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## Community Resources as Related to the Elementary School

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COMMUNITY RESOURCES AS RELATED TO THE  
ELEMENTARY SCHOOL

by

Louis Edward Shandera

A paper prepared in partial fulfillment of the requirements  
for the degree of Master of Education  
in the Graduate School  
of the  
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## TABLE OF CONTENTS

Chapter	Page
I. Introduction and Background.....	1
Historical Evolution of Community Resources....	2
Adaptation in the United States.....	5
II. Value of Community Resources to the Elementary School.....	13
III. Acquainting Teachers With Community Resources.....	24
Teacher Self-Study of the Community.....	24
Group Study of Community Resources.....	29
Administrative Forms of Assistance.....	30
School-PTA Survey For Resource People.....	32
Teacher Workshop Techniques.....	34
Community Resources in Teacher Education.....	35
IV. Utilizing Community Resources.....	38
Field Trips.....	38
Audio-Visual Aids.....	45
Documentary Materials.....	52
Interview.....	54
Resource Visitors.....	55
School Camping.....	58
V. Evaluation of Community Resources.....	62
Community Resource Evaluation.....	63
School-Community Practices Evaluation.....	66
VI. Recommendations and Implications.....	69
Bibliography.....	77
Appendix.....	82

## Chapter I

### INTRODUCTION AND BACKGROUND

The selection of this area of study came about because the author recognized that the trend in post-war education in our elementary schools seems to be in the direction of improved public relations and a broader use of community resources in the curriculum. Since the author is just beginning a career in the field of education, the purpose of this paper is to attempt to show the background of community resources and the ways and means of better utilizing them in the elementary schools.

This chapter will survey the historical evolution of community resources and their adaptation in the United States. Chapter II, "Value of Community Resources to the School", points up some of the reasons which have been promulgated by writers for using community resources to improve the curriculum. Chapter III is concerned with methods of acquainting teachers with community resources in the local community. Chapter IV presents techniques which have been useful in using community resources at the elementary level. Chapter V endeavors to present ideas on evaluating the community resources used by the teachers and their pupils. The last chapter, "Recommendations and Implications", is the conclusion.

### Historical Evolution of Community Resources

The use of community resources in connection with education of young people is not new to educational thought. The practice reaches back several centuries in some form or other. To some extent, the field trip, which is one method of utilizing community resources, may have had its counterpart in the wandering and begging students of the Middle Ages. I. L. Kandel wrote an article in 1919 in which he indicated that the distinct educational value of travel was recognized by numerous writers of educational literature of the sixteenth and seventeenth centuries. Rousseau's philosophy of education, with its emphasis on teaching through nature, gave considerable encouragement to educators who believed in school journeys or field trips. Pestalozzi used the community in his teachings at his school in Yverdun in the early eighteenth hundreds.<sup>1</sup> His pupils made excursions into the country for health and observation. They studied the valley of the Rhone and modeled its structure with clay carried back from it.

Germany for many years was probably the leader in the use of the school journey, as they called it, in making the students more conscious of the resources of the country. Following the first World War, Germany formed a German Hostel for Youth Association which had more than twenty-five hundred hostels operating by the 1930's. This network of inns covering all of Germany was constantly used by hundreds of schools and

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1. Kemp, E. L., History of Education. p. 289.

thousands of boys and girls. The idea of a chain of inns for classes taking school journeys originated in Germany around 1900. At its peak, the movement claimed two important goals to be achieved through these school journeys. One goal was the physical upbuilding of German youth after World War I. The other goal had educational and social implications. When this movement was at its peak, traveling groups of pupils and their teachers were to be seen throughout Germany. School life became the life of the open spaces for hundreds of thousands of pupils of all ages during the spring, summer, and autumn months. Exchange of classes between cities, and between cities and country were quite common practices. Conditions were favorable in Germany for such widespread use of community resources which did not hold true for a nation such as the United States. The regions were geographically distinct, their cultural history was preserved and there was little standardization. Industrial developments were growing up in the midst of all this, but Germany was not yet motorized and walking was still a pleasure. Distances between villages was never very great and the hostels were handy. School journeys in Germany made for closer comradeship between the teachers and pupils, group cooperation within the class and school, and contributed to the spiritual unification of the people of the nation. For more information on this movement, the reference cited at the bottom of the page is recommended.<sup>1</sup>

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1. Alexander, T. and Parker, B., The New Education in the German Republic. Chapters III and IV.

The popularity of school journeys spread throughout Europe and even to Asia. In England, by 1911, the movement became well established and the British School Journey Association was the outcome. Their journeys fell into the following categories:

1. Sightseeing: Contacts with municipal and official organizations and friendly exchange of social contacts with local schools.
2. Walking tours, using youth hostels affording a more intimate contact with foreign youth similarly engaged.
3. Group exchange of pupils — foreign children living in English homes and attending English schools with their hosts for three or four weeks and returning to their own land with their hosts for a similar program. Such contact for six or eight weeks gives opportunity for language practice and better comprehension of social conditions.
4. Grouping of parties from different countries in camps and hostels.
5. Individual exchange.<sup>1</sup>

In France there has been some work done on school journeys, especially to industrial districts around the larger cities. Ferguson mentioned in the Reader's Digest fifteen years ago that many Swedish children were traveling each year, especially through the mountain regions. He also stated that Finland had a State Commission that did nothing else

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1. Downs, S. W., "The School Journey Movement in Great Britain." School and Society, XLII (October 19, 1935) pp. 541-42.



but attend to school journeys.<sup>1</sup> Japan, up until the last war, used excursions extensively in the last two years of the elementary course and in high school.<sup>2</sup>

As was pointed out in the discussion on Germany, perhaps the main factors which gave the school journey movement its general success in these foreign countries were the small size of the countries and the relative ease of transportation. Also, it is worth mentioning that the standard of living was much lower in these countries than in the United States. This helped to a considerable degree in keeping costs to a minimum.

### Adaptation in the United States

Since school journeys in other countries were the most widely publicized media of using community resources coming to the attention of educators of the United States, there were schools which attempted to implement some of these practices despite the unfavorable odds. They have been used in various places around the United States since the latter part of the nineteenth century. This form of using community resources became fairly well established in the laboratory schools at leading normal schools and teachers' colleges. Usually these field

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1. Ferguson, Charles W., "School's Out". The Reader's Digest XXVIII (March, 1936) pp. 105-108.
  2. "School Journeys in Japan". School and Society, XLII (August 31, 1935) pp. 300-01.

trips were of the short duration type with definite purposes as we think of field trips today. The longer form of trip, as advocated and encouraged in Germany, for instance, has never achieved widespread use, at least on an elementary level in this country.

There have been a few extensive trips on higher levels of education however. In 1934, a group of sixteen high school students from Kansas took a four thousand mile trip through the eastern and southern sections of the United States. The trip lasted thirty-one days and cost only five hundred dollars for the entire group. Extensive arrangements were made ahead of time, or the trip would have been virtually impossible from a financial standpoint.<sup>1</sup>

Despite considerable experimentation, up until a period just before the start of World War II, there had not been much use of community resources in the elementary schools of the country. In our subject-centered schools, the emphasis has been mainly on subject matter and its acquisition. The basic philosophy of these schools did not provide for making the school and its pupils a part of the surrounding community. The school was a separate world, and even the members of the teaching staff were looked upon as unreal and a little different by other human beings. It was not considered the thing to do by most lay people for elementary pupils to move out of the classroom for learning. After all,

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1. Rich, Willis E., "A School on Wheels." Clearing House IX (November, 1934) p. 185.

anything that a child needed to know was found in books. Even the seats were fastened down to keep movement to a minimum. This point of view still constitutes a social lag in some communities.

Visits to industries and other places of employment were not thought of very much in early days mainly because of the nature of the places themselves, and the lack of a Public Relations program by industry in general. Prior to the depression in this country, in the days of high competition and sweatshop working conditions, many industries were not encouraging visitors to their holdings, and children were given a negative viewpoint on industries with parents having better hopes for their sons and daughters. Even before the industrial age in this country, the majority of pupils on farms across the nation had too difficult a time getting back and forth to school, if they went at all, to have any desire to take field trips or otherwise explore their community resources. Besides, if the teacher had taken one group out for the afternoon, there was none to look after the rest of the pupils in the one-room schoolhouse.

Now, we are changing our educational philosophy considerably and realize that the school is but one agency in a community that contributes to the education of any child. So many other forces influence the pupil's learning outside of school that it has become necessary for the school to educate the child in such a fashion that he understands his community and is equipped to function as a citizen in that community.

This need for a different type of education seems to be the root

of many teachers' troubles in using community resources to an advantage in their teaching. The need is recognized, but the "know how" and background is still lacking in most instances. Many teachers still consider the use of community resources as a form of busywork or a means of entertaining pupils.

It is necessary, when talking about community resources, to realize that there are at least four distinct community areas that are recognized by sociologists of our time. There is the local community which is thought of as the service area of the school such as the village, town, city, township, parish, or county depending on the location of the school. The next largest unit is the regional community which would be the political or geographic unit such as the state or a regional grouping of states. Next would be the national community consisting of the nation as a whole. Lastly, would be the international community which is composed of many national groupings linked by political, economic, and cultural ties. Teachers should remember that the school may belong to several overlapping communities at the same time.

One further adaptation and interesting outgrowth of the increased emphasis on community resources has been the recognition that community resources can be a two-way proposition. This idea is a prominent factor in the development of the community type school. In days of yore, as was mentioned earlier, most schools were separate from the community in general use and function. Buildings were constructed that amounted to public monuments and landmarks, and were used only a small portion

of any one year. During the last decade, with the influence of the war, school building planners and members of the community are recognizing that the modern school can serve many more purposes in a community than just the education of children. Provision is being made for public use of school buildings for meetings, athletic events, church activities, training centers, and social gatherings. This trend has brought the school more into the pattern of everyday life in the community and in turn should help pave the way for more extensive usage of the community resources in the school curriculum.

This trend has come about in the last few years when it was realized that schools were not returning their full value to the community in the way of service to the people themselves. Taxpayers today want a return on their investment in public schools in other forms than just the education of their sons and daughters. Many schools are providing for adult use of buildings by including multi-purpose rooms which are adaptable to adult activities. There is reason to believe that the school will eventually provide more extensive services to the public than it now does.

