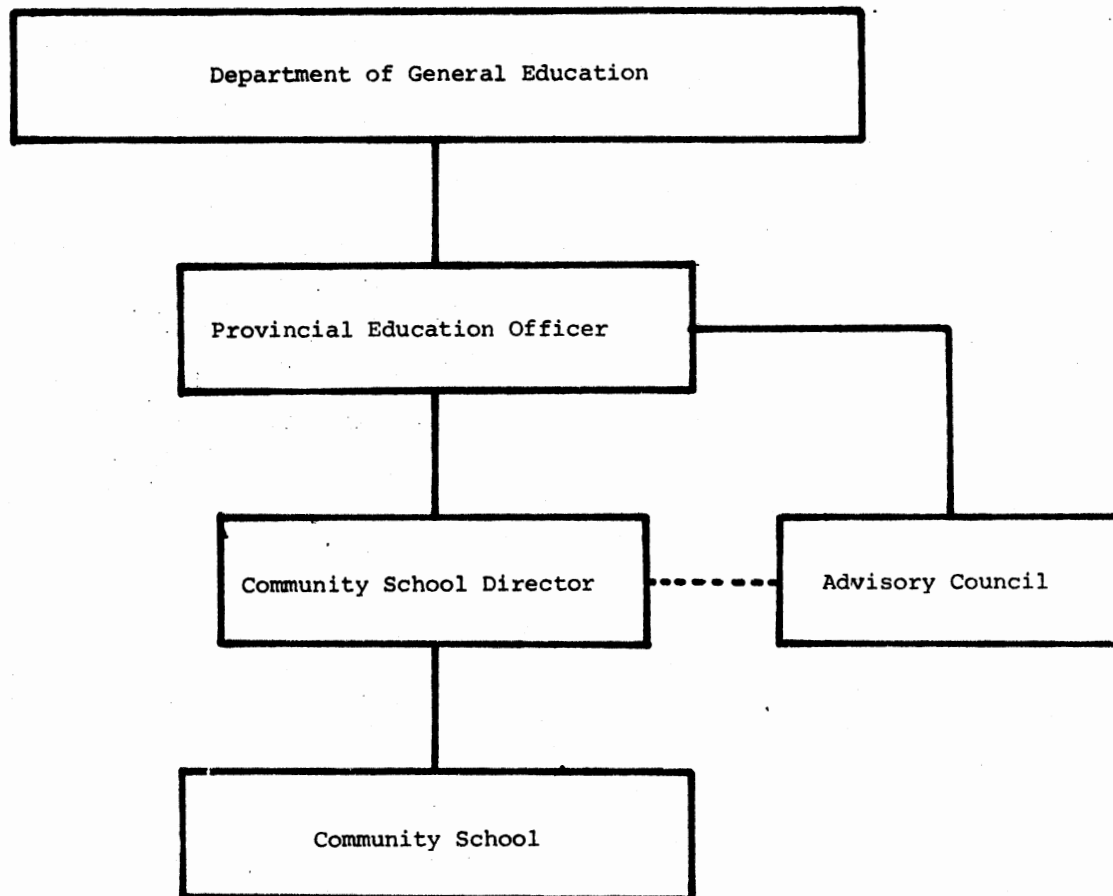


Figure 9. Proposed Rural Community School Organizational Chart



on monthly basis. It will assist the community school director in setting up the goals and objectives, conducting surveys, suggesting new ideas, identifying the resources in the province, serving as liaison persons between community and school and evaluating the program.

### Staffing

The community school director will be hired by the school system. He/she will report directly to the Provincial Educational Officer. He/she will be responsible for the overall development, organization, operation, coordination and evaluation of the community school program geared toward the interests and needs of the children, youth and adult living within the service areas of that province. In addition, he/she will retain the primary responsibility for the recruiting, selection, training, supervision, and evaluation of all paid and non-paid staff members working with the community school program.

Job descriptions for Community School Director in Rural Thailand will be as follows:

#### Community School Director.

##### A. Duties

1. Establish and facilitate the activities of a Community Advisory Council which reflects representation from the maximum number of community organizations, age levels, and social-economic groups.
2. Be present on the school premises when Community School activities are in progress unless some other authorized person has assumed this responsibility.
3. Develop and operate a balanced, year-round program which includes activities and involvements for children, youth and adults.
4. Encourage the development of interagency cooperative efforts and involvements within the designated attendance area.

5. Exercise leadership in the identification and development of new Community School activities which have the potential to benefit local constituents.
6. Promote, publicize and interpret existing and planned programs to the school staff and the community-at-large.
7. Establish rapport with lay leaders in the designated attendance area.
8. Accept responsibility for all activities normally designated as community related.
9. Become familiar with the social and economic structure of the community and apply this knowledge to program development.
10. Assist the instructional staff in the development and operation of programs which have the capability to enrich the required portion of the school curriculum.
11. Conduct, with the concurrence of the Advisory Council, periodic assessments of community needs and interests.
12. Plan and implement a program evaluation for the purpose of upgrading existing programs and incorporating new ideas.
13. Serve as a liaison between the Community School staff and other school district staff.
14. Represent the district in all matters related to the overall conduct of the Community School program.
15. Maintain complete and accurate records on personnel, attendance, budget, supplies and other aspects of the overall program and submit periodic reports on these matters as requested.
16. Coordinate the involvements of all organizations and agencies which sponsor and/or conduct activities within the framework of the Community School program.
17. Prepare an annual budget request for the program.
18. Maintain a calendar of Community School events and publicize these in every feasible way.
19. Serve as the communication link between the school district and those other public and private organizations which provide educational, recreational and social services for the residents of those areas served by the Community School.
20. Facilitate understanding and improved working relationships between the faculty, custodial staff and other professional

and classified employees of the district.

21. Arrange for periodic inservice training opportunities for Community School staff.
22. Monitor Community School program operations and conduct systematic evaluations of all programs and personnel involved while keeping the Provincial Education Officer informed as to its status and needs.
23. Interpret the aims and objectives of the Community School program to the community at every opportunity.
24. Assist in the enforcement of the rules and regulations of the school district for the Community School program.
25. Seek and/or develop additional funding sources to supplement and expand Community Education programs and services.
26. Perform other related duties and responsibilities as requested by the Provincial Educational Officer.

B. Qualifications

1. Education: Bachelor's degree in Community Education or related field with at least 10 credit hours in Community Education.
2. Experience: Minimum of 2 years in teaching. Internship with Community educator or must have worked under supervision of Community Educator for at least 3 months.

Financing

Community schools in rural Thailand will be a part of the national educational development plan. Major funding will be provided by the government. Additional funds such as fees can be collected based upon policy to help in meeting the expenses. Contributions from philanthropic individuals, private organizations, and foundations can help in expanding the program. The community school director will submit the annual report and budget to the Provincial Educational Officer who in turn will submit it to the Department of General Education and the Ministry of Education.

Following is a sample of the estimated cost for each rural community school:

National Budget	U.S. \$*
Community School Director's Salary	\$1,250
Clerical	720
Wages for Temporary Employees	1,100
Materials and Supplies	3,000
Others: Transportation,	<u>3,000</u>
Total	<u>\$9,070</u>

\*U.S. \$1 = 20 Baht.

#### Programming

Education in rural Thailand needs improvement in many ways especially in vocational and agricultural areas. The principal programs in this model will make available basic and practical experiences for all people in the community. In accordance with this, the community school will offer a variety of programs and courses such as adult basic education, landscaping, agriculture fertilization, typing, auto mechanics, tailoring, hair styling, soccer, badminton, table tennis, Red Cross first aid, and English.

In starting the community school program, few programs and activities will be offered. During the first session, the same process of program development as suggested in community school urban model will be carried out to expand the programs and activities.

## Evaluation

Evaluation will be an on-going process. Before the end of each session the participants will complete evaluation forms for courses and instructors. The director, and advisory council members will visit the classes and interview the participants to evaluate courses and instructors. Instructors and director will conduct self evaluations. The director will be evaluated by the instructors, advisory council and the Provincial Educational Officer. The advisory council will evaluate itself based on goals and objectives of the community school program. Each year a report will be submitted to the Provincial Educational Officer and the Department of General Education to the Ministry of Education. Each year the Ministry of Education official will visit the community school program and evaluate the Provincial Educational Officer and community school program.

