ABSTRACT
        Throughout the history of the development of the
concept of community, human delivery systems have, with the consent
of the community members, been combined for efficiency. Current
societal pressures would seem to indicate that successful planning
and implementation of the cultural-educational cluster concept will
probably begin in a nonpolitical, nonprivate sector area. In most
cases, the central institution will be the public educational system.
The services to be clustered will need to be identified by a
community planning group emerging from the community, service, and
governmental sectors. For example, public health service, public
welfare service, private secondary schools, drug abuse programs
funded by private foundations, the urban education section of a local
university, and the public school system can all combine to plan
successfully the cultural-educational cluster project. Appropriately
motivated, a community can conserve its resources, become fiscally
responsible, and render a much higher proportion of good service to
its citizens through the careful, coherent planning and
implementation of the self-sustaining, self-sufficient
cultural-educational services cluster. (Author/IRT)

CHARACTERISTICS OF THE CULTURAL-EDUCATIONAL CLUSTER CONCEPT
OF THE FUTURE IN THE UNITED STATES

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The development of a variety of institutionalized forms for providing and com-
bining human services for the common good has traveled under the generic umbrella
label; community education. Throughout the history of the development of the
concept of community, human delivery systems have been combined for efficiency with
the consent of the members of the community.

Delegation of certain specialized functions to train specialists by newly formed
communities marks the first effort of a society to cluster community services.
This vital step in the civilizing of the human race creates a professional-
technical level in the society. Thus, instead of family organized and motivated
education for survival, the society creates teachers in schools. Instead of
home remedies and sick rooms, we create doctors, nurses, midwives, and hospitals.
Instead of family-built residences as were found in the edge of the frontier, we
create plumbers, carpenters, architects, and bricklayers. As society's needs
and responses to those needs become more complex, there is a tendency for human
service delivery systems to become organizationally more diverse. Individual
services tend to polarize in one geographic area or another and to quickly lose
contact with similar services in other areas. This tendency to insulate and
isolate a specific human service is born of increasing societal complexity. The
tendency to institutionalize an organization endowing it with bureaucratic traits
increases the span of control so as to reduce communication, cooperation, and
understanding among human service delivery system personnel.

Several attempts by our society have been made to reverse this tendency. However,
the results have been less than successful. Most strategies have been confined

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to the creation of organizational hierarchies which attempt to draw together
separate services. This approach usually foments further isolationism because
of competition for money, power, and position.

Some plans to integrate services have attempted to utilize existing institutions
by adding and expanding functions. The lessons learned by this strategy have
indicated that institutional change is a serious and dynamic operation and
basically that institutions do not operate well with an add-on appendage.
Either the appendage attempts to grow to a dominant role or the institution
absorbs the function until impact diminishes and disappears.

The manifestations of the cluster concept begin historically in the formation of
a collective community council, perhaps around the tribal fire where services
needed for individuals are identified and delivered.

The American one-room school house served as a meeting place for all community
functions and represents an intermediate step in the development of the
cultural-educational cluster concept.

As the development of the concept of clustering cultural and educational services
advanced through the 1900's, community coordinators were established as legitimate
positions on the school staff and the concept of a community school emerged.
The community school was an institution in which not only was the education of
children performed but other community services of an educational nature were
offered to all members of the community at hours not interfering with the regular
school day.

During the early 1960's, an attempt was made to plan and promote educational
parks and plazas. The educational park is a large plot of land upon which are

constructed several different institutions of culture, education, and community offering a complete range of human services. The educational park is designed to serve large numbers of people who transport themselves to this central point for the particular service needed. This idea did not prosper although one may find several educational institutions called "educational park" or "educational plaza." One notable example is that of the East San Jose Educational Park. This project situated on about 100 acres of land will contain a diversified high school, religious, and community buildings, as well as comprehensive athletic facilities for the entire community.

The next developmental step taken in the evolution of a cultural-educational cluster concept is that of the creation of single buildings with a primary educational function, but designed so that additional community services can function. The community functions are planned as a part of the total building. Human service and resource centers are characterized by a multiple participant planning concept which includes the community; multiple funding sources for the eventual completion of the construction, strong and direct school system control of the operation of the building and a strategic, political and social geographic location of the building in relation to the community. Notable examples in the United States of this form of service cluster may be found in Pontiac, Michigan, where the Dana P. Whitmer Human Resources Center is located on a site contiguous to the city hall. The Whitmer Human Resources Center is a supermarket of community services as well as an elementary school. Another example may be found in Arlington, Virginia, where the Thomas Jefferson Junior High School and Community Center is a part of a larger community education system. The Thomas Jefferson Junior High School and Community Center operates from six