Another adaptation of community resources that is becoming recognized by educational leaders is that schools will eventually progress out of the child-centered curriculum which is being advocated today into what will be known as the "life-centered curriculum".<sup>1</sup> As yet, teachers

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1. Olsen, E. G., School and Community. p. 2.

are trying to relate their classwork to the community resources available, but this new curriculum will be centered around the life of the community and the problems arising out of community type living. This curriculum at the primary level may be based on such problems as how people in a community are fed and housed. The higher grades in schools will be concerned with the problems arising out of such areas as government, recreation, and conservation. There are schools across the country which are doing some work with this curriculum, but this practice is not too common as yet. There are at least five major conceptions of what life-centered education should accomplish. These five ideas represent the farthest point reached in the progress of thinking about school-community relationships. Included are some of the viewpoints that schools are already putting into practice as have been previously mentioned in this chapter. However, they are included as a matter of emphasis.

#### FIVE VIEWPOINTS

1. The school should operate as an educational center for adults. Since education is a life-long continuous process, the use of the school plant and facilities should be available to adults as well as children. There, in late afternoons and evenings, adults of the community should find their vocational and social center wherein cultural subjects, arts and crafts, vocational training, civic forums, gymnasiums, cafeterias, and the like are open to them.
2. The school should utilize community resources to invigorate the conventional program. In order to vitalize the curriculum and teaching methods, give depth of meaning to instruction and provide for direct as well as vicarious learning experiences, the school should

survey the educative resources of its community, catalog them, and utilize them when appropriate for its established educational purposes.

3. The school should center its curriculum in a study of community structure, processes, and problems. Every community is a microcosm of human experience, since within it go on the basic processes and related problems of making a living, sharing in citizenship, exchanging ideas, securing education, adjusting to people, maintaining life and health, enjoying beauty, meeting religious needs, engaging in recreation, and the like. The core curriculum should therefore be organized around a direct study of the local and regional community's physical setting, organization, class and caste structure, basic activities, climate of opinion, and needs and problems as these and similar factors affect individual and group welfare.
4. The school should improve the community through participation in its activities. Students, teachers, and civic-minded laymen should cooperatively plan and execute various service projects of a genuinely civic nature. Thus, youth will learn that the community has need of its service; and the community will discover that youth's contribution to the general welfare can be at once important, intelligent, and effective.
5. The school should lead in coordinating the educative efforts of the community. Since all life is educative, the role of the school in the total educational process is primarily a coordinating and residual one. The school, therefore, should lead all the educational agencies of the community into an organized and co-operative program for the more effective education of youth and adults in school and out, and should itself provide only those aspects of a desirable education which people in such a program do not obtain elsewhere, or receive in insufficient degree.<sup>1</sup>

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1. Ibid., p. 17.

Actually, even though we cannot make extensive use of the field trip in studying community resources as was done in Europe, there will eventually evolve more extensive and intensive adaptation of community resources and community study in our public schools. If teachers are to put some of these practices into use in the schools of today and tomorrow, it becomes necessary to consider some of the values to be gained from the use of community resources.



## Chapter II

### VALUE OF COMMUNITY RESOURCES TO THE ELEMENTARY SCHOOL

Since many teachers are working in child-centered schools and in subject-centered schools, this chapter is concerned mainly with some of the values resulting from the use of community resources and community study in connection with classroom work. However, because the life-centered curriculum may be the stage of development for some schools already, the author will also present some of the values which may be expected to result from its inauguration in a community.

As the school studies community resources and uses them, people of all ages come to understand the value and possibilities of each community. Through the school's program, the people of the community learn to know their resources. Children, young people, and adults learn to make better use of physical and cultural assets for the betterment of the community as a whole.

One of the outcomes of using and studying community resources is that the student and the community benefits. Students may take new interest in their studies. They find a reason for knowing how to read and spell and write and use numbers. They have opportunity to solve real problems, applying the information they have learned. Elementary children are quite interested in learning about their community and using community resources on a plane that is meaningful to them. The

health education classes of one elementary school studied the recreational facilities of their city neighborhood. They found a surprising variety of activities for people of all ages. The pupils wrote a report of their survey and sent it to everybody connected with the schools. The end result was that all the facilities reported indicated an increased use as a direct result of the study.<sup>1</sup>

It is difficult on any level, to ask pupils to understand people of other nations when they probably know little or nothing about the persons of their own community. Whenever children begin to study a foreign country in the elementary school, part of the study invariably centers around "the people". We expect students to formulate generalizations about the peoples of other lands when in all probability, they cannot make any generalizations about the people in their community. An adequate study of the community before embarking on a study of foreign communities contributes to the background of experiences for each child and makes the study much more meaningful.

Usually, when schools study and use community resources, much printed material is used. It may be materials from the community or it may be school-made materials. Young children contribute materials by telling their experiences. Primary teachers have been making experience charts as a result of these experiences. Pupils practice

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1. Seay, M. F., "Community Resources Are Teaching Materials"  
The School Executive (January, 1948) p. 34.

spelling and reading from these materials, and build interest in their home town or state. Pupils may learn more readily from school-made materials because they are familiar with the language and the ideas. They are also much more interested in studying the materials from the community which are tangible and have personal meaning. Writing can be improved because pupils want to obtain materials and are eager to write letters for free folders and pamphlets. Textbooks have a place in the school that is using and studying community resources. They contain a body of common knowledge without which no one is truly educated. But children should be able to relate the material in the textbook to life situations for it to have any real significance.

In the Detroit Public Schools, teachers in the elementary grades have learned the value of using the community as a classroom. When a new housing project was being built, the children had many questions and pressing problems peculiar to the neighborhood in which they lived. Two approaches were available to the teachers in the school where the questions arose. They could have consulted almost any textbook in sociology and read about conditions in urban slums; they could have set about exploring the neighborhoods of the school with the children. The teachers decided to use the latter approach. By careful planning and working with the Detroit Housing Commission, not only were the pupils able to find the answers to their questions, but they were also instrumental in the planning for recreation in that neighborhood which was previously being overlooked. Community study and community resource

values became readily apparent to these people. The experiences obtained in the classroom of the neighborhood which was used in this study have proven that education can mean something in the lives of children. By studying their own back yards and participating in a program of action, these children, their parents, and neighbors learned that their problems can be solved, and that all groups in a neighborhood can work together.<sup>1</sup>

In McDonough County, in the state of Illinois, the teachers decided to develop community studies having their origin in their own schoolrooms. Their purposes were:

1. To develop a better knowledge of the interdependence of the school, the home, and the community.
2. To encourage a deeper appreciation and sense of values of the resources in science, music, art, literature, social science, etc., which exist in every community.
3. To discover the resources available in the home, the school, and the community which contribute to the welfare and happiness of the local group, and in turn to the larger community of our state, our nation, and the world.
4. To stimulate a feeling of cooperation and responsibility between the different groups for the preservation and transmission of those democratic qualities which must be present in any generation if it is to pass on its cultural heritage to its children.

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1. Telford, L., and Stewart, J., "Neighborhood Is Our Classroom," Journal of Educational Sociology XX (January, 1947) pp. 281-86.
  2. Dixon, D. I., "Community Resources Pave The Way", The Educational Screen (February, 1943) pp. 47-51.

A variety of approaches to the community were used and all the pupils in the schools participated and contributed to the study. The author of the article inferred that one needs only to talk to the teachers, pupils, parents, or other community members where this study was made to learn of the many desirable outcomes which are very apparent to them. They included pupil cooperation, improved social habits and attitudes, community interest and cooperation, increased interest in hobbies and other leisure-time activities, a sense of pride and satisfaction in a completed project, added interest in skills, and a better understanding of the local environment and its value.

These are but two examples out of the many schools that are recognizing the values to the school curriculum resulting from the use of community resources. One might illustrate as a way of summation the extra values to the language arts program in any school which might arise out of the use of community resources. The planning of field trips, for instance, offers many opportunities for oral expression in the discussion of the objectives of the field trip. The opportunities for conversation and questions during the field trip, the notes written during the visit, the letters of appreciation to the guide and to the other people who provided transportation and assisted the group, and the reports to the class are all quite reasonable and meaningful activities in which children may participate.

Field trips to various places will have much to contribute to a better understanding of modern society. A visit to a firehouse may

leave a clear and lasting impression of one type of municipal service. A trip to an airport may provide an opportunity for clarifying problems relating to that type of transportation. A field trip to observe a city council in session is one very good approach to the study of democracy. A survey of housing conditions in the community may provide necessary materials for an understanding of housing. When pupils visit an industrial plant they can see at first hand the advances made through inventions and discoveries. In visiting a dairy they will get a clearer conception of the effect of heat upon certain harmful germs. The principles involved in the purification of water may best be observed through a trip to a reservoir. In the country, time spent in examining land contours with the county extension agent may make clear soil erosion and the need for conservation. Going to a plant where electricity is produced gives information not only in the field of science but may develop into a study of the regulation of public utilities. So the use of field trips alone is a fine means of enriching and supplementing instruction in the class.

The use of community resources by the school has other values which may emerge out of the practice. One of these is in the area of public relations. Schools are faced with two conflicting problems today, the increase in pupil population and the shortage of money to adequately house and provide for them. The public has to be lead to see the value of education as we are thinking of it today. The study of community resources is one way of increasing public interest in the schools, and

if the parents feel that their youngsters are benefiting by the new approach to education, they are more likely to vote levies through and take steps to finance adequate school building programs. An informed, well-behaved, inquisitive class of pupils on a purposeful field trip can do a lot more to promote positive public relations for our schools than any number of magazine articles written expressly for the purpose. One school in California has been making a practice of inviting leaders of the community to come and visit for part of a day and observe their activities. After a period of time, the plan has proven itself worthwhile from several points of view: the guest visitors enjoy the experience itself, they understand school problems better than ever before, and they are strong supporters of the school. The school as a whole feels a pride in being visited by men and women whom they know to be the outstanding leaders of the community. The school administrators have found that this project carried on over a period of years is a truly effective means of winning friends and influencing the community.

Whenever elementary schools make use of community resources in school activities, there should be plenty of publicity of the fact published on the occurrence. The publicity should include the reasons for taking the trip, collecting the materials, or using the resource speaker. Indicate the values the pupils received and more people will realize the benefits of such ideas and be more willing to finance them when the chips are down.