## Summary

Educational organization in the United States is much bigger than the educational organization in Thailand. The state-wide organization in the United States is similar to the nation-wide organization in Thailand. By looking at the way of life of the Thai people and based on the study of the Flint Community Schools and the Paw Paw Community Schools in Michigan and the Tulsa Community Schools and the Stigler Community Schools in Oklahoma, both urban and rural community school models for Thailand were developed. Included in these models were: organizational structure, advisory councils, staffing, financing, programming and evaluation.

## Recommendations

This study incorporated a review of the history, philosophy and concept of community education. In addition, four community school models were analyzed (two urban, two rural) and two community school models (one urban, one rural) were developed for Thailand. The following recommendations were made for implementing those models in Thailand:

1. Invite specialists in community education from the United States to discuss the potential of community education with key leaders and educators and help in planning a strategy for implementing community schools in Thailand.

2. Send a small delegation for intensive training in community education to the country where community school programs are well established such as the United States. Provide scholarships to study community education at the master's and doctor's levels.

3. Collect and disseminate print and non-print media about community education.

4. Develop and offer community education courses at the bachelor's and master's degree levels and provide leadership training in Thailand universities.

5. Provide necessary funds for implementing and expanding community school programs.

6. Create widespread awareness and obtain commitments from key segments of each community about community education before beginning programs.

7. Encourage leaders planning the community school program to visit and discuss community education with individuals and groups of on-going community school programs.

8. Develop a three-month in-service training program for community leaders, community councils, school faculties and staffs, and school administrators of communities planning to implement community education.

In conclusion, community education is of benefit to people of all ages and community school models can be applied in rural and urban areas of any country. In this study, urban and rural community school models were proposed which were deemed appropriate for Thailand.

## BIBLIOGRAPHY

1. Fisher, Dorothy Canfield. Learn or Perish. New York: Liveright Publishing Corp., 1930.
2. Minzey, Jack D. and LeTarte, Clyde. Community Education: From Program to Process. Midland, Michigan: Pendell Publishing Co., 1972.
3. Decker, Larry E. "Community Education: Purpose, Function, Growth, Potential." Leisure Today. April, 1974.
4. Minzey, Jack D. "Community Education: An Amalgam of Many Views." Phi Delta Kappan. 54 November 1972.
5. Decker, Larry E. Foundations of Community Education. Midland, Michigan: Pendell Publishing Co., 1972.
6. Wood, Jr., George S. "A Systems Approach to Operationalizing Community Education." (Unpublished Ed.D. Dissertation, Western Michigan University, 1975.)
7. Decker, Larry E. "Community Education....The Need for Conceptual Framework." NASSP Bulletin. 59 No. 394, November 1975.
8. Thailand, Ministry of Education. The Third Educational Development Plan: 1972-1976. Reprinted from the Third National Economic and Social Development Plan: 1972-1976. (Bangkok: Karn Sasana Press, 1972.)
9. Central Statistical Office. Thailand Population Census 1960. World Kingdom, Bangkok, Thailand, 1962.
10. Ministry of Public Health. "Five Year Plan: National Family Planning Project 1972-1976." Bangkok, Thailand (Mimeographed).
11. UNESCO. "Thailand." International Yearbook of Education. International Bureau of Education, Geneva, Vol. 31, 1969.
12. Minzey, Jack D. and Olsen, Clarence R. "Community Education: An Overview." in The Role of the School in Community Education, eds. Howard W. Hickey, Curtis Van Voorhees and Associates. Midland, Michigan: Pendell Publishing Co., 1969.
13. Mid-Atlantic Center for Community Education. The Community School. University of Virginia, Charlottesville, Virginia, undated.



14. Flint Community Schools. "Guidelines for School-Community Advisory Councils." (Unpublished interschool communication, 1973.)
15. Winters, Jacob C. "A Comparative Study of the Behavior and Perception of Inter-University and Mott Institute Trained Directors of Community Education." (Unpublished Ph.D. Dissertation, Michigan State University, 1972.)
- ✓ 16. Totten, W. Fred. "The Community Education Coordinator." (Unpublished paper, 1975.)
17. Abbott, Max G. and Lovell, John T. eds. "Hierarchical Impediments to Innovations in Education Organization." Change Perspectives in Educational Administration. School of Education, Auburn University, Auburn, Alabama, 1965.
18. Seay, Maurice F. and Associates. Community Education: A Developing Concept. Midland, Michigan: Pendell Publishing Co., 1974.
19. Cubberly, Ellwood, P. Public Education in the United States. Boston, Houghton-Mifflin Co., 1934.
- ✱ 20. Solberg, James R. "The Evolution and Implementation of the Community School Concepts." (Unpublished Ed.D. Dissertation, University of Michigan, 1970.)
21. Scanlon, David. "Historical Roots for the Development of Community Education." Community Education: Principles and Practices From World Wide Experiences, in The Fifty-Eight Yearbook of the National Society for the Study of Education, Part 1, ed. Nelson B. Henry. Chicago: University of Chicago Press, 1953.
22. Chicago Board of Education. A Historical Review of the Chicago Public Evening Schools. Chicago: Chicago Board of Education, 1937.
23. Mann, George C. "The Development of Public School Adult Education." Public School Adult Education. Washington, D.C.: National Association of Public School Adult Education, 1956.
24. Dewey, John. The School and Society. Chicago: University of Chicago Press, 1900.
25. Morris, H. "The Danish High School Myth." in Adult Education, Vol. 14, No. 2, 1941.
26. Hart, Joseph K. The Discovery of Intelligence. New York: Century Co., 1924.
27. Wofford, Kate V. Modern Education in the Small Rural School. New York: Macmillan Co., 1938.
- ✱ 28. Berridge, Robert I. "Community Education: Its Envolvement." in The Role of the School in Community Education, eds. Howard W. Hickey, Curtis Van Voorhees and Associates. Midland, Michigan: Pendell Publishing Co., 1969.

29. Barbara Hunt. "An Introduction to the Community School Concept." (Discussion Document Prepared for U.S. Department of Health, Education and Welfare, Office of Education, Portland, Oregon, 1968).
30. Everett, Samuel. The Community School. New York, D. Appleton-Century Co., 1938.
31. Clapp, Elsie R. Community Schools in Action. New York: Viking Press, 1939.
32. Engelhardt, N. L. and Engelhardt, N. L., Jr. Planning the Community School. American Book Co., 1940.
33. Gatewood, Thomas E. "The Community Education Concept." An Operational Guide to Community Education. Waterford, Conn., Croft Publications, 1974.
34. National Community School Education Association. "Second Annual Directory of Membership." (Mimeographed).
35. Watt, Leroy R. "A New Era: Community Education Goes Nation-wide." Educational Considerations. 2. Winter 1974.
36. Charles Stewart Mott Foundation. Letter. 2 December 1975.
37. Elam, Stanley. "Widespread Support for Community Education." Phi Delta Kappan. 54 November 1972.
38. Anderson, Jackson A. "The Action Fronts in Community Education." Phi Delta Kappan. 54 November 1972.
39. Richard C. Pendell. "A Personal Interview with the Founder of Community Education, Mr. C. S. Mott." Community Education Journal, 2 February 1972.
40. Burbach, Harold J. and Decker, Larry E. "Research and Planning: A Growing Imperative for Community Education." Community Education Journal, 4 September-October 1974.
41. Voorhees, Curtis Van. "Community Education Needs Research for Survival." Phi Delta Kappan. 54 November 1972.
42. Henry, N. B. (Ed.) American Education in the Postwar Period. Forty-fourth Yearbook of the National Society for the Study of Education, Parts I and II. Chicago. University of Chicago Press, 1945.
43. Seay, Maurice F. "The Community School: New Meaning for an Old Town." The Community School, in The Fifty-Third Yearbook of the National Society for the Study of Education, Part II, ed. Nelson B. Henry. Chicago, University of Chicago Press, 1953.