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in the morning until midnight offering services ranging from services to the elderly, including food service to early childhood education classes and an adult continuation high school. A third prominent example can be found in Atlanta, Georgia, where the John F. Kennedy Community Center ties together several neighborhoods thereby reducing the need for individual service centers to be located in each neighborhood. This community center is also a junior high and elementary school. Many city government services are offered at the John F. Kennedy Community Center. A fourth example of the human services and resources center concept may be found in Springfield, Massachusetts, where the Brightwood Community School was constructed next to, under, and through a system of railroad tracks and interstate highways, thereby utilizing unused space and providing access for communication and contact between two basically dissimilar communities as well as providing educational services for grades K-8.

Other examples of the combination of service delivery systems do not take on the full responsibilities of a large multi-million dollar structure. However, strong community cooperative attitude has been developed at the Mack School in Ann Arbor, Michigan, where many of the services offered to the community are provided through well-trained volunteer personnel from the community. A second example is that of the Fodrea School in Columbus, Indiana, which is a school designed for the community rather than being designed in the community.

Another variation of human service delivery systems of an integrated and combined nature can be found in the community development corporation concept. In this example, education is not the prime motivator nor is it the prime objective. In the community development corporation, both economic as well as

human services are promoted so that the community as it develops becomes self-sustaining. In most cases, the community development corporation produces a slightly better housing alternative, however, economic self-sufficiency is seldom reached. Examples of this cultural cluster service delivery system concept may be found in Buffalo, New York, where the Buffalo Waterfront Town Center provides housing and hospital services for its residents. In Phoenix, Arizona, Litchfield Park has a small educational system, housing, commercial area, and a recreational area planned for maximum community comfort and efficiency. This planned 100,000 population community has 1,000 residents. In Rochester, New York, the Gananda Community Development Corporation has, through the skillful management of planning monies, produced well developed land, building sites, and a highway system, but only one small building. That building is the elementary school which, when Gananda is completed, will become a small part of the combined community concept.

The next developmental step in the production of the cultural-educational cluster concept is the current thinking in the area. Taking note of the decreasing birth rate and declining school population as well as the rapid economic spiral of inflation and the catapulting construction costs, this concept tends to have the following common characteristics. Current philosophy about the cluster concept assumes that all social services should have a strong educational framework so that each individual will benefit and learn from the combination of services. By definition projects will have controlled community involvement in the planning of the project. A multiple service delivery system is necessary. Wherever possible services should be combined rather than

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fragmented. For example, welfare services and early childhood education care services will be delivered to the same general point. The multi-disciplinary approach includes education, religion, community program, health programs and social programs. The concept is also characterized by a blending of the funds in the community. This includes funds from the commercial-manufacturing sector, the private sector, and the city, county, state, and national governmental levels. The projects are characterized further by deliberately planned future funding alternatives which are dependent upon the strength of the multiplier effect of initial funding practices. It has been the experience of most foundations that it is desirable that there be a point at which the private sector can buy out of a project.

The creation of the project which can utilize and creatively re-program existing resources and buildings must also program the continued reduction of parallel and duplicated services. The re-designing and re-programming of existing institutions and resources allows the planner to create a new and more vital institution. One of the primary factors in the new and vital institution is that it must increase the accessability of the individual to its services. This bespeaks of a reversal in the current trend of collecting many services in one large site requiring the individual to travel to that site to receive a service. Rather, a continuous needs assessment program in each community should provide the unique educational, community, social, cultural, and health service profile for that community. The new and vital institution is characterized by its ability to add and subtract services delivered to the community as the needs increase and diminish.

Current societal pressures would seem to indicate that successful planning
~~and implementation of the cultural-educational cluster concept will probably~~
~~begin in a nonpolitical, nonprivate sector area. The planning process~~
~~should adopt the format of the current institution from which the project~~
need emerges. In most cases, this institution will be the public educational
system. The project can emerge from either the elementary-secondary school
system or the state-supported higher education system. The services to be
clustered will need to be identified. Community planning is made a part of
the basic planning group emerging from the community, service, and governmental
sectors. For example, public health services, public welfare services,
private secondary schools drug abuse programs funded by private foundations,
the urban education section of a local university, and the public school
system can all combine to plan successfully the cultural-educational cluster
project.

Appropriately motivated, a community can conserve its resources, become
fiscally responsible, and render a much higher proportion of good service
to their citizens thorugh the careful, coherent planning and implementation
process of the self-sustaining, self-sufficient cultural-educational service
cluster.

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