#### Life-centered Curriculum Values

The author recognizes the fact that there will be some schools

that are already out in front of the field in thinking about the life-centered curriculum. Therefore, some consideration has to be given to the values which will accrue from the inception of such a curriculum. Some of these values overlap to some extent with those previously mentioned in this chapter but are repeated for purpose of clarity and unification. Edward G. Olsen has been a leading authority in the area of the life-centered curriculum. He has set down a series of values for students, teachers, and cooperating lay people. These are:

#### Values For The Student

1. Stimulates a realistic understanding of the natural and social environment, of man's struggles in the past, problems of the present, and perplexities for the future.
2. Heightens awareness of human solidarity through identifying man's persistent processes of living as essentially the same throughout history and around the world.
3. Develops sensitivity to the infinite complexity of human affairs, to the interrelation of process and problem, to the growing need for cooperative planning for common welfare.
4. Increase awareness of social lag: of the fact that man's technical progress has far outstripped his social progress, and that in this situation, lies continuous threat to democracy as an organized way of life.
5. Deepens respect for the essential dignity of human labor, whether that labor be primarily physical or mental in nature.
6. Challenges to civic patriotism of youth, and thereby develops the significant psychological perception that the community needs service from youth as much as youth needs opportunity in the community.



7. Provides means for a gradual, intelligent transition from the unconcerned immaturity of childhood into the emotional, vocational, parental, and civic maturity of responsible adulthood.
8. Arouses interests and ambitions, and fosters intelligent choice of character pattern, life philosophy, and vocational career.
9. Strengthens democratic behavior by providing constant experience in planning, executing, and evaluating cooperative group projects, with requisite tolerance and appreciation in the process.
10. Develops desirable personal character traits such as those of initiative, courtesy, self-control, leadership, sympathy, tolerance, and social sensitivity.
11. Stimulates development of the scientific, or problem-solving habit, since there is constant experience in facing a problem, projecting hypothetical solutions, collecting data, weighing evidence, verifying conclusions, and thinking constantly and critically about the whole procedure.
12. Aids attainment of fundamental research skills in the accurate observation, thoughtful interpretation, careful organization, and effective presentation of socially significant data.
13. Makes concepts more accurate by properly generalizing ideas only after considerable direct experience to give those generalizations their realistic personal significance.
14. Reveals wider opportunities for growth, through intimate acquaintance with those educational, vocational, and civic resources which may be utilized as future avenues of personal development and social service.
15. Vitalizes school work by providing genuine satisfaction in rich and varied learning experiences closely related to present personal interests and purposes, and thereby stimulates increased interest in, and respect for, systematic education of demonstrated worth.

### Values For The Teacher

1. Relates the teaching and learning process to significant life activities.
2. Improves pupil-teacher relationship as problems of discipline fade away.
3. Provides a wealth of stimulating instructional material.
4. Motivates student learning.
5. Socializes class procedure.
6. Provides opportunity for creative experience by all students.
7. Allows easy correlation of subject matter.
8. Establishes effective opportunity for guidance.
9. Permits school cooperation with community leaders.
10. Promotes public goodwill toward the school.
11. Makes teaching a constant adventure.
12. Enriches personality and improves teaching effectiveness.

### Values For The Cooperating Layman

1. Provides opportunity to cooperate with youth and the school.
2. Permits informal contact with students and teachers.
3. Makes effective a share in the common community obligation to better relate school education with enduring life needs as they exist in the area.
4. Enlists youthful energies and enthusiasms in constructive activities.
5. Produces an adult population which understands its basic community needs.

This long list of values may seem involved but under effective leadership, proper guidance, and community cooperation all of these aims can be achieved by any school system that has a sincere desire to provide the best education for its pupils. Since the use of community resources has such material value to teachers, the administrators of the schools have reason to acquaint their teachers with the resources available. The subsequent chapter is based upon this premise.

### Chapter III

#### ACQUAINTING TEACHERS WITH COMMUNITY RESOURCES

In order to effectively use community resources in the classroom, it is necessary that individual teachers be adequately acquainted with the community in which they teach. Without some definite effort being made in this connection, teachers may live in a community for most of a lifetime without becoming fully informed on its background and potentialities. This certainly can be quite true of young college graduates who begin teaching in communities other than the one in which they were reared. Ideally, we should not accept ignorance of the community in citizens, especially the teachers who are attempting to educate young people to take their place in that community as effective citizens. It would not be too dangerous to hazard a guess that the few things a new teacher knows about his new environment a week after school begins in the fall are the locations of the grocery store, movie houses, drug store, bank, and the schoolhouse. However, not all teachers could be classified under so definite a category because there are means of acquainting teachers with the community which are becoming more widely used each year.

#### Teacher Self-Study of Community

One of several ways in which teachers may become acquainted with community resources is through personal study before the opening of

school and during the first year or so after arriving in the community. It should be pointed out that a study of community resources is of value not only to the "plebe" in a strange system but to the "old timer" as well if one looks at it from an angle of changes and varying degrees of influence.

Assuming, then, that teachers have the interest and time to study the community resources surrounding the new position, where do they begin? Since the community and its resources are but a part of a large community, the state and the union of states, teachers should be familiar with the role and background of each of these larger communities. For this reason perhaps, courses in Washington State History and United States Government are required of all people desiring to teach in the elementary schools of this State. Teachers have the opportunity to be always talking and visiting with people, as well as exploring the community. It has been the author's experience to see groups of teachers go to a new teaching situation and at the end of the school year still be mixing socially almost entirely among themselves.

It seems logical then to talk and visit with people on all walks of life. A graduate of the University of Rochester and Columbia University, whose name now is lost in memory, expressed a desire to adapt himself to the point where he could feel equally at ease talking with a vagabond or a professional man. I believe this expression has implications for teachers in that they should explore the community and its resources through talking to people in the community in all walks of

life from the laborer, to the minister, from the dentist, to the barber. These people all see the area in which they live according to its meanings for them and they will not all interpret it in the same manner. Visiting with these people has a two-fold purpose. Teachers gain insight into the community and attitudes towards the teachers and schools are influenced. The children who attend public schools come from every walk of life and successful teachers understand the community and its resources from many of these viewpoints if they have talked and visited enough. Wesley and Adams say, "The teacher should know the community as thoroughly as his pupils do."<sup>1</sup>

In order to gain an insight and understanding of the community as to size and location of stores, industrial areas, and the geography of the area, teachers should acquire a local map from the Chamber of Commerce office or from the county clerk in rural areas and take time to explore, visit some factories, and converse with some of the farmers. Usually explaining one's purposes and identifying one's self with the local school is the key to insights to the community which many people do not enjoy in other walks of life. If approached properly, people in general enjoy having a chance to explain what they or their business contributes to a community. Resources of a geographic nature may be explored by actual visitation when accessible by road and automobile.

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1. Wesley, E. B., and Adams, M. A., Teaching Social Studies in the Elementary School. p. 261.

Another means of studying community resources is by subscribing to and perusing the local newspapers. It is quite easy to live in a community without reading the local paper. From reading the local paper, one may gain insight to the problems of the community, relationships with other areas, community attitudes on current problems, and any number of other pertinent items which may and do have a place in the classroom in helping pupils to take their place in the community.

Certainly teachers should have some knowledge of the history and development of the community in which they are employed. Rare is the elementary teacher who never has cause to discuss and refer to episodes of a historical nature concerning the community. Children's questions do not allow for inadequate background or knowledge on the part of teachers. This is not to imply that teachers are a source of answers in themselves, but it does imply that teachers should be able to refer pupils to sources of information. Knowledge of these sources comes only through some preliminary survey and study. Wesley and Adams believe that this step in community resources study is especially important for, as they state, "It will at once give the teacher a sense of assurance, a kind of professional advantage, for the typical citizen of a community will not have read its history."<sup>1</sup>

Teachers may also learn about and study community resources through participation in community groups and affairs. On the elementary level

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1. Ibid., p. 265.

it is considered more appropriate for instructors to participate in affairs of the community on their own time. However, it would seem advisable for teachers to participate only to an extent to which their mental health and physical health do not suffer as a consequence. But teachers do have responsibilities here as in other areas, as it is through these media that educators reach a larger circle of school patrons and lay-people which helps to improve school-community relationships. Participation in the community also provides teachers with opportunities to cultivate and develop acquaintances with resource people in the community who may be of value in the classroom at a later date.

One form of community participation which seems out of reach for the majority of elementary teachers, especially men, is the service club. Belonging to service clubs is a more common experience for elementary principals than it is for members of the staff who might profit materially from this form of community participation. Most service clubs have as one of their aims the aiding of under-privileged children and frequently they must work through and with the schools on such matters. It would seem reasonable then to make a place for elementary teachers within the membership of their groups. Women's service clubs seem to be a little better in this regard in most communities where they are operating.

Let us consider another area for teacher study of a community. Almost every locale has some one thing which is a source of pride and



satisfaction to the members of that community. In the Vancouver area for instance, it is the close relationship of the local community to the early history of the Oregon Territory. In the Gray's Harbor area of the State, the source of pride for many years has been the lumbering industry. In other areas it may be the scenery, or perhaps the fertility of the soil. Teachers, who take the trouble to familiarize themselves with these important contributions to the community, find themselves more respected by pupils and parents alike. There is no substitute for knowing and understanding the community and its resources as a result of teacher study of the community.

#### Group Study of Community Resources

During the last few years in the state of Washington, there has been some very worthwhile thinking done on this matter of community resources. As a result, some communities have recognized the need for acquainting teachers with the resources of the community and have gone to work on the problem.

In Vancouver, Washington, a series of Community Resources Days for members of the teaching staff was inaugurated in 1949. Early in October, a day is set aside during the week for teachers to visit local industries. It is a teacher duty day and the staff is reimbursed for time well spent. However, it is a holiday for the pupils. The interesting point about this Community Resources Day is that it originated not with local educators, but in the minds of local businessmen who evidently were doing some sound thinking. Working with the teachers,

schedules were drawn up for the forenoon and each teacher was given a choice of industries to be visited. They could either choose to visit one large industry all morning or share the time between two smaller industries. After a lunch sponsored by the businesses that were participating, a panel discussion was held during which representatives of a dozen industries outlined industry's contribution to the community and its relation to the schools. Following the panel discussion was a question and answer session during which the teachers in general indicated the need for acquainting teachers with community resources.

However, the faculty members of the system were overwhelming in their appreciation for such an opportunity to become acquainted with this type of community resource and it is safe to predict that Community Resources Day will be part of Vancouver's planning for several years to come. The teachers were surprised to realize the variety of products that were being manufactured right on their very portals and of which they had been totally unaware as a group. Naturally, these things take considerable planning to be successes and despite the best laid plans there will always be people who are not satisfied.

Several other systems around the state of Washington are trying this form of acquainting teachers with their community resources.