44. Weaver, D. C. "A Case for Theory Development in Community Education." Phi Delta Kappan. 54 November 1972.
45. Nance, Everett E. and Pond, Donna. "Community Education Board-Based Comprehensive Community Planning--The Tulsa Model." in Leisure Today, April, 1974.
46. Udell, Don S. and Nance, Everette. "Implementing in Community Education." NASSP Bulletin, 59, No. 394 November 1975.
47. Weber, Gene. "Tucson Project Redefinds Leadership Role." Community Education Calendar. The Federal Community Education Clearinghouse. Rockville, Maryland. No. 7, January 1979.
48. Parson, Steve R. Emerging Models of Community Education. Midland, Michigan, Pendell Publishing Co., 1976.
49. Gilbert, R. Bushley. "A Comparison of Selected Community School Education Programs in the State of Indiana with a Model Elementary Community School." (Unpublished Doctor's Dissertation, Indiana University, 1972.)
50. Kunarak, Prakob. "An Analysis of Processes for the Development of a Comprehensive Master Plan for Community Education in Thailand." (Unpublished Ph.D. Dissertation, Kansas State University, 1975.)
51. Smith, Eric Charles. "A Model for Development of a Community Education Program for Older Adults." (Unpublished Ph.D. Dissertation, Western Michigan University, 1975.)
52. Blanchard, Wendell, and Others. Thailand. New Haven, Connecticut. Hraf Press, 1958.
53. UNESCO, Administration of Education in the Asian Region. Bulletin of the UNESCO Regional Office for Education in Asia, Bangkok, Thailand, 1974.
54. Landon, Kenneth Perry. Thailand in Transition. Chicago, University of Chicago Press.
55. Saihoo, Patya. "Educations and Society." Education in Thailand... Some Thai Perspective. U.S., DHEW Publication No. (OE) 72-61, eds. and Comps. Amnuay Tapingkae and Others, Washington, U.S. Government House Printing Office, 1973.
56. United Nations Educational, Scientific and Cultural Organization. Statistical Yearbook 1970. Lorwain, Belgium: Imprimeric. 1971.
57. The Asian Student. Col. 4, March 17, 1973.
58. Riggs, Fred W. Thailand: The Modernization of a Bureaucratic Policy. Honolulu: East-West Center Press, 1966.

59. Sariman, Chua and Sornsiri, Surin. Pedagogy, Part I, Principles of Education. Bangkok: Khuru Sapha Press, 1972.
60. Thailand, Government of Thailand. Thailand Official Yearbook, 1968. Bangkok: Government House Printing Office, 1968.
- ✓ 61. United Nations Educational, Scientific and Cultural Organization and the International Association of Universities. Higher Education and Development in Southeast Asia. Vol. II, Country Profiles. ed. Howard Hayden (n.n., Belgium: Georges Thone, Liege), 1967.
- ✓ 62. U.S., United States Operations Mission to Thailand, Office of Education "A Brief History of USOM Support to Education in Thailand." Bangkok:USOM to Thailand, 1969. (Mimeographed.)
63. Thailand, Regent, In the Name of King Bhumibol Adulyadej. 1960 (Sangwalya), The 1960 National Scheme of Education, Royal Proclamation Announced on October 20, 1960.
64. Education, The Ministry of. Education in Thailand 1971. Bangkok, Karusapha Press, 1972.
65. Rodprasert, Prachoom. "The Relationship of Academic Training and Educational Experience to the Administrative Effectiveness of Secondary School Principals as Perceived by Teachers in Educational Region 1, Thailand." (Unpublished Doctor's Dissertation, Oklahoma State University, Oklahoma, 1976.)
66. Audrey W. Gray and Alton E. Straughan, Jr. Education in Thailand ...A Sector Study, U.S., A Sector Study, U.S., A Study Prepared for the United States Operations Mission to Thailand. Bangkok, n.n.; 1971.
67. Thailand, Organization and Management Division, Bureau of Budget, and Public Administration Service. "Organization and Management of the Ministry of Education, Survey and Recommendations." Report No. EOM-2, Bangkok, October, 1966.
- ✓ 68. The Vocational Promotion Division, Department of Vocational Education. "Report of MTU'S." Bangkok, Thailand, 1969.
69. Bennett, N. and Vorapipatana, K. "Towards Community-Centered Education for National Harmony and Development in Thailand." IIEP Seminar Paper UNESCO, Paris, 1975.
70. Bennett Nicholas. "The Crises in Formal Education in Thailand." Social Science Review, Bangkok, Thailand, Sept. 1973.
71. Thailand, Community Development Department, Ministry of Interior. This is CD in Thailand. Bangkok: The Community Development Press, 1971.

72. Thailand, Department of Elementary Education, Ministry of Education. Non-formal Education. Bangkok: Arsom Bundit Press, 1972.
73. Thailand, Department of Public Welfare, Ministry of Interior. A Project for Developing and Assisting Hill-Tribes: 1967-1971. Nonthaburi: Satarn Songkrawh Ying Press, 1967.
74. Draper, Edgar M. "Techniques Used in Community Programs." The Community School, ed. Samuel Everett, New York, D. Appleton-Century Co., 1938.
75. Manley, Frank J., Reed, Bernhard W. and Burns, Robert K. The Community School in Action: The Flint Program. Chicago, The University of Chicago Press. 1961.
76. The Flint Community Schools...A Catalog. Flint, Michigan. 1975.
77. School Primer for the '70's. "An Introduction to Flint's School-Community Advisory Councils." Flint Community School, November, 1973 (pamphlet).
78. Flint Community Schools. "The Community is the Classroom." Flint, Michigan (undate).
79. Flint Community Schools. "Planning and Evaluation." Flint, Michigan (undate).
80. The Metropolitan Tulsa Chamber of Commerce. "Tulsa....Past, Present and Future." (Brochure, undated).
81. Tulsa Parks and Recreation Department and the Tulsa Public Schools. "Procedures Manual: The Community Schools; a Cooperative Program." May 27, 1975.
82. Kerry, John. "Tulsa Community Education Program." (Unpublished paper submitted in class EAHE5720 Oklahoma State University, Summer, 1976.)
83. Community Education Program. New Horizons. Paw Paw Public Schools, Paw Paw, Michigan. Volume 3, 1977.
84. Ogle, Joe. Speech on "Community Education Models." undated.
85. Stigler Community Schools. "Stigler Community Schools Proposal." 1974.
86. Adcock, Billie. "Stigler Community Ed Serves All." in Oklahoma Educator. An Official Publication of the State Department of Education. 7(5), February 1978.
87. Berridge, Robert I. The Community Education Handbook. Midland, Michigan: Pendell Publishing Company, 1973.

88. Horyna, Richard L. and Others. A Process Model for Community Education Development. Nevada Department of Education. 1977.
89. Buasri, Thamrong. "Rural Teacher Training in Thailand." Bulletin of the UNESCO Regional Office for Education in Asia, Bangkok, Thailand. 5(1) September 1970.

APPENDIX A

EDUCATION DEVELOPMENT PLAN

## APPENDIX A

## EDUCATION DEVELOPMENT PLAN

Between 1960 and 1965 at least four regional meetings were convened under the auspices of the United Nations for the purpose of planning education in Asia. The conference which laid a foundation for much of the subsequent regional educational planning efforts was held in Karachi from December 28, 1959 through January 9, 1960 and resulted in the document referred to as the Karachi Plan. Subsequent meetings were held in Tokyo in 1962 and Bangkok in 1965 to appraise progress toward the implementation of the Karachi plan and to recommend modifications. (The Member States participating in the Karachi Plan were Afghanistan, Burma, Cambodia, Ceylon, the Republic of China, India, Indonesia, Iran, the Republic of Korea, Laos, Malaysia, Mongolia, Nepal, Pakistan, the Philippines, Singapore, Thailand, and the Republic of Viet-Nam).

Emerging from these conferences were several broad objectives or guidelines which served as a basis for long-range education planning which emphasized:

1. The need for balanced development of education at all levels, with the expansion of secondary and higher levels determined by the ability of pupils, availability of financial resources and man power requirements of the country.