#### Administrative Forms of Assistance

Some school administrations around the State have set up programs designed to help the teachers know community resources and use them to a greater advantage in their classrooms. The Yakima Public Schools in

1948 published a pamphlet entitled, "Places To Go - Things to See."<sup>1</sup> This pamphlet in loose-leaf form was put together by a teacher-administrator committee. The pamphlet shows at a glance that some real work and planning went into contacting the variety of resources listed and in noting all of the pertinent factors to be considered by the teachers in using the information contained in the pamphlet. The pamphlet in itself is certainly a start in the right direction toward better knowledge of community resources pertaining to Yakima on the part of the teachers in that system.

Again, the schools of Vancouver have done some work in this relatively new area.<sup>2</sup> A coordinator of libraries and community resources has been set up. Out of this office come arrangements for all field trips, some resource speakers, and bus scheduling. Provision of buses for transportation is a worthwhile contribution to any community resources program if it can be financed. A guide book of community resources has been compiled under the direction of the coordinator, but it is not quite so complete as the Yakima guide previously mentioned.

These guidebooks may lose some of their value through becoming outdated. By this statement is meant the fact that, in many instances, the value of a community resource listed is in direct proportion to the nature of the guides who conduct the class on a trip through that

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1. Places to Go - Things to See. Yakima Public Schools, 1948.
  2. Batters, Bernadine., "We Have a Clearing House," Washington State Curriculum Journal. Volume 7 #4, (May, 1948) p. 30.

particular resource. When the guidebook was first put in the hands of the teachers, a particular trip might have been very valuable; but, because of the shifting of personnel, the trip may lose all of its original value.

Undoubtedly there are other systems that are pioneering in this area of community resources with similar programs and many more administrators will make this idea a part of their services as the values become more widely recognized and requested by enlightened teachers who are interested in improving their methods of teaching children.

In any size community, the principal in the elementary school has an important role in helping teachers become acquainted with the community and utilizing this knowledge in teaching. A principal in Michigan, Doris D. Klaussen states, "The principal who will help teachers discover and utilize local resources in science teaching is giving a much needed and worthwhile service to the teacher, the child, and the community."<sup>1</sup> Principals of elementary schools are in a key position to help teachers because they have, in most cases, lived several years in the community and probably used community resources as teachers prior to becoming principals. They also know what uses other teachers have made of the experiences in the area and are in a position to know what teachers in other schools are doing.

#### School-PTA Survey For Resource People

This, from all indications, is an area of community resources on

1. Klaussen, D. D., "The Principal Helps Teachers To Utilize Community Resources," National Elementary Principal 29:28-30 (Feb., 1950).

which there has been little real work and research conducted. Consequently, the following ideas are original although the writer recognizes the contribution of Dr. Amo DeBernardis, Curriculum Materials Director for the Portland, Oregon schools, in pointing out the need for some thinking in this area.

As will be mentioned in more detail in the subsequent chapter, there is a greater need for including more people who have something to contribute in the curriculum of our elementary schools. Some work has been done in some school systems as was noted earlier on a city-wide or community-wide basis, but generally not in the immediate district that a particular school might serve. One way of locating people in this category is through a school-PTA survey of the patrons of the school itself. People located in this manner may be more eager to contribute since many of them will have some youngsters attending the school involved, especially if it is a rural school in nature. But how many schools have actually set up a file on the members of their respective PTA's who have something worthwhile to contribute to school life and are willing to contribute when asked to do so? The effect that this would have on public relations with the community could only be in the direction of improvement and increased interest of parents in the school if the idea was not abused.

### Teacher Workshop Technique

Certainly another method of aiding teachers to acquaint themselves with and develop a richer understanding of the community resources and their related values would be through the workshop technique. Chet Ullin, writing in the Washington State Curriculum Journal, explains quite fully how teacher groups and committees played a vital role in helping to set up a curriculum materials bureau in the Kitsap County Schools of Washington State. Teacher committees classified their community resources into fourteen categories including Physical Setting, History, Population, Local Government, Occupations, and Health.

Teacher committees from each of five districts planned to conduct interviews and gather data on these various categories. The information from each of the five districts was then organized at the County Bureau into a Field Trip, or Community Resources Manual. As Mr. Ullin relates, "Teachers of South Kitsap may wish to take their children to the historic milltown of Port Gamble, founded in the 1800's, in the North Kitsap District. All the information about Port Gamble which will have been compiled by North Kitsap teachers will be in the field trip manual, available to teachers in other districts."<sup>1</sup> During County Summer Workshops, teachers explored the county from a land viewpoint and from the air by plane trips. Water trips were also planned to give another viewpoint.

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1. Ullin, Chet. "Building and Using a Teaching Materials Bureau," Washington State Curriculum Journal. (May 1948) p. 24.

One big value to be recognized from using this workshop technique involving teachers is that the staffs participating are going to have a greater interest in using these community resources which the members have had a chance to explore and ascertain the value of for themselves. This seems much better than using similar types of information which are just passed out with no definite meanings to the teachers to increase their interest in using resources described. However, to gain even better use of community resources on the part of teachers in the elementary school, there is still another method of stimulation which should be considered in this chapter.

### Community Resources in Teacher Education

Logical analysis leads to a conclusion that, if we are to have teachers who are competent in the uses of community resources and techniques for studying them, they must have opportunities to develop these abilities in teacher-training institutions. During the last few years, at least two alert institutions have started to provide for this need in this State. At Central Washington College, a summer course has been formulated entitled, "Field Studies of Community Resources." The coordinator for the course, Dr. R. S. Funderburk, described the course as designed to promote community-centered studies featuring a combination of class discussions and field studies. It is hoped that the teachers who take the course will be able to return to their respective school systems with an increased interest in studying the community resources of the regions in which they are teaching. During the

summer session, use is made of field trips and resource people from the local area in demonstrating how community resources may be studied and used in the classroom.

Eastern Washington College is also making broad use of community resources in the preparation of teachers in that college.<sup>1</sup> Geography and geology students make use of field trips from which they gain first-hand knowledge of the plant and animal life of the community. The English department has made wide use of resource people from daily newspapers and radio stations in vitalizing their classes for teachers in training. Students in the field of sociology and economics visit the social agencies, the courts and the penitentiary. There is also an in-service program for teachers from nearby schools designed to help them understand better the need for soil conservation in that part of the state. Opportunities are also given students to make community analyses and community surveys.

Perhaps, if we can start early in the career of all prospective teachers to indoctrinate them with the values of using community resources in their teaching, the program will become more widespread and filter into every community so that all children may benefit and ultimately become more useful citizens.

There are a variety of methods by which teachers may bring these

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1. Frasier, Clark M., "Community Resources in Teacher Education," Washington State Curriculum Journal. (May, 1948), p. 37.



resources into their teaching which may in turn provide benefits to the community. Not all methods can be applied on an elementary level, but some of the methods that are usable are given recognition in the next chapter.

## Chapter IV

### UTILIZING COMMUNITY RESOURCES

Since the use of community resources in the classroom is achieving new importance and recognition in the educational philosophy of modern schools, teachers are going to want to know how to effectively use this tool with which they have equipped themselves. There are several means of providing experiences with the community and its resources for children which are in vogue today. Olsen and others list ten bridges between school and community of which six are most easily used on an elementary level.<sup>1</sup> These are field trips, audio-visual aids, documentary materials, interviews, resource visitors, and school camping.

#### Field Trips

The field trip is probably the most commonly used and abused method of utilizing community resources that the elementary teacher has within reach. A variety of names are applied to trips away from the school: excursions, school journeys, field trips, field exercises, visits, field work, pilgrimages, and field study. For the purposes of this paper, the author has used the term field trip which is the common expression in the elementary schools. Most authors agree that the name

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1. Olsen, E. G., and others. School and Community. p. 1.

of anything is not so important as its purpose. The fundamental purpose of field trips is to give the students first-hand contact with life.

Field trips have not been and are not as yet too frequent in the daily school program of a good many of our elementary schools. The principal explanation for this is, no doubt, a lack of appreciation of their value. This problem can be solved through education and in-service training. There are certain inherent problems connected with field trips, some due to building organization, and others due to a warped sense of values. Still other problems can be traced to physical reasons if one may call them such. In a great many instances, scheduling of classes must be changed, and often a number of teachers, as well as the superintendent, must be consulted. This problem would be most noticeable in a departmentalized school on the elementary level and least noticeable when the self-contained room is the basis for organization. Field trips are also time-consuming so that in schools where the course of study is strictly followed and contains many topics there will be teachers who feel that they cannot take the time necessary to successfully complete a field trip. From observation and reading, it appears that the problem of transportation is burdensome to teachers unless the school system provides transportation for field trips. Some people would immediately say that parents will always provide transportation. Many parents still remain to be convinced of the educational value of field trips.

Successful teachers are getting over these hurdles though because they know that field trips have value in their teaching. Ernest Horn lists several values to be recognized in the use of field trips to utilize community resources as follows:

1. They form a connecting link between the school and community and arouse public interest in the school.
2. They provide definite information from first-hand observation.
3. They arouse interest and vitalize school life and school problems.
4. They furnish common experiences for all of our children.
5. They develop worthwhile attitudes and better understanding between teacher and students.
6. They develop a sympathetic understanding of the problems and social contributions of the various vocations.<sup>1</sup>

Undoubtedly there are several other values to be claimed for field trips but these seem to cover the possibilities quite well. The author especially agrees with number six on the list of values, since teachers have been accused of influencing students to seek careers in the professional vocations.

In the use of field trips, there are some general principles which should form the foundation for taking them. Field trips can be just as

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1. Horn, Ernest, Methods of Instruction in the Social Studies. p. 410.

harmful to the school's academic program and public relations program unless precautions are taken to ensure otherwise. Field trips should be used only when they make a contribution to the class program which can be gained in no other manner. The field trip should not become the end in itself, but one of several means to an end; that end being the solution of a problem around which studies may be centered. Also, there should be agreement between pupils and teachers on what is to be accomplished by utilizing the field trip. There are still too many instances in our schools where students have a field trip imposed upon them even though it may have little or no value to them. A field trip should never become traditional with any study unit in the elementary school but should be re-evaluated each time in the light of the needs and experiences of the class, since these factors may fluctuate within a building and between several buildings in a school system.

The author is reminded of one flagrant abuse of the field trip which still stands out in memory. When a group of high school students visited a chemical laboratory several years ago in which the author was employed, one of the students remarked that the reason several of them were there was that they had the option of coming along or staying in the classroom and taking a test. Obviously the trip was meaningless and of no interest to them which makes it seem that the instructor had lost sight of his original goals and had become a slave to tradition. Certainly, this is not the type of field trip educators have in mind when they encourage leaders of children to use them in their schools.

If field trips are to be a success then some general directions for procedure should be formulated. It is generally agreed that teachers should first of all obtain permission to take their pupils on a field trip. There is little point in planning a field trip with the class if permission is not to be forthcoming from administrative officials. We must recognize that some administrators have not as yet seen the light, so to speak. On the other hand, a principal may be of value in aiding the success of the trip by offering suggestions, encouragement, contacting parents, obtaining transportation, and contacting the place to be visited. If school buses are available, the principal usually makes the arrangements for their use since buses have to be scheduled in most instances. So, one would say again, to save disappointment of teachers and pupils alike, first get permission to take the trip. Secondly, teachers should preview the place to be visited to determine what possible learning experiences for the class are to be expected and also what the management expects of the children as to safety, dress, and grouping. The author has placed the preview early on the list of necessities, because, when the field trip involves many new experiences, it seems logical for the teacher to be a little forewarned and forearmed.

After these two steps, teacher-pupil planning should take place as to the "hows", "whys", and "wherefores" of the trip. Discussions may revolve around transportation, timing, safety precautions, general behavior, questions to be answered by making the trip, securing

permission from parents, and the nature of the follow-up activities. All of this planning should originate far enough ahead of the proposed trip to allow time to make plans and for all children to get proper permission from home. Securing permission of parents is a seemingly superfluous undertaking on a field trip, but is actually one point on which nothing can be taken for granted. Modern parents can be very obstreperous about their children and wise teachers protect themselves at all times when working with children. Since accidents can and do happen despite the best of precautions and well laid plans, it is best to give parents an out in granting permission and also save the school from being put in an uncomfortable spot. The school with which the author is associated usually uses a permission slip worded somewhat in this fashion:

(Date)

Dear Mr. (Teacher)

I hereby give my permission for (Pupil's name)  
to participate in the field trip to (Place) on (Date).  
I understand that even though every precaution will be  
taken for the safety of the group, I will not hold the  
school responsible for any accident involving my child.

Signed (Parent's name)

Naturally, if the parent does not care to sign the permission slip, their child must remain at school. Usually though, through pressure by the child and an accompanying letter to all the parents explaining the nature and purposes of the trip, few, if any, parents balk at letting their children participate in field trips.

It is usually a good idea for teachers and pupils to formulate some patterns of good discipline in discussion together. It is natural for adults to notice the behavior of a group of pupils away from school and a good many first impressions are a reflection on the school whether we like them or not.

Teachers and pupils should formulate some fairly definite questions and problems for which specific answers will be sought at the resource center. There is some question as to whether pupils should attempt to write answers to questions while observing at the resource center. From a viewpoint of expediency, it is probably better that pupils concentrate on observing and listening to the guide rather than attempt to do several things at once. Thoughtful guides usually provide for a question period at the end of the trip. If no question period is forthcoming, the follow-up work, which takes place upon the class's return to the school, should serve to answer any questions which are left unanswered. Some form of evaluation should take place and suggestions for evaluation of all community resources are included in the following chapter.



### Audio-visual Aids

During the last two or three years, the swing of the pendulum in the area of audio-visual aids to learning is returning to the point where a balance in the instructional aids is being sought. For awhile, teachers thought they were using audio-visual aids if they showed several films during the year. Audio-visual aids are mechanical teaching aids or devices which appeal to the physical senses of sight and hearing in most cases. Included in these aids are charts, graphs, maps, objects, specimens, models, pictures, stereographs, glass slides, film strips, and motion pictures. Schools have used some forms of audio-visual aids for many years but they received their greatest impetus during the last decade mainly due to the influence of the war. Colleges and universities have begun turning out graduates specially trained in this area.

There are many audio-visual aids available in any community which can be used to enrich and add meaningful interest to the school program. There are several specific ways in which these aids may serve classroom teachers and their pupils. They help to:

1. Furnish vivid experiences which are the essential basis for intellectual analysis, comparison, and generalization about the world of things and people.
2. Provide a simplified view of complex data, and thereby render complicated physical, social, and aesthetic situations more easily intelligible.
3. Personalize geographically distant scenes and events as they almost literally "bring the world into the classroom."

4. Make real the past as they recreate for the student dramatic and authentic episodes of history.
5. Economize time by presenting wealth of impressions to the student in a well-organized concise, and intrinsically interesting manner.<sup>1</sup>

Teachers and pupils will be able to acquire many audio-visual aids pertaining to the local community by collecting them and building them in connection with their studies. Children on an elementary level are great collectors and can be expected to turn up with almost anything. Governmental, commercial, and social agencies also prepare and distribute a veritable wealth of materials which are useful in the schools. These materials should be used as aids to good teaching and not as substitutes for teaching. Use, not abuse, should be our password. These audio-visual aids should be used only for the purpose of achieving certain specific educational objectives -- not "busywork," that is, not collecting just for the sake of collecting. In order for materials of this nature to be useful in a classroom, they should not be slanted to an objectionable degree. If some material is of value but only presents one side of an issue, then, teachers should obtain audio-visual material from a contrasting source so that both points of view may be presented. It is poor policy to use anything that does not provide information relating to all sides of a problem.

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1. Olsen, E. G., School and Community. p. 101.

There are a wide variety of graphic documents put out by various agencies of the community, both local and national, which are of use in the classroom. Pupils and teachers can also make their own charts, graphs, and maps to illustrate various types of community data. Making of these materials provides many outlets for a variety of individual differences in any classroom. Harriet H. Shoen has written an excellent article on the making of maps and charts which might be worthwhile reading for teachers of the social studies.<sup>1</sup> A long list of possible exhibits is also given by Olsen which should be of value to teachers.<sup>2</sup>

It is interesting and surprising to find out the many sources from which teachers may secure exhibits. They may come from pupils' homes, industrial and commercial concerns, fairs and public exhibitions, city and state chambers of commerce, public and private museums, school supply houses, and by exchange between schools. Again, the students can construct exhibits for themselves. A natural outlet for students with artistic ability is to be found in this type of work. While a student teacher several years ago, the author put together an interesting exhibit in a science unit on forces centering on the automobile engine. A variety of engine parts and cutaway pictures of automobile engines aided the pupils in understanding how the force of explosions powered an automobile.

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1. Shoen, H. H., "The Making of Maps and Charts," National Council For The Social Studies. Ninth Yearbook, 1938, pp. 83-101.
  2. Olsen, E. G., op. cit., p. 106.

Evolutionary exhibits are quite popular and meaningful to use. They usually show the progress of something from start to finish. Exhibits of this type may show insect growth cycles, or the processing of raw materials into a finished product. Terrariums and aquariums are another form of exhibit that the class may put together.

Some schools with space to make it worthwhile are developing their own museums. Anytime that the school sets up a museum, teachers should be sure that only usable, significant materials go into the museum. The materials ought to be located and collected in such a manner that they can be used easily in the classrooms, protected and indexed to guard against loss and damage. Too many school museums are founded on noble purposes and flounder to a slow death through misuse and disuse. The museum should be under the care of an interested teacher who can devote some time to its upkeep.

Another form of instructional aid to classroom work is the pictorial material which can provide a wealth of valuable information about all types of communities. By and large, most teachers and schools have done a fairly good job of collecting and utilizing these materials. This has been especially true since the opaque projector came on the market. Elementary school librarians in most instances maintain a fairly comprehensive file of clipped and mounted informational flat pictures. In order to be of maximum use to teachers, flat pictures should always be mounted. The rewards are worth the effort as they do not last long otherwise. The mounting should do something positive for the picture

since a poor mounting may destroy some amount of any picture's value.

Slides and film strips are a fairly widely used form of visual aids when teachers are using community resources. They are available through a variety of sources in a community. They may come from educational film libraries, or from commercial and professional agencies. Schools may buy or rent them, or obtain them free for short periods of time. Slides vary both as to type and size. There are photographic slides and hand-drawn standard slides. The photographic slide is widely used in reproducing old documents, showing scenes of community activities, or in showing views of scenery, industries, occupations, and other similar subjects. Hand-drawn slides are of four varieties, namely the etched glass, ink, cellophane, and the silhouette. These hand-drawn slides are a wonderful way for pupils to illustrate the diverse aspects of their community studies and preserve materials for future reference. Slide-making materials are available from commercial houses which may or may not specialize in them exclusively. The producing of slides by pupils and teachers is another meaningful way of better understanding the problems they are trying to solve in their studies.

Motion pictures have been the most widely advertised and promoted form of audio-visual aids on the market today. It has only been through pressure that a better supply of slides and film strips has been brought forth. In fact, there have been some pretty sad abuses of the motion picture resulting from the feeling on the part of teachers that they had to have some films in their classrooms in order to be modern and up

to date in their teaching. In studying community resources and the community, a film should contribute directly to the problem at hand by opening up new avenues of study, answering questions, and illustrating concepts, or it should not be used at all. Films may be useful in the study of the local or immediate environment or in the study of features of more remote community areas. Many schools on all levels have produced their own films on subject materials relating to community study.<sup>1</sup> Most of the films that teachers use are produced commercially outside of the classroom. In using all projected materials of the film strip and motion picture variety, one axiom for teachers is that they should preview the material before it is shown to the class. This is especially true of films made by commercial means in the local community. They are always made for a specific purpose that may not necessarily coincide with the purposes for which teachers wish to use the film.

The radio is another means of using community resources, both on an outgoing basis and on an incoming basis. Schools may use certain programs in the classroom to implement learning about the community. They may also use the radio to broadcast programs emerging from the classroom activities. Actually, there is not too much material being broadcast by the networks that is usable in the classroom. This may be due to poor programming, inconvenient scheduling, poor reception, or any number of other reasons. But, schools might well arrange radio

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1. Ibid., p. 113.

programs in connection with school activities and local community affairs as they tie in with class activities. Any time schools get on the air, two purposes are served: the students become better acquainted with their community and the community is better informed about its schools. For the most part, radio stations want material for their programs as they are required to devote a portion of their time to community service. It is certainly a boost for the language arts program in any school when the youngsters think they are going to have some of their material broadcast over the air.