2. The importance of qualitative considerations for development. The need for achieving higher standards at the second and third levels



is imperative. Even at the primary level the maintenance of proper standards in order to prevent wastage and to provide a satisfactory basis for the higher level is essential.

3. The need for diversification of education of enlarging and strengthening vocational and technical education at the second and third levels in line with the developing capacity of the economy to utilize trained skills.

4. Expansion and improvement of science education at all levels.

5. Promotion of programmes of adult and youth and family education as an integral part of overall educational development.

6. Development of education should reflect the principle of equality of educational opportunity and the promotion of international peace and amity.

APPENDIX B

SAMPLE ABSTRACT OF THE FIVE-YEAR  
EDUCATIONAL DEVELOPMENT PLAN

Classification (for the use of receiver)	Country THAILAND No. 1	ROEA Abstract Date of issue March 1972
--	---------------------------	---

Author	Thailand. Ministry of Education
Title	<u>THE THIRD FIVE-YEAR PLAN OF THE MINISTRY OF EDUCATION 1972-1976</u>
Bibliographical data	Bangkok /1971?/ 15p. mimeo.
Keywords	Thailand Education plan Enrolment

UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA  
P.O. Box 1425, Bangkok, Thailand

During the Second Five-Year Plan, the emphasis was on expansion of enrolments in secondary, technical, and teacher training schools to provide the manpower required for development. Under the Third Five-Year Plan, emphasis will be given to expansion of upper elementary education, to adult education in backward regions and to establishing secondary schools in rural areas and, much more than in the past, to improving the quality, efficiency and relevance of the educational system at all levels. Objectives of the Third Plan are: (1) to develop the education system so that it can play the maximum possible role in the economic development of the country; (2) to expand lower primary education to keep pace with the population growth and higher primary education to achieve universal primary education by the late 1980s; (3) to expand secondary and higher education, particularly in the fields of medicine, technology and teacher training to meet manpower requirements; (4) to increase the efficiency of education; (5) to improve and diversify the curricula at all levels of education, particularly in rural areas; (6) to improve the qualifications of the teaching force; (7) to expand education for rural development in order to lessen the income disparities between urban and rural areas; and (8) to expand non-formal education in accordance with the concept of life-long education.

The quantitative targets for 1976 are a total enrolment of 8,868,450 (33% increase in relation to 1971), of which 5,703,380 in lower primary education (19% increase), 1,555,646 in upper primary (67%), 788,200 in lower secondary (67%), 111,900 in upper secondary (72%) and 63,750 for universities (41%). There will also be considerable increase in the enrolments in Colleges of Education (93%), in technical education (88%) and in adult education (185%).

At all levels, the enrolment ratios will increase. At lower primary level special attention will be given to reducing repeater and dropout ratios; e.g. for lower elementary education the repeater ratio for grade I should decline from 23.0 in 1971 to 15.0 in 1976, and the dropout rate from 5.0 to 4.0 over the same period.

The enrolments at higher stages of education have been planned to meet the manpower demand. At lower stages, they are planned in accordance with the social demand of the population.

In the Third Five-Year Plan for education there are 34 separate programmes, half of them related to the expansion of enrolments and the other half to increasing the quality and efficiency of education. The major proportion of the budget would be needed for the first half of the programmes.

APPENDIX C

FLINT COMMUNITY SCHOOLS PROGRAMS

## APPENDIX C

## FLINT COMMUNITY SCHOOLS PROGRAMS

## Academic Programs

- |   |                                  |
|---|----------------------------------|
| 1. Metric system in everyday life         | 38. Foreign relations            |
| 2. Arithmetic for fun                     | 39. Geo-raphy                    |
| 3. Mathematics enrichment                 | 40. Human relations              |
| 4. Computer mathematics                   | 41. Middle East                  |
| 5. Calculus                               | 42. Sociology                    |
| 6. Algebra                                | 43. Urban studies                |
| 7. Applied geometry                       | 44. Typing                       |
| 8. Probability and statistics             | 45. Accounting                   |
| 9. Technical mathematics                  | 46. Shorthand                    |
| 10. Trigonometry                          | 47. Sewing                       |
| 11. Intermediate science curriculum study | 48. Yarn crafts                  |
| 12. Biochemistry                          | 49. Auto body repair             |
| 13. Biological behavior                   | 50. Auto mechanics               |
| 14. Biology                               | 51. Drafting                     |
| 15. Chemistry                             | 52. Electricity                  |
| 16. Environmental studies                 | 53. Small engine repair          |
| 17. Genetics                              | 54. Welding                      |
| 18. Laboratory technology                 | 55. House construction           |
| 19. Microbiology                          | 56. Landscape horticulture       |
| 20. Physics                               | 57. Photography                  |
| 21. Science and photography               | 58. Radio and television service |
| 22. French                                | 59. Art                          |
| 23. Latin                                 | 60. Drawing                      |
| 24. Spanish                               | 61. Pottery                      |
| 25. German                                | 62. Printmaking                  |
| 26. Effective English                     | 63. Sculpture                    |
| 27. Writing stories                       | 64. Music                        |
| 28. Man and his environment               | 65. Drama                        |
| 29. U.S. History                          |                                  |
| 30. Advanced psychology                   |                                  |
| 31. African studies                       |                                  |
| 32. American frontier                     |                                  |
| 33. American government                   |                                  |
| 34. Asian studies                         |                                  |
| 35. Black America                         |                                  |
| 36. Economics                             |                                  |
| 37. Family living                         |                                  |

## Cultural and Recreational Programs

- |                            |                          |
|----------------------------|--------------------------|
| 1. Archery                 | 17. Gymnastics           |
| 2. Backgammon              | 18. Jogging              |
| 3. Backpacking             | 19. Judo                 |
| 4. Badminton               | 20. Soccer               |
| 5. Baseball                | 21. Physical fitness     |
| 6. Belly dancing           | 22. Swimming             |
| 7. Boating safety          | 23. Tennis               |
| 8. Bridge                  | 24. Track and field      |
| 9. Cheerleading            | 25. Tumbling             |
| 10. Skiing                 | 26. Volleyball           |
| 11. Disco dance            | 27. Weight training      |
| 12. Square dance           | 28. Wrestling            |
| 13. Dog obedience training | 29. Yoga                 |
| 14. Duck calling           | 30. Movies for children  |
| 15. Floor hockey           | 31. Potlucks and suppers |
| 16. Golf                   | 32. Academic tutoring    |

## Special or Supplementary Programs

- |                                 |                                |
|---------------------------------|--------------------------------|
| 1. Art                          | 14. Driver education           |
| 2. Best in books                | 15. Emotionally impaired       |
| 3. Business                     | 16. Homebound and hospitalized |
| 4. Career guidance and planning | 17. Learning disabled          |
| 5. Communications               | 18. Counseling services        |
| 6. French                       | 19. General adult education    |
| 7. Health                       | 20. Senior citizen services    |
| 8. Homemaking                   | 21. Mott camping               |
| 9. Industrial arts              | 22. Mott farm                  |
| 10. Journalism                  | 23. Police-School liaison      |
| 11. Music                       | 24. Tot lot                    |
| 12. Speech                      | 25. Youth project              |
| 13. The World Around Us         | 26. Stepping Stones            |

## Adult Programs

- |                           |                               |
|---------------------------|-------------------------------|
| 1. Sewing                 | 13. Leather crafts            |
| 2. Foreign languages      | 14. Photography               |
| 3. Reading improvement    | 15. Antique furniture         |
| 4. Cake decorating        | 16. Designing interiors       |
| 5. Hand-dipped chocolates | 17. Flower arranging          |
| 6. Diet                   | 18. Rugs, braided             |
| 7. Basic gift wrapping    | 19. Knitting                  |
| 8. Secrets of charms      | 20. Needlepoint bags          |
| 9. Music                  | 21. Puppetry                  |
| 10. Drawing and sketching | 22. Community public speaking |
| 11. Painting              | 23. First aid                 |
| 12. Mosaics               | 24. Furniture upholstery      |

25. Golf
26. Physical fitness
27. Softball
28. Bowling
29. Judo
30. Ceramics
31. Macrame
32. Income tax

APPENDIX D

FLINT COMMUNITY SCHOOLS SURVEY



Adult Interest Survey

From: Anderson (George Barker, 233-4531), Civic Park (Thomas Wilkinson, 235-4275),  
 Cook (Jack Hudson, 238-5372), Durant-Tuuri-Mott (Dan Hirn, 239-9637),  
 Longfellow (Lloyd Korhonen, 232-5174, Ext. 22), Stevenson (Fred Carroll, 234-4721),  
 Community Schools

To: Parents, Neighbors, and Friends

This information sheet is to determine the kinds of activities you are most interested in having at your area school.