Along with radio in the study of community resources should be mentioned the use of recordings. There are many recordings that are appropriate to studies of regional, national, and international community areas. Teachers and pupils can also make recordings of interviews with resource people, write dramatic materials suitable for recordings, or record radio programs for future use. All of these things are being used by good teachers across the country when they have the equipment and are able to use it wisely.

As yet television has not come into the homes of most of the people in the Pacific Northwest, but in the future, it will be another means of using community resources. Visible interviews with prominent people may become a regular part of the school curriculum especially in the higher grades. At the present time not much development has taken place in using television as an educational aid to community study, but we can be fairly sure that the opportunities are unlimited.

### Documentary Materials

These materials are thought of as being all printed or written materials not including the visual aids previously described. In every community, regardless of size, there are many kinds of documentary materials that can serve to help make the school curriculum more interesting and more functional. One of these is the daily newspaper which should be in every classroom above the fourth grade. Magazines are a printed material that have a place in the classroom. An elementary group studying the community would be interested in reading old diaries to help understand some of the problems early pioneers encountered. There are many pamphlets put out by civic, government, and commercial agencies that have value in various areas of the school curriculum. In any school there should be catalogues of publications put out by the various departments of the government. In using these materials, teachers ought to be concerned about the source or author of the material, the purpose for which it was prepared, and the way the data was collected. Once again, teachers must be aware of slanted materials and their limitations.

Wisconsin has done some worthwhile work in the area of documentary materials. For instance, a set of county agricultural bulletins was completed several years ago. From the existing agricultural information from the Department of Agriculture, the census, and some other sources, the story of each county in the State has been told in these bulletins. These bulletins made possible the comparison of any



particular county or township with surrounding areas and with the state as a whole in a way that was new and effective.<sup>1</sup>

Teachers, too, can use documentary materials in studying the new community in which they are to teach. A teacher in a high school used this idea very wisely after she had been appointed to a home economics position in a rural town in the northeastern corner of Washington. She had never heard of the place before signing her contract. She counceled with the reference librarian in the college library, and together they studied a geological survey map, Lippincott's Gazeteer, The Washington Historian, a history of the county, a produce map published by the Seattle Commercial Club, the Rand-McNally Commercial Atlas and Marketing Guide, and a volume of the Census of the United States. When she had completed her research, she had a broad background of facts about the life and resources of the community and many questions in her notebook that she would seek answers for when she arrived in the town. She collected many materials that she thought she might need in the new position and these gave her a sense of security and assurance to know that she was ready for nearly any situation that might arise.<sup>2</sup> Any teacher can use these sources of information.

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1. Ebling, Walter H., "County Facts For Schools," Wisconsin Journal of Education. Volume 78 (February, 1946), pp. 292-94.
  2. Olsen, E.G., School and Community Programs. pp. 78-85.

### Interviews

Interviews are usually used in community resources when a class wants an authoritative opinion or information of some sort relating to their school activities. Interviews give students a personalized view of community living and also provide children with experience in meeting people. In every community there are adults who can speak with authority about their work, interests, or hobbies. As with some of the other techniques for using community resources, teachers have to hold the reins on the frequency and nature of the interviews. Naturally, teachers and students will not want to impose upon business people with too many interviews and also not interview the same people over and over.

A good interview takes planning and there are several things to keep in mind. The objectives of the interview must be defined and a decision must be made as to the best person to interview. The class should decide what questions need to be asked and the questions should emerge from specific problems. Teachers are usually the people in the elementary grades to make the preliminary contacts with the individual to be interviewed. It is considered customary to give the one to be interviewed a copy of the questions that the class has prepared. By reading and discussing together, the class needs to arrive at some behavior patterns which would be followed during the interview. In the end, of course, the interviewing committee reports back to the group as a whole. Inga Brown tells of the way in which some children in Minnesota brightened the study of their ancestors and pioneers.<sup>1</sup>

1. Brown, I. E., "Use of Community Resources in Rural Schools," Education Digest. Volume 7 (December, 1941), pp. 50-52.

One little boy started the interview ball rolling by talking to an eighty-five-year-old lady and then relating the tales she had told him to the entire class. All the old people in the community wanted to tell their stories and gradually the boys and girls discovered why the pioneers had come to the community. History came to life for the children and the vocabulary in their readers took on new meanings since many of the old-timers used the words that were puzzling.

Another group of older students used the interview technique in developing a better understanding of the Jewish faith. There were many distortions of belief and ritual circulating among them and so it was decided by the class to interview a rabbi. A question outline was sent to the rabbi in order for him to be able to prepare definite answers to the questions. The day following the interview, the interview committee reported back to the class. Although each class member was unable to meet the rabbi personally, the class thought that they had gained a broader understanding of Jews and their religion through this procedure.<sup>1</sup>

### Resource Visitors

The use of resource visitors from the community is one area that can be strengthened considerably in our schools of today. Some teachers are using this technique once in awhile but many teachers are virtually

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1. Brinkman, A. R., "Using the Interview to Understand Judaism," The Social Studies. Volume 38 (March, 1947), pp. 102-104.

unaware of its potentialities. In the last chapter, the author expressed the sentiments that not just the greater community should be sampled for people who can contribute experiences and information to the school program, but also the neighborhood that the school itself serves should be canvassed for resource visitors. This would involve setting up a card catalog in the school office which would be handy for teachers to use. A paragraph from the Washington State Instructional Service Bulletin serves to amplify this viewpoint.

Every community should be canvassed to determine what persons should be asked to share their experiences with the children in the classroom. A childhood spent in Norway, Italy, Greece, or elsewhere should produce an adult whose reminiscences would not only interest children but increase their understanding of how others live. Early pioneers can unfold for them the stories of their adventures. A farmer can explain why and how he fertilizes the soil, rotates crops, cares for seed, and does the many other kinds of work necessary to the production of food. The dairyman, the grocer, the butcher, all can give greater meaning to their respective tasks.<sup>1</sup>

Resource visitors then are people who can demonstrate special accomplishments or particular abilities which are of interest and value to school pupils and are willing to do so before a group of pupils. Every community, however small or isolated has within it some resource persons who can make classroom learning more realistic and vital. Using resource visitors in the classroom gives pupils a chance to develop some social skills in real life situations. Some of these

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1. Washington State Instructional Service Bulletin #15, Temporary Guide for the Elementary School Curriculum. 1944, p. 9.

skills are letter writing, telephoning, making introductions, receiving guests, carrying on a conversation, interviewing, listening attentively, and leading discussions.

In order for resource visitors to be most effective it is best to bring them into the classroom only when they can make some contribution which has a direct bearing upon the activity, problem, or unit which the pupils are planning or working upon. There are exceptions of course when schools might have an assembly program in the case of visitors who have something to offer of general interest to all the pupils. In the elementary school, special assemblies involving resource visitors usually center around special day observances such as Armistice Day, general interest topics such as health, community celebrations, intercultural education, all-school problems, aesthetics such as concerts and dance programs, and hobbies. Resource visitors to classrooms can very well come from the ranks of early settlers, parents, nurses, the Red Cross, ministers, theatre managers, librarians, newspaper editors, farmers, business people, and people connected with the city services. Here again, in using resource visitors, teachers have an opportunity to improve public relations on the part of the school. The care with which a class plans, their cordiality and receptiveness, their participation, and the use they make of the experience in the school and community, all serve to impress the visitor and mould his opinion of the school and its program.

One type of resource that almost all schools can use is the local

fire truck. One school set up its fire drill procedure and in cooperation with the fire chief tested it under simulated fire conditions. Everything went wrong the first time, but, out of the experience, teachers and students alike seemed to realize the reason and importance of having effective fire drills.<sup>1</sup>

An eighth grade class was studying the dairy industry. One of the boys' fathers was an authority on the subject of milk testing. At a Parent-Teacher meeting the teacher asked him to demonstrate to the class the principles involved in milk testing. The parent was very interested in the subject and was glad to demonstrate to the class. The end result was that the class witnessed a very interesting presentation of the method by which milk is tested for its fat content.<sup>2</sup>

Resource visitors can become a part of any school as is related in these two articles. They must be planned for, objectives must be formulated, and they must have something to contribute to the learning that is taking place. When resource visitors are used, the school is rewarded and the community is rewarded with more enlightened youngsters.

### School Camping

Camping is a term used in educational circles now to denote an informal yet organized rural living experience particularly designed

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1. Braun, E. C., "Fire Drill: Include 'Fire' and Fire Dep't.!" Clearing House. Volume 22 (April, 1948), pp. 474-75.
  2. Cordy, M. B., "A Study of Vocations," Grade Teacher. Volume 55-57 (October, 1937), p. 79.

for children from a city. It is particularly designed for city youth because they are the ones who are separated from the real world of Nature beyond and above the city. In the city school, nature has been a sort of contraband. Teachers have introduced portions of nature into their classrooms from time to time in the way of plants, aquaria, zoological exhibits, pictures, slides, movies and such, but these are only substitutes for living reality. We have attempted to generate the spark of group living for six hours a day in the classroom, but it is an unnatural situation. Camping is designed to foster a maximum experience in group living by having teachers and students live together twenty-four hours a day for short periods of time. Since camping can be the subject for a paper in itself, the author will attempt only to give a brief review of its possibilities for education.

Olsen lists camping as one of the best bridges between school and community. He gives camping at least three major values. (1) It provides sustained experience in democratic living and community service. (2) It fosters intimate appreciation of Nature. (3) It promotes health through developing outdoor interests.<sup>1</sup> Camping is also classified by at least five variables. These are the purpose, the sponsoring agency, the clientele, type of program, and duration.

The school camp is but one of several types available to young people. Schools are beginning to sponsor camping because the potential

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1. Olsen, E. G., School and Community. p. 227-28.

learning values in camping opportunities are so positive that they should be available to all of the children of all of the people as part of their general educational experience. There are several textbooks available now which provide information and directions regarding the steps necessary to develop a camping program for school systems that are interested. There are perhaps two limiting factors relating to the educational values of school camping. These are the academic tradition that schools are operated in schoolhouses and not in the woods, and the societal isolation of the camp group in relation to the rest of the world.

The Auburn, Washington schools have started a fall outdoor classroom at an island camp on Lake Tapps. The pupils spend five days at the camp and it is hoped that this period will be useful in providing a background to which classes can refer throughout the year. Fall camping at Auburn also helps teachers get well acquainted earlier with the pupils than they will have during the year. There are many natural learning situations to be capitalized upon surrounding science, health, history, language arts, and safety education. Counselors are imported from Central Washington College and receive college credit for working at the camp for three weeks.<sup>1</sup>

Schools are constantly trying to improve their methods and

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1. "An Island Is My School," Washington Education Journal.  
(January, 1951) pp. 6-7.



practices in teaching through evaluation of the ideas and approaches that teachers use. As in everything else, there should be some follow-up work and evaluation done when teachers use community resources in their teaching. This area will be considered in the next chapter.