Please check the activities you would be interested in taking and the time of day or night you think they should be offered.

Write your name, address, and phone at bottom of this sheet and return to your Community School Director as soon as possible.

Example: Flea Circus Training Mon. 7:30 p.m.

Adult Activities

American Negro History	_____	_____	Women's Volleyball	_____	_____
Bridge Classes	_____	_____	Bishop Sewing I	_____	_____
Camera Club	_____	_____	Gift Wrapping I, II	_____	_____
Yard & Garden Class	_____	_____	Handdipped Chocolates	_____	_____
Beg. Square Dancing	_____	_____	Cake Decorating	_____	_____
Dog Obedience	_____	_____	Holiday Decorating	_____	_____
Fly Tying	_____	_____	Flower Arranging	_____	_____
Modern Math for Parents	_____	_____	Child Study	_____	_____
Parent Teenage Problems	_____	_____	Preschool Art	_____	_____
Problems of Elem. Child	_____	_____	Preschool Story Hour	_____	_____
Stamp & Coin Club	_____	_____	Knitting I, II, III, IV	_____	_____
Managing Your Money	_____	_____	Children's Clothing	_____	_____
Jewelry Making	_____	_____	Social Club	_____	_____
Small Gift Making	_____	_____	Ladies' Fitness	_____	_____
Sing Along Club	_____	_____	Other _____	_____	_____
Men's Volleyball	_____	_____		_____	_____

Adult Citizens

Card Club	_____	_____
Travel & Tour Club	_____	_____
Senior Citizens' Club	_____	_____
Shuffleboard & Recreation Club	_____	_____
Community Study Group	_____	_____
Other _____	_____	_____

Family Activities

Father & Sons Indian Guide	_____	_____
Dad-Lad Fun	_____	_____
Family Fun	_____	_____
Mom-Daughter Fun	_____	_____
Couples Night	_____	_____
Other _____	_____	_____

Your continued support is most appreciated. Thank you.

Your name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Your Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

POTTER COMMUNITY SCHOOL SURVEY

This survey is an invitation for every family in our school area to have a chance to express their ideas and help plan the Community School Program for future years.

I. COMMITTEES OR PROGRAMS:

Would you be interested in serving on any of the following committees or programs? Indicate by checking areas of interest.

	<u>YES</u>	<u>COMMENT</u>
1. Homeroom Mother	---	_____
2. Ice Skating Rink Committee	---	_____
3. POTA CLUB (Parents of Teen Agers	---	_____
4. Boy Scout Leader	---	_____
5. Girl Scout Leader	---	_____
6. Cub Scout Leader	---	_____
7. Brownie Leader	---	_____
8. P. T. A. Officer	---	_____
9. Gra-y Parents Committee	---	_____
10. Senior Citizen Program	---	_____
11. School Fair Committee	---	_____
12. Child Study Group	---	_____
13. Assist in Teen Club Supervision	---	_____
14. Chaperon Teen Dances	---	_____
15. Hobby Instructor (What Area?)	---	_____
16. Donato Materials or Equipment (What?)	---	_____

II. YOUTH ENRICHMENT CLASSES:

PARENTS: It is important that you discuss with your children and help them choose the areas of enrichment that can benefit them most. May we suggest some of the following activities. Please check the areas your children are interested in. \*Denotes those activities already at Potter.

*1. Beginning French	---	_____
2. Puppetry	---	_____
3. Junior Homemaking	---	_____
*4. Landscaping and Gardening	---	_____
*5. Badminton Club	---	_____
*6. Gymnastics	---	_____
*7. Reading for Fun	---	_____
8. Creative Dramatics	---	_____
9. Puppet Theater	---	_____
10. Scripted Plays	---	_____

	<u>YES</u>	<u>COMMENT</u>
11. Small Crafts	_____	_____
12. Woodcarving	_____	_____
13. Ceramics	_____	_____
14. Art	_____	_____
15. Knitting	_____	_____

III. ADULT EDUCATION:

Because of Potter School's fine facilities we have only a few limitations as to the kinds of classes we may include in our program. One obligation we must observe, is to fill the classes we may have with the required number of interested people.

Please indicate those classes you would like to have offered, and would attend at Potter.

\*Denotes activities already at Potter.

\*1. Bishop Sewing (our present daytime facilities not adequate; they are withdrawing their classes)

	<u>YES</u>	<u>COMMENT</u>
2. Foreign Languages	_____	_____
French	_____	_____
German	_____	_____
Spanish	_____	_____
Italian	_____	_____
3. Reading Improvement	_____	_____
4. Speeding Your Reading	_____	_____
*5. Cake Decorating	_____	_____
*6. Hand-Dipped Chocolates	_____	_____
7. Diet (Weight Control)	_____	_____
8. Millinery	_____	_____
9. Basic Gift Wrapping	_____	_____
10. Secrets of Charm	_____	_____
*11. Mother-Daughter Sewing	_____	_____
*12. Slip-Covers and Draperies	_____	_____
*13. Band-Refresher (music)	_____	_____
14. Mothersingers	_____	_____
*15. Art For Young Child	_____	_____
16. Drawing and Sketching	_____	_____
17. Painting and Sketching	_____	_____
18. Mosaics	_____	_____
*19. China Painting	_____	_____
*20. Leather Craft	_____	_____
21. Lapidary (Stone Cutting, Polishing)	_____	_____
22. Photography	_____	_____
23. Antique Furniture	_____	_____
24. Designing Interiors	_____	_____
25. Flower Arranging	_____	_____
26. Small Gifts	_____	_____
27. Rugs, Braided	_____	_____
*28. Knitting (I, II, III, IV)	_____	_____
29. Knitting, Sweater Work-Shop	_____	_____
30. Knitting, Colored Pattern	_____	_____
31. Knitting, Mother-Daughter	_____	_____
32. Needlepoint Bags	_____	_____

	<u>YES</u>	<u>COMMENT</u>
33. Community Public Speaking	_____	_____
*34. First Aid	_____	_____
35. Recreation Room Construction	_____	_____
36. Furniture Refinishing	_____	_____
37. Furniture Upholstering	_____	_____
38. Others (Name Them)	_____	_____
39. Wedding Cakes	_____	_____

IV. FAMILY RECREATION:

Please check any areas that interest you - or suggest some others that you might like to attend. \*Denotes activities already at Potter.

	<u>YES</u>	<u>COMMENT</u>
*1. Family Roller Skating	_____	_____
*2. Couples Night (Husband-Wife)	_____	_____
3. Family Fun Night	_____	_____
4. Family Night Movies	_____	_____
5. Family Square Dancing	_____	_____
6. Adult Social Dance Instruction	_____	_____
7. Contract Bridge	_____	_____
8. Senior Citizens	_____	_____
9. Others (Name Them)	_____	_____

V. ADULT MEN RECREATION:

Would you like to attend some of the following activities or classes? Please check any areas that interest you.

\*Denotes activities already at Potter.

	<u>YES</u>	<u>COMMENT</u>
*1. Men's Club	_____	_____
2. Men's Second Shift Workers Recreation - 1:00 A. M.	_____	_____
3. Father-Son Night	_____	_____
4. Beginning Golf Instruction	_____	_____
5. Men's Spring Golf League	_____	_____
6. Father-Son Trip to Hockey, Basketball, Football, or Baseball Game at Detroit	_____	_____
7. Men's Physical Fitness	_____	_____
8. Softball Team	_____	_____
9. Basketball Team	_____	_____
10. Winter Bowling League	_____	_____
11. Fly Tying	_____	_____
12. First Aid	_____	_____
13. Men's Judo	_____	_____
14. Others (Name Them)	_____	_____

VI. ADULT WOMEN RECREATION:

Would you like to attend some of the following activities or classes? Please check any areas that interest you.

\*Denotes activities already at Potter.

	<u>YES</u>	<u>COMMENT</u>
1. Women's Club	---	_____
2. Mother-Daughter Night	---	_____
3. Women's Physical Fitness	---	_____
4. Beginning Golf Instruction	---	_____
5. Women's Spring Golf League	---	_____
6. Women's Winter Bowling League	---	_____
7. Softball Team	---	_____
8. Blooperball Team	---	_____
9. Mothersingers	---	_____
10. Women's Judo	---	_____
11. Others (Name Them)	---	_____
	---	_____
	---	_____

Thank you very much for taking your time to complete this survey. I hope we can use your suggestions for the betterment of our community.

APPENDIX E

TULSA COMMUNITY SCHOOLS PROGRAMS

## TULSA PARK AND RECREATION DEPARTMENT

ADULT SPORTS-FITNESS

- \_\_\_ 1. Belly Dancing
- \_\_\_ 2. Slimnastics
- \_\_\_ 3. Yoga
- \_\_\_ 4. Volleyball
- \_\_\_ 5. Jogging
- \_\_\_ 6. Basketball, Men
- \_\_\_ 7. Basketball, Women
- \_\_\_ 8. Bowling Instruction
- \_\_\_ 9. Jazz & Exercise
- \_\_\_ 10. Karate
- \_\_\_ 11. Modern Dance
- \_\_\_ 12. Paddleball
- \_\_\_ 13. Pool Tournaments
- \_\_\_ 14. Ballroom Dancing
- \_\_\_ 15. Square Dancing
- \_\_\_ 16. Wheelchair Basketball
- \_\_\_ 17. Recreation for Handicap
- \_\_\_ 18. Aerobics
- \_\_\_ 19. Prenatal & Infant Care
- \_\_\_ 20. Hypnosis Stop Smoking
- \_\_\_ 21. Take Off Pounds Sensibly
- \_\_\_ 22. Driving Lessons
- \_\_\_ 23. First Aid
- \_\_\_ 24. Indoor or Outdoor Golf  
(Swings, Putts, etc.)

SENIOR CITIZEN PROGRAMS

- \_\_\_ 1. Ballroom Dancing
- \_\_\_ 2. Jogging
- \_\_\_ 3. Horseshoes
- \_\_\_ 4. Bowling
- \_\_\_ 5. Pool Tournament
- \_\_\_ 6. Square Dancing
- \_\_\_ 7. Aerobics Dance

STUDENT SPORTS-FITNESS

- \_\_\_ 1. Basketball, Boys
- \_\_\_ 2. Gymnastics
- \_\_\_ 3. Cheerleading
- \_\_\_ 4. Drill Team
- \_\_\_ 5. Baton Lessons
- \_\_\_ 6. Ballet & Tap
- \_\_\_ 7. Creative Dance
- \_\_\_ 8. Modern Dance
- \_\_\_ 9. Jazz Dance
- \_\_\_ 10. Wrestling
- \_\_\_ 11. Karate
- \_\_\_ 12. Boxing
- \_\_\_ 13. Pool Tournaments
- \_\_\_ 14. Driver's Training
- \_\_\_ 15. Bowling Lessons
- \_\_\_ 16. Skating Party
- \_\_\_ 17. Stop Smoking Clinic
- \_\_\_ 18. Volleyball
- \_\_\_ 19. Aerobics
- \_\_\_ 20. First Aid
- \_\_\_ 21. Domino Tournament
- \_\_\_ 22. Paddleball
- \_\_\_ 23. Weight Lifting

PRE-SCHOOL PROGRAMS

- \_\_\_ 1. Tumbling
- \_\_\_ 2. Movement Exploration
- \_\_\_ 3. Exercise
- \_\_\_ 4. Aerobics
- \_\_\_ 5. Sports & Games

## TULSA PARK AND RECREATION DEPARTMENT

EDUCATIONAL ENRICHMENT

- \_\_\_ 1. Contemporary Problems (ie Man and His Environment, Foreign Policy, Inflation and the Economy)
- \_\_\_ 2. Bookkeeping
- \_\_\_ 3. Accounting
- \_\_\_ 4. Income Tax Preparation
- \_\_\_ 5. Business Law
- \_\_\_ 6. Selling Techniques
- \_\_\_ 7. Small Business Management
- \_\_\_ 8. Investing to Beat Inflation
- \_\_\_ 9. Holiday Decorating
- \_\_\_ 10. Small Appliance Repair
- \_\_\_ 11. Genealogy - Where Did I Begin?
- \_\_\_ 12. Exosociology - Is There Life On The Other Planets?
- \_\_\_ 13. Astrology
- \_\_\_ 14. Meteorology
- \_\_\_ 15. Justice: Education for Humaneness
- \_\_\_ 16. Courses for High School Credit (Please indicate course desired)
- \_\_\_ 17. Courses for College Credit (Please indicate course desired)
- \_\_\_ 18. Transcendental Meditation
- \_\_\_ 19. American Civilization Film Scene
- \_\_\_ 20. New Math for Parents

If you would like to have other activities offered, please list:

\_\_\_\_\_

COMMITTEES AND PROGRAMS

- \_\_\_ 1. Community Advisory Council
- \_\_\_ 2. Donate Materials or Equipment
- \_\_\_ 3. Senior Citizens' Activities
- \_\_\_ 4. Assist in Supervision of Teen Activities
- \_\_\_ 5. Boy's Club (Establish one at Recreation Center)
- \_\_\_ 6. Instructing a Class
- \_\_\_ 7. Team Council (Students to plan night time Activities)



## TULSA PARK AND RECREATION DEPARTMENT

ADULT EDUCATION-CULTURAL-SOCIAL

- \_\_\_ 1. Astrology
- \_\_\_ 2. Bridge Lessons
- \_\_\_ 3. Basic Law
- \_\_\_ 4. Basic Drawing
- \_\_\_ 5. Bird Watching
- \_\_\_ 6. Cake Decorating
- \_\_\_ 7. Candle Making
- \_\_\_ 8. Ceramics
- \_\_\_ 9. Crochet
- \_\_\_ 10. Credit Counseling
- \_\_\_ 11. Chess Lessons
- \_\_\_ 12. Classes for Parents of Integrated Students
- \_\_\_ 13. Decoupage
- \_\_\_ 14. Embroidery
- \_\_\_ 15. Geology (For those who travel, etc.)
- \_\_\_ 16. Tube Painting
- \_\_\_ 17. Guitar Lessons
- \_\_\_ 18. Hobby Workshops
- \_\_\_ 19. Handwriting Analysis
- \_\_\_ 20. House Plants-Care of
- \_\_\_ 21. Jewelry Making Class
- \_\_\_ 22. Macrame
- \_\_\_ 23. Needle Point
- \_\_\_ 24. Oil Painting
- \_\_\_ 25. Furniture Refinishing
- \_\_\_ 26. Antiquing
- \_\_\_ 27. Understanding Your Teenager
- \_\_\_ 28. Flower Arranging
- \_\_\_ 29. Sculpture
- \_\_\_ 30. Silk Screening (For T-Shirts, Pictures, etc.)
- \_\_\_ 31. Understanding Jewish Religion or Jewish Seminar
- \_\_\_ 32. Theater (Club, Various Plays, etc.)
- \_\_\_ 33. Poetry Writing or Interpreting
- \_\_\_ 34. Nutrition/Health Foods, etc.