## Chapter V

### EVALUATION OF COMMUNITY RESOURCES

Evaluation is the method whereby teachers attempt to determine what changes are taking place in children as a result of their school experiences. Since the use of community resources contributes to school experiences, teachers should be aware of the necessity for evaluating the contributions that community resources make to these school experiences.

Evaluation is based on the premise that we have a standard with which to compare our results. In the field of education, teachers think of this standard as being the goals or objectives toward which they guide the learning activities. Using a form of community resource as was discussed in the last chapter is but one learning activity that should be contributing to the final objectives that have been formulated for the studies in which the pupils are engaged. The author takes the attitude that the uses of field trips, motion pictures, or resource visitors are means to an end, that end being the attainment of pre-ordained objectives centering upon a problem, and are not the end in themselves. However, just as teachers pause with their pupils every so often during the unit of study or problem upon which they are working, to determine the relation of their progress to their objectives, so should there be some evaluation of the contribution that a community

resources makes to those objectives.

### Community Resource Evaluation

Evaluation should be participated in by all class members, teachers and pupils alike. Some educators believe that there is no real evaluation taking place unless pupils participate. Since it is to be expected that teachers will only use the community resources discussed in this paper to the extent that they contribute something of tangible value to the class activity, these community resources should be evaluated in that light.

When teachers think of evaluation, testing immediately comes to mind. Testing is but one contributing factor to the total picture of evaluation. The results of testing should be considered together with the results of other forms of evaluation in order for teachers to obtain a proper perspective of the contribution of a particular community resource. Since field trips encompass many of the activities common to all community resources, let us look at some of the means of evaluation that may properly be used in determining its contribution to class activities.

In appraising changes in pupil-social relations, teachers may observe individual reactions within the group sphere and record them in anecdotal form. To evaluate changes in beliefs, interests, appreciations and social sensitivity, teachers may observe students' reactions and listen carefully to statements made during class discussions. This would have been an important step in evaluating the effects of the

interview with the rabbi as related in the last chapter. Here was a class with a variety of ideas on the Jewish faith. If, after the interview, there were some people who changed their beliefs and appreciations, one of the best ways to determine this would have been to listen to the discussion that followed the committee's report to the group. If teachers want to appraise the ability to apply generalizations, they may study written reports the pupils make in attempting to answer the questions toward which the field trip was supposed to contribute learnings. To evaluate skill in interviewing, students may observe the response that they secure from adults questioned on a field trip. Whenever we use community resources there is some factual information which may be tested in a written examination.

For those teachers who are evaluating the contribution of some community resource and have a variety of activities going on in their classes there are other means of evaluating behavior changes. They may analyze students' notebooks, posters, cartoons, scrapbooks, slides, essays, themes, debates, and other personal exhibits.

When teachers use a motion picture and, through evaluation techniques discussed above, come to the conclusion that the film made very little contribution to the objectives or pupil growth, they usually do not use that film again under similar circumstances. Our system of evaluation must consider this factor also in judging the contributions of field trips, resource visitors, and interviews. Sometimes the results of field trips depend entirely upon the guide. When the resource

center was first chosen and listed in the teachers' guidebook the guide may have been excellent, but if it is discovered that a new person is responsible for guiding a class, the center may gain or lose value depending upon the new guide's personality. This information should be made available to all teachers who may wish to use the resource center. If this information is kept up to date in the guidebooks furnished teachers, many disappointments may be avoided.

Democratic teachers who use the cooperative process of student-teacher planning for learning experiences also make use of the cooperative process in evaluating the learning experiences. They recognize that planning takes time, but they believe that it is a valuable learning experience. They also assume that as children learn to evaluate their learning experiences and plan ways of improving their work, self-direction is being developed. Kimball Wiles, of New York University, has written a good paragraph accenting this pupil teacher planning for evaluation. He states:

In encouraging teachers to move into pupil-teacher planning, it will be desirable to suggest that they center attention on the "how" rather than on the "who" in any situation. As a class looks back at an experience and discusses the mistakes that were made and the ways to improve the process in the future, specific individual actions by the teacher or by a pupil should not be isolated from the total procedure. If the pronoun "we" is emphasized, this result will be obtained. Helpful questions are: What mistakes did we make? How could we improve next time? Should we change our goals? These questions eliminate pointing fingers at individuals and leave people free to suggest improvement without fear of hurting anyone's feelings. Further, they leave the individual free to analyze his own participation without a sense of conceit

or guilt. The emphasis in the evaluation is on group progress rather than on individual growth.<sup>1</sup>

At the beginning of this chapter, the author expressed the thought that teachers should consider community resources as means to an end. They should be evaluated as such and the evaluation need not be overdone. Ernest Horn has expressed himself on the evaluation of field trips which can be applied to all community resources if we substitute the words community resource for excursion. The paragraph reads as follows:

Any excursion worth taking is worth spending time on after it is over. At least one period should be spent in discussing it. The information gathered should be used to solve the problem for which the field trip was undertaken. If it has been a success, there will be many questions to talk over. Care must be taken, however, to see that the activities that grow out of it are clearly needed. Excursions are sometimes made unpopular by burdening the students with so many subsequent tasks as to lead them to look forward to the next excursion with very little enthusiasm.<sup>2</sup>

#### School-Community Practices Evaluation

Today, in this State, where money and public support for our schools is at a critical point in the road of progress, school systems should attempt to evaluate their practices and ratings in the varied communities of the State. People will tend to support something that they understand and feel a part of but are not as likely to adequately

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1. Wiles, Kimball, Supervision For Better Schools. p. 258.

2. Horn, Ernest, Methods of Instruction in the Social Studies. p. 412.

support public education which seems remote and hard to understand. So we return to the idea, that, if a school's public relations are solid in the community, the people will support the schools financially and take an active part in determining the objectives of elementary education. Jean D. Grambs, of Stanford University, has prepared a brief check list of some of the ways in which school and community should work together. How does your school stand?

1. Do the teachers and administrator take an active part in socially significant community organizations?
2. Do members of the community have a vital part in planning the school program? Does this include all segments of the community?
3. Does the school work with others in the community to promote the general welfare in health, recreation, social service, family living, employment, housing, and intergroup relations?
4. Do parents feel welcome in the school? Has every parent visited the school at least once each semester?
5. Do teachers and parents have continuing personal contact regarding the school and home progress of individual children? Are regular individual parent-teacher conferences held each semester?
6. Are teachers thoroughly informed regarding the instructional program and school services in order to work effectively with parent groups?
7. Are students learning community responsibility through continuing participation in significant community-service projects as an integral part of the total instructional program?
8. Are field trips, community studies, resource personnel from the community used effectively and frequently in order to provide a community orientation for the school program?

9. Do radio and press provide means for understanding school and community?
10. Are those areas of the community which most need to understand and support school programs reached by school publicity?
11. Are teachers enabled to do an effective job of community participation through appropriate administrative adjustments of teaching load, transportation, and conference time?
12. Do new teachers bring needed skills and understandings for effective participation in school-community program?
13. Do programs for professional growth provide opportunity for developing the interest and skill needed for better school-community teamwork?<sup>1</sup>

The school that can answer all of these questions positively is doing a good job of using community resources and promoting school-community relations.

In the end then, evaluation of any school experience is considered in the light of purposes, what was accomplished, the effectiveness of the work experiences, and the future use of the experience.

The final chapter will concern itself with a humble attempt to formulate some implications and recommendations for the elementary schools.

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1. Grambs, Jean D., "How Good Are Your School-Community Practices," California Journal of Elementary Education. (May, 1951) p. 252.



## Chapter VI

### RECOMMENDATIONS AND IMPLICATIONS

A new type of school is on the assembly line for America. The more investigation that one does in the area of community resources and community study the more evident this fact becomes. However, there is what may be called an educational lag that is apparent at the present time. Yeager, in his book School-Community Relations makes mention of this fact. According to him, a sober appraisal of education in each community reveals the great distance which separates what we already know about good schools and desirable educational procedures and what is observable in actual practice.

It has been indicated in this short paper that educators are aware now of at least three different types of curricula which are in evidence across America at the present time. Some schools are out in front leading the way with the life-centered curriculum. A good many schools have adopted the child-centered curriculum, and far too many are still enmeshed in the snare of tradition with the subject matter curriculum.

It takes time for a school to progress through these stages in curriculum development and it also takes educational leadership to steer the course. A school can progress only to the extent that the community is desirous of progress. The achievement of the community school begins

and ends with efficient democratic leadership directed constantly toward the improvement of the school in the community in which it serves.

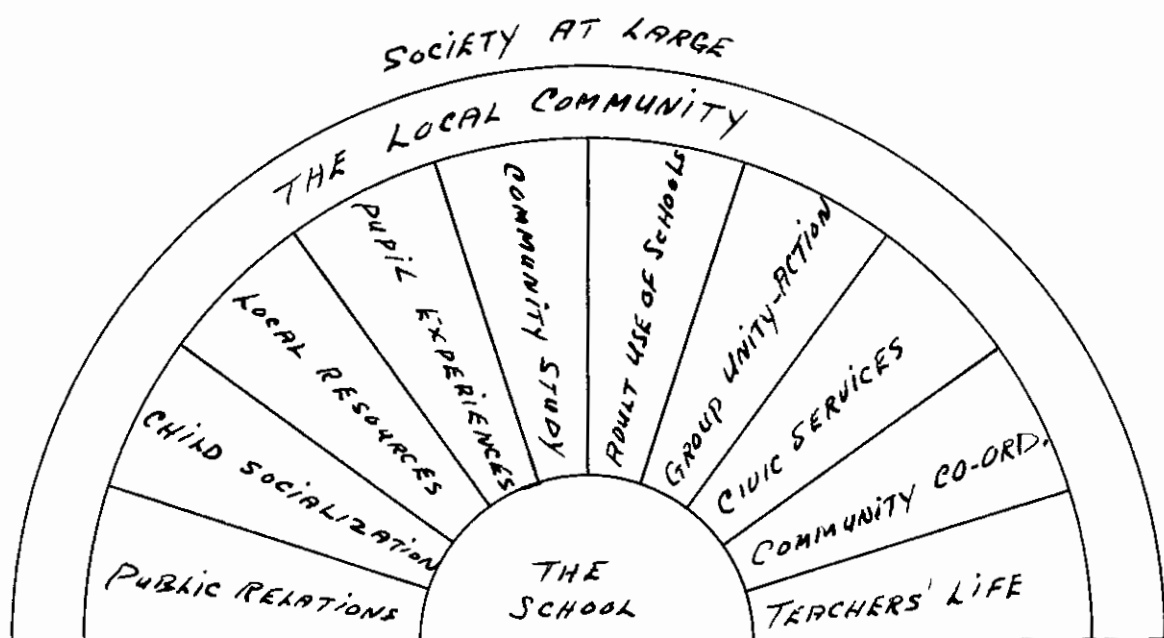
We see evidences of this planning for community schools in many ways today. New schools that are being constructed are being built for use by the community as well as the children. Provision for public use of auditoriums and cafeterias is being made in most instances of new construction. Multi-purpose rooms are being built that are adaptable for a variety of adult activities. People from all segments of the community are participating in the planning of school buildings. Yeager states, "There must be an understanding of best educational practice and of the ideals toward which sympathetic educational leadership will strive. The school program must reach out into the community, serving more youth, more people, and serving them better. Rigorous examination should be made at every turn, the community analyzed, its institutions and leaders studied, its needs determined, and a cooperative plan developed for achievement."<sup>1</sup>

Several methods of improving school-community relations were discussed in this paper, but when they are considered separately it is sometimes a little difficult to picture the relationships as a group. Most of these relationships are interactive contacts where schools and

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1. Ibid., p. 444.

and communities both give and receive valuable benefits. Cook has illustrated by the use of a diagram at least ten important ways in which every modern school is obliged to relate itself to its environment area.<sup>1</sup>



Ways in which the school relates itself to its local community. Since each of these ways listed above can be the subject for a study in itself, the author uses the diagram to illustrate at a glance the direct connection that these approaches have to the community-centered school.

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1. Cook, L. A., and Cook, E. F., A Sociological Approach to Education. p. 210.

Many high schools across the country have conducted surveys and studies of the communities they serve. These studies have been done in such areas as recreation, health, and government. In frequent instances the high school surveys have served to make the community more conscious of its potentialities and to inspire the community to study itself to provide for maximum use of its assets. Richard Poston, of the University of Washington, has prepared a group study guide for community development. By using the outline in this study guide, a committee of citizens in any community can gather and analyze the debits and credits of their particular community.

In the section entitled, "Our Community and Our Institutions," an outline for the study of the community schools is presented. Provision is made for studying the schools as they now exist in the community, how related the curriculum is to life in that community, the adequacy of the physical plants themselves. A definition of a good community school system is given in this book which is worthy of quotation at this point. It reads as follows:<sup>1</sup>

A good community educational system should be devoted to helping all the people of whatever age make their lives richer, more creative, and more worthwhile. It should help them to develop and make useful the community's total resources, both human and physical. It should help to illuminate and accentuate human values; to unify and integrate work with pleasure in a more secure and satisfying community life. It should be utilized to make the life of the total community so strong, so vital, and so attractive that all who live in the community can find in it an outlet for their aspirations, their talents, and their creative powers.

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1. Poston, R. W., Group Study Guide for Community Development. Unpublished book. Division of Adult Education, University of Washington, p. 46.

Schools that do not have a definite program already organized for using community resources may wish to inaugurate one in the future. One approach to starting this program is to build up a community resources inventory. Pertinent information as to the type of resource, services available, and related information are usually included in these inventories. The material recorded on the inventory should be functional. A sample inventory used in the Des Moines, Iowa, public schools, is shown on the next page.<sup>1</sup>

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1. Cook, L. A., and Cook, E. F., op. cit. p. 391.

# COMMUNITY RESOURCES INVENTORY

Page 1

Agency studied \_\_\_\_\_ Date \_\_\_\_\_ Student's name \_\_\_\_\_

1	2	3	4	5	6	7
Agency name ..... Street address	Person to contact ..... Office and phone	Will welcome visit by ..... School grades preferred School grades accepted Teachers, Parents	Sex of visitor ..... Boys only Girls only Mixed Groups	Number at one time ..... 1 to 5 5 to 20 Over 20	Best time to visit ..... Day of Week Hour of Day Advance Notice	Special features and functions to observe ..... Agency set-up Special equipment How financed Kinds of services Persons served Agency personnel Need for student services

Sample two-page form for compiling a community resources inventory.

Agency studied (continued)				Page 2
<p>8</p> <p>Agency will provide speaker for</p> <p>.....</p> <p>School Classes School Clubs Assemblies Faculty Meetings Adult Study Groups</p>	<p>9</p> <p>List topics and problems for</p> <p>Speeches Panels Group inter-views and School clinics</p>	<p>10</p> <p>Agency will supply or exhibit</p> <p>.....</p> <p>Bulletins, Reports, Charts, Maps, Folders, Demonstration of Work, Films, Slides, Photos, Historical Materials, Office Equipment, Other Agency Products</p>	<p>11</p> <p>Will provide student contact with</p> <p>.....</p> <p>Individuals Families Child Groups Youth Groups Adult Groups</p>	<p>12</p> <p>Record here other remarks impressions and observations of aid to schools in knowing and using agencies</p>

Sample two-page form for compiling a community resources inventory.

Progressing toward the community school takes time and education. Teachers must begin by using community resources in their teaching. Units of study must be based on community problems. School administrators should look to the public relations of the school in the community. We have to become community conscious and the best place to start is in the school itself and plan and educate for better citizens of tomorrow.



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## Appendix

## Community Resources Survey Worksheet

Name of Place or Speaker \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Person to Contact (1) \_\_\_\_\_ Title \_\_\_\_\_

Person to Contact (2) \_\_\_\_\_ Title \_\_\_\_\_

NATURE OF ACTIVITY  
(Specific description of educational activities, contributions, etc.)

LIMITING CONDITIONS  
(Group size, safety hazards, seasonal factors, etc.)

TIME REQUIRED

BEST DAYS AND TIMES

COMMENTS

Reporter \_\_\_\_\_ Position \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

## REQUEST FOR APPROVAL OF RESOURCE VISITOR OR FIELD TRIP

Note: Please complete this form and send to Miss Batters, Director of Instructional Materials, School Administration Building, Vancouver, Washington, preferably one week before the date of the desired visit or trip. You will be notified when the trip or visitor is available.

In the case of field trips, please note that all necessary community arrangements will be made by Miss Batters' office. No direct contacts are to be made by the individual teacher with any community enterprise, agency, organization, or other place of visitation.

Date \_\_\_\_\_

## DATA

School \_\_\_\_\_ Teacher \_\_\_\_\_

Grade or Class \_\_\_\_\_ Number of Pupils \_\_\_\_\_

Name of Desired Person or Place \_\_\_\_\_

Address or Location \_\_\_\_\_

Date for Classroom Visit or Field Trip: (First Choice) \_\_\_\_\_

(Second Choice) \_\_\_\_\_

Time-span for Visitor or Trip: From \_\_\_\_\_ To \_\_\_\_\_

Is transportation needed for the Resource Visitor? \_\_\_\_\_

If yes, give details. \_\_\_\_\_

Is transportation needed for the Field Trip? \_\_\_\_\_ (School buses are available for trips between 9:00 a. m. and 3:00 p. m. only.)

For what unit is this experience planned? \_\_\_\_\_

## DECISION

Approved by Principal \_\_\_\_\_ Date \_\_\_\_\_

# TEACHER'S EVALUATION OF FIELD TRIP

Note: Please complete this form and send it to Miss Batters, School Administration Building, Vancouver Washington. All returns will be carefully studied to improve our field trip opportunities in the future.

Place visited \_\_\_\_\_ Date \_\_\_\_\_

Basic Purpose \_\_\_\_\_

Grade, or Class \_\_\_\_\_ No. Pupils \_\_\_\_\_ No. Adults \_\_\_\_\_

School \_\_\_\_\_ Teacher \_\_\_\_\_

Method of Transportation \_\_\_\_\_

Time leave school \_\_\_\_\_ Time arrive destination \_\_\_\_\_

Time leave destination \_\_\_\_\_ Time return school \_\_\_\_\_

Comments \_\_\_\_\_

## Arrangements

1. Were transportation plans satisfactory? \_\_\_\_\_

If not, how could they be improved? \_\_\_\_\_

2. Were dates, time, guides, food, and toilet arrangements satisfactory? \_\_\_\_\_

3. What suggestions can you offer to improve these and other factors next time? \_\_\_\_\_

## Values

Summarize the instructional and social results of this experience as specifically and objectively as you can:



Instructional Values  
(Information, Appreciation,  
Motivation, etc.)

Social Values  
(Attitude, Habits,  
Behavior, etc.)

_____	_____
_____	_____
_____	_____
_____	_____

### Plans

What plans have been made to follow up this experience through further group and individual activity in school and community? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Suggestions

1. Do you recommend this resource venture to other classes of this grade or field? \_\_\_\_\_

2. Which other grades or fields? \_\_\_\_\_

3. Reasons \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What other suggestions can you give for making more effective use of this resource visit in the future? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

THANK YOU

# TEACHER'S EVALUATION OF RESOURCE VISITOR

Note: Please complete this form and send it to Miss Batters, School Administration Building, Vancouver, Washington. All returns will be carefully studied to improve our resource visitor opportunities in the future.

## DATA

Name of Resource Visitor \_\_\_\_\_ Date \_\_\_\_\_

Basic Contribution \_\_\_\_\_

Grade or Class \_\_\_\_\_ No. Pupils \_\_\_\_\_

School \_\_\_\_\_ Teacher \_\_\_\_\_

## Arrangements

1. Were dates, time, entertainment, plans, etc., satisfactory?

\_\_\_\_\_

2. What suggestions can you offer to improve these and other factors next time? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Values

Summarize the instructional and social results of this experience as specifically and objectively as you can:

Instructional Values  
(Information, Appreciation,  
Motivation, etc.)

Social Values  
(Attitude, Habits,  
Behavior, etc.)

### Plans

What plans have been made to follow up this experience through further group and individual activity in school and community?

### Suggestions

1. Do you recommend this resource venture to other classes of this grade or field? \_\_\_\_\_
2. Which other grades or fields? \_\_\_\_\_
3. Reasons \_\_\_\_\_
4. What other suggestions can you give for making more effective use of this resource visit in the future? \_\_\_\_\_

THANK YOU