SENIOR CITIZENS PROGRAMS

- \_\_\_ 1. Adopted Grandparents
- \_\_\_ 2. Canasta
- \_\_\_ 3. Pinochle
- \_\_\_ 4. Bingo
- \_\_\_ 5. Senior Citizens Council

STUDENT EDUCATION-CULTURAL-SOCIAL

- \_\_\_ 1. Arts & Crafts
- \_\_\_ 2. Ceramics
- \_\_\_ 3. Drama Lessons
- \_\_\_ 4. Candle Making
- \_\_\_ 5. Macrame
- \_\_\_ 6. Guitar Lessons
- \_\_\_ 7. Chess Lessons
- \_\_\_ 8. Basket Weaving
- \_\_\_ 9. Charm & Modeling
- \_\_\_ 10. Tutoring
- \_\_\_ 11. Puppet Making Class
- \_\_\_ 12. Puppet Drama
- \_\_\_ 13. Creative Writing
- \_\_\_ 14. Conversational Languages
- \_\_\_ 15. Speed Reading
- \_\_\_ 16. 4-H Club
- \_\_\_ 17. Auto Repair
- \_\_\_ 18. Self Understanding
- \_\_\_ 19. Tours (Museums, Field Trips on Birds, Trees, Animals, etc.)
- \_\_\_ 20. Choral Group
- \_\_\_ 21. Movie Night
- \_\_\_ 22. Band Group
- \_\_\_ 23. Quiet Games
- \_\_\_ 24. Teen Dances
- \_\_\_ 25. Creative Drama - Theater Groups

PRE-SCHOOL EDUCATION-CULTURAL-SOCIAL

- \_\_\_ 1. Creative Drama - Theater Groups
- \_\_\_ 2. Puppet Making
- \_\_\_ 3. Drama Games
- \_\_\_ 4. Arts & Crafts

APPENDIX F

PAW PAW COMMUNITY SCHOOLS PROGRAMS

PAW PAW COMMUNITY EDUCATION

Semester I, 1977-78

DECATUR HIGH SCHOOL

TIME: 6:30-10:00 pm

MONDAY

English I & II  
General Math  
U.S. History to 1860  
Typing I & II

TUESDAY

Basic Reading  
General Science  
Government

WEDNESDAY

English II  
U.S. History to 1860  
Government  
Sociology

\*\*\*\*\*

GOBLES HIGH SCHOOL

TIME: 6:30 pm - 10:00 pm

MONDAY

English I & II  
Basic Math  
Government  
U.S. History\*  
English I \*

WEDNESDAY

English I  
U.S. History  
General Science  
Sociology  
Typing  
Office Machines \*  
Basic Math\*  
English I \*  
Sociology \*  
Another Way: The Natural Experience

\*\*\*Classes are from 3:15 to 6:45 PM ONLY

\*\*\*\*\*

LAWRENCE HIGH SCHOOL

TIME: 6:30-10:00 pm

MONDAY

English I  
General Math  
U.S. History to 1860  
Typing

TUESDAY

Basic Reading  
General Science  
Government  
Home Economics

WEDNESDAY

English II  
U.S. History to 1860  
Government  
Sociology

\*\*\*\*\*

TIME: 6:30-10:00 pm

LAWTON HIGH SCHOOL

MONDAY

English I  
General Math  
U.S. History to 1860  
Typing

TUESDAY

Basic Reading  
General Science  
Government  
Home Economics

WEDNESDAY

English II  
U.S. History to 1860  
Government  
Sociology  
Art

## PAW PAW COMMUNITY EDUCATION

VAN BUREN SKILLS CENTER

TIME: 6:30-10:00 pm

TUESDAY

Auto Body, Beginning  
 Med/Indust. Lab  
 Electronics  
 Food Services  
 Nurse Aide  
 Welding, Beginning  
 Child Care  
 Large Appliance Repair

WEDNESDAY

Accounting  
 Auto Mech/Small Engines  
 Agr. Power  
 Secretarial/Clerical  
 Machine Shop  
 Residential Bldg. Construction  
 Welding, Advanced  
 Agr. Production  
 Building Services

THURSDAY

Auto Body, Advanced  
 Auto Mech/Small Engines  
 Visual Communications: Comm. Art, Photo  
 & Graphic Reproduction  
 Heating & Air Conditioning  
 Plastics  
 Marketing & Retailing

General Registration - Will be held at the Van Buren Skills Center during the week of August 22, 1977, from 8:00 a.m. to 4:00 p.m.. Also during the week of August 29, 1977, on Tuesday, Wednesday and Thursday from 6:30 p.m. to 10:00 p.m.

Tuition fees are due at the first class meeting.

SKILLS CENTER REGISTRATION

1. All High School Completion and High School Graduates Under 20 Register Through The Decatur, Lawton, Lawrence and Paw Paw Adult High School Programs. See Listings For Telephone Numbers.
2. All Other Students Register At The Skills Center. Telephone 674-8001.

PAW PAW COMMUNITY EDUCATION  
SEMESTER II, 1977-78

6:30-10:00 p.m.

MONDAY

English I (Reading - Spelling)  
English II (Reading - Grammar)  
Basic Academics  
Communication Skills  
U.S. History to 1860  
Government  
Sociology  
General Science  
Basic Math  
Typing I & II  
Woodshop  
Home Economics (Sewing)  
*WELDING*

TUESDAY

English II (Reading Grammar)  
Reading  
Sociology  
Oil Painting  
Basic Math  
Shorthand II (Pre-Reg. Shorthand I)  
Typing II  
Small Engines  
Woodshop & Furn. Refinishing  
*GOVT*  
*U.S. HISTORY*  
CLASSES HELD AT VB COUNTY JAIL  
Tuesday & Thursday & Friday

WEDNESDAY

*ENGLISH II*  
English I (Reading-Spelling)  
  
Psychology II  
U.S. History Since 1860  
Government  
General Science  
Basic Math  
General Arts & Crafts (Weaving, Macrame  
& etc.)  
  
Bookkeeping  
Physical Education  
Basic Car Care

THURSDAY

English as a Second Language  
English I (Reading-Spelling)  
English III & V  
Basic Reading  
U.S. History Since 1860  
Sociology  
Gen. Art (Drawing, Sketching, Water-  
colors, etc.)  
Consumer Education  
Welding  
Home Economics  
Typing I  
Bookkeeping

SATURDAY

8:30-12:00 noon  
Math-English-Reading  
Government - Sociology-History  
General Arts and Crafts  
12:30-3:30 pm  
Typing I & II and Office Machines.

MICHIGAN AVE. - MIDDLE SCHOOL

MORNING CLASSES 9:00 am - 12:30 pm

MONDAY

Government  
Math

TUESDAY

U.S. History

WEDNESDAY

NONE

THURSDAY

English  
Government

PAW PAW COMMUNITY EDUCATION  
SEMESTER II, 1977-78

DECATUR HIGH SCHOOL

6:30 - 10:00 pm

<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>
English I & II	Government	U.S. History Since 1860

GOBLES HIGH SCHOOL

6:30-10:00 pm

<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>
Government	Typing I & II	English I & II

LAWTON HIGH SCHOOL

6:30 - 10:00 pm

<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>
Math	NONE	U.S. History Since 1860

LAWRENCE HIGH SCHOOL

6:30 - 10:00 pm

<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>
English I & II	Sociology	Government	U.S. History Since 1860

SKILL CENTER

<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>
Nurse Aide Electronics Med/Indust. Lab Beg. Welding Auto Body, Beg. Secretarial/Clerical	Advanced Welding Accounting Machine Shop Res. Building Const. Visual Communications	Marketing & Retailing Auto Body, Advanced Heating & Air Condition

APPENDIX G

STIGLER COMMUNITY SCHOOLS PROGRAMS AND SURVEY

## STIGLER PUBLIC SCHOOLS

box 409

Stigler, Oklahoma

February 18, 1974

Dear Citizen:

The Stigler School is in the planning stages of applying for a federal grant to assist the local school in implementing a total community school for all ages from kindergarten through the senior citizens years. If such a program is implemented, would you be interested in participating?

Would you please answer the following questionnaire and return. If you are interested in participating in any of these activities, please check the activities or courses listed below that you would be interested in taking.

Sewing	Adult Physical Fitness
Typing	Bookkeeping
Business English	Letter Writing
Farm Mechanics	Speed Reading
Welding	Art
Courses in Music	Child Nutrition
Expectant Parents	Consumer Education
Finance	Income Tax
Nurses Training Courses	Remedial Reading
Cement Construction	Farm Electricity
Small Appliance Repair	Landscaping
Soil Testing	Charm School
Athletic Activities	Folk Dancing
Square Dancing	Tennis
Archery	Golf
Horseshoe Pitching	Bridge
Swimming	Defensive Driving

Please list any other courses or activities that you would be interested in taking.

Sincerely,

Aron Dotson  
Superintendent



## STIGLER COMMUNITY SCHOOL

## Need Survey

Below is a survey concerning possible programs to be offered through the Community School. Notice that additional space is provided for suggesting programs not listed. This is not a definite list of programs to be offered, rather examples of the endless number of subjects that are possible through the Community School Program.

Your response to this survey will help determine programs to be developed.

Please check those programs in which you would be interested in participating:

Typing  
 Business English  
 Shorthand  
 Business Machines  
 Accounting

Physical Fitness  
 Golf  
 Swimming  
 Tennis  
 Bow Hunting  
 Country Music

## SEWING

1. Beginning Sewing  
 2. Pattern Alteration  
 3. Remodeling/Altering  
 4. Sewing Shortcuts  
 5. Tailoring

## ART

1. Introduction to Art  
 2. Arts and Crafts  
 3. Oil Painting and Acrylics  
 4. Water Colors

## HORTICULTURE

1. Ornamental-Landscaping  
 2. Gardening

Community Theatre  
 Community Band

## FOOD PREPARATION:

1. Canning  
 2. Freezing  
 3. Menu Planning

Small Appliance Repair  
 Auto Mechanics for Women  
 Welding  
 Drafting

Defensive Driving  
 Expectant Parents  
 Photography  
 Choctaw Language  
 First Aid  
 Speed Reading  
 Discussion Groups

## AGRICULTURE

1. Farm Electricity  
 2. Establishing Winter Pastures  
 3. Artificial Insemination  
 4. Pregnancy Testing

STIGLER COMMUNITY SCHOOL  
SPRING PROGRAMS - 1977

Enrollment is now open for the following Spring Community School Programs. Enrollment for each program will be open until the first meeting day, but we urge you to enroll now since the number of participants for most programs is limited.

Class fees are listed for each program. These fees vary from program to program reflecting the cost involved in offering the various classes. Fees cover approximately 20% of the total program cost.

Stigler Community School is a program offered through Stigler Public Schools, with the assistance of Title IV, C, State Department of Education, and is offered to all residents of the surrounding area.

There are three ways to enroll:

1. Clip and return the enrollment form to Stigler Community School.  
P.O. Box 409, Stigler, Oklahoma 74462
2. Come to the Community School Office in Room #12 of Stigler High School
3. Call the Community School Office - 967-4271

NAME \_\_\_\_\_ ADDRESS: \_\_\_\_\_ PHONE: \_\_\_\_\_  
PROGRAM(S): \_\_\_\_\_ STUDENT \_\_\_ ADULT \_\_\_ FEE ENCLOSED: \_\_\_\_\_

**ADULT BASIC EDUCATION:**

100 Hours No Fee Starts Feb. 14 Monday 6:30 P.M.

Place: Room 17 of Stigler High School Instructors: Lillian Riley & Fleeta Shepherd

For persons who have not completed their high school education. Instruction is designed to help prepare the student for the High School Equivalence Diploma Examination. Anyone who is 18 years old or older, and whose high school class has graduated may enroll. Meeting dates will be set at first meeting.

**CHILDREN'S ART:**

20 Hours No Fee Starts Feb. 21 Monday & Wednesday 3:30 - 5:00 P.M.

Place: Middle School Cafeteria Instructor: Cathy Fioretti

Art for students 10-14 years of age. This class will be an introduction to various art mediums.

**CHILDREN'S CREATIVE DRAMATICS (K-3 GRADES)**

6 Hours No Fee Starts Feb. 22 Tuesday 3:30 - 4:30 P.M.

Place: Elementary School Instructor: Anita Highfill Lewis (6 Meetings)

Pantomime, improvisations, make-up, creative movement will be combined to make this a great experience.

**CHILDREN'S CREATIVE DRAMATICS (4-6 GRADES)**

6 Hours No Fee Starts Feb. 24 Thursday 3:30 - 4:30 P.M.

Place: Middle School Instructor: Anita Highfill Lewis (6 Meetings)

Pantomime, improvisations, make-up, creative movement will be combined to make this a great experience.

BALLET, TAP & JAZZ

\$7.00 per month. Contact instructor, Sue Fioretti (967-4612) to enroll and establish meeting time. Class is open to Kindergarten age children through adults.

BASIC CAKE DECORATING:

10 Hours \$7.00 Fee Starts Feb. 21 Monday 6:30-9:00 P.M. (4 Weeks)

Place: Room #5 of Stigler High School Instructor: Linda Wright

For those with no cake decorating experience. Class will meet 4 times. Fee includes cake decorating supplies that will be given to participants. A very interesting and exciting class.

ADVANCED CAKE DECORATING:

10 Hours \$8.00 Fee Starts Feb. 24 Thursday 6:30-9:00 P.M. (4 Weeks)

Place: Room #5 of Stigler High School Instructor: Linda Wright

This new class is especially for those who have had the basic cake decorating experience. Frosting will be supplied to participants. Lots of new and lovely techniques will be introduced.

CERAMICS - SECTION I:

25 Hours \$7.00 Fee Starts Feb. 21 Monday 1:30-4:00 P.M. (10 Meetings)

Place: Elementary School Cafeteria Instructor: Connie Edwards

For beginners and those with fundamental knowledge of ceramics. Class will involve cleaning, staining and painting prepared greenware.

CERAMICS - SECTION II:

25 Hours \$7.00 Fee Starts Feb. 21 Monday 6:30-9:00 P.M. (10 Meetings)

Place: Elementary School Cafeteria Instructor: Connie Edwards

For beginners and those with fundamental knowledge of ceramics. Class will involve cleaning, staining and painting prepared greenware.

ADVANCED CERAMICS:

25 Hours \$8.00 Fee Starts Feb. 24 Thursday 6:30-9:00 P.M. (10 Meetings)

Place: Elementary School Cafeteria Instructor: Connie Edwards

If you thought Beginning Ceramics was great, just wait until you've had Advanced Ceramics. This class offers advanced techniques to those who have the beginning ceramics knowledge.

BEGINNING GUITAR:

20 Hours \$7.00 Starts Feb. 21 Monday 6:30-8:30 P.M. (10 Meetings)

Place: High School Band Room Instructor: Carl Hill

For beginners in guitar high school age through adults. Bring a standard guitar to first class, or instrument rental can be arranged at first class meeting. The guitar should be in good playable shape.

ADVANCED OIL PAINTING:

20 Hours \$10.00 Fee Starts Feb. 21 Monday 6:30-8:30 P.M. (10 Meetings)

Place: High School - Room #1 Instructor: Chris Allen

For those who have oil painting experience.

WELDING:

36 Hours \$10.00 Fee Starts Feb. 22 Tuesday 6:30-9:30 P.M. (12 Meetings)

Place: T&I Building at Middle School Instructor: Jay Garrett

Oxy-acetylene and electric arc welding instruction. Practice will include participants working on personal projects.

VITA<sup>2</sup>

Sauwanee Senasu

Candidate for the Degree of

Doctor of Education

Thesis: PROPOSED MODELS FOR DEVELOPING COMMUNITY SCHOOLS IN THAILAND  
BASED ON A STUDY OF SELECTED COMMUNITY SCHOOL PROGRAMS IN  
MICHIGAN AND OKLAHOMA

Major Field: Educational Administration

Biographical:

Personal Data: Born in Sri Saket, Thailand, July 1, 1949, the  
daughter of Pricha and Rojana Senasu.

Education: Graduated from Khemasiri Anussorn, Bangkok, Thailand,  
in 1969; received Bachelor of Arts degree in Sociology and  
Anthropology at Thammasat University, Bangkok, Thailand, in  
May, 1973; received Master of Science degree in Secondary  
Education at Oklahoma State University, Stillwater, Oklahoma,  
in May, 1975; completed the requirements for the Doctor of  
Education degree at Oklahoma State University, Stillwater,  
Oklahoma, in July, 1979.

Experience: Graduate Associate from August 25, 1978 to June 30,  
1979, at Community Education Center, Oklahoma State Univer-  
sity, Stillwater, Oklahoma.