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A Development of Catalog Form and Content for Community Resource Materials

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A DEVELOPMENT OF CATALOG FORM AND CONTENT
FOR COMMUNITY RESOURCE MATERIALS

A Thesis
Presented to
the Graduate Faculty
Central Washington College of Education

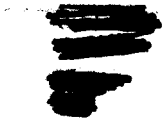
In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Alva L. Shriner
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APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

This study grew out of a need to revise the existing community resources catalog for the Yakima Public Schools, Yakima, Washington. The problem arose relative to the form and content of the revision, since the form and content of the catalog in use at that time was considered unsatisfactory.

A preliminary investigation of the literature and several available community resource catalogs revealed two things. First, there seemed to be considerable difference between theory and practice in the form for such catalogs. Although most of the writers, as typified by Olsen (15:358), recommended a card file catalog, the catalogs available for examination were all booklets. Also, there were some common features of content, but no two were alike. Second, there seemed to be no evidence that anyone had ever conducted formal research to determine what form and content might best serve the needs of teachers and schools.

The logical outcome of this preliminary investigation was that a study be conducted to discover, if possible, a format for community resource catalogs.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to develop a format to assist in a more adequate

cataloging of community resource materials for use in the public school curriculum of Yakima, Washington. More specifically, the problem was to find answers to the following questions: (1) What information is needed in a community resources catalog, and (2) How can the information be organized to be most useful?

Importance of the study. If community study is an important part of the school curriculum, then the resources of the community must be made available for study. To make them available, they should, like other instructional materials--library books, films, and records--be well cataloged. Otherwise, they cannot be as effectively utilized when needed. Since there are so many differences in present cataloging practices, the problem, in addition to outlining the form and content for a new catalog for Yakima, presented the interesting and challenging possibility of discovering a cataloging format acceptable to other communities.

II. THE POPULATION AND SAMPLE

The primary source of sample catalogs for this investigation was the group of first class school districts of the state of Washington. As a secondary source, certain out-of-state school systems known to have community resource catalogs were selected. A third source was the Thayer thesis from Chico State College, Chico, California (22). The

literature pertinent to the subject also served as a source of information.

The evaluating group was composed of Yakima teachers and administrators experienced in the use of community resource materials. Three teachers were chosen from each elementary grade and three from each of the secondary schools, making a total of thirty-three teachers. In addition, four administrators were selected, making a total of thirty-seven in the evaluating group.

III. DEFINITIONS OF TERMS USED

Community. For purposes of this study the term "community" will generally be understood to refer to the area and population within thirty minutes' driving time of the school.

Community resources. For purposes of this study community resources will refer to those portions of the community, both physical and human, available for study and whose study can be a desirable educational experience.

Resource person. The term "resource person" will be used to mean those community residents who volunteer to share their hobbies, collections, talents, skills, or travel experiences with the school as an educational experience for the children.

Exhibits. The term "exhibits" will be used to describe materials of educational value available for display and study by the schools.

Field trip. (School journey. Excursion. Tour). A field trip will be understood to be a planned visit to a point outside the regular classroom. It may be inside or outside the school building.

Catalog features. For purposes of this study the term "features" will refer to the items or elements recognizable as parts of form or content in community resource catalogs.

CHAPTER II

REVIEW OF THE LITERATURE

In colonial times in America the school and the community were very much a part of each other. However, from the development of the academic, subject-centered, traditional school up to within the last forty to fifty years, the schools to a large degree lost contact with the community. The curriculum was book-centered and verbalistic. For the student, learning was largely a matter of memorizing academic material. Little attention was given to relating the curriculum to the activities of the community either locally or in the larger sense.

About 1920 a revolutionary concept of education developed, known as "progressive education." The progressive school was described as "child-centered," and learning became a problem-solving activity to satisfy personal interests. Though the battle raged loud and long and the term "progressive education" fell into disrepute, many good and proved educational practices developed that will long remain as major contributions to the schools.

One of the important contributions of the progressive school movement was the development of an awareness of the community as a source of worthwhile educational experiences. Teachers and administrators began to be interested in field

trips and resource persons for the contributions they could make to the school program. Social studies classes often started with their own community or neighborhood and then widened their study in ever increasing circles to include, perhaps, even the whole world.

This growing interest in the resources of the school's community is expressed by Yeager:

We have only recently discovered that taking children out of the school for educational purposes to study community life as found in art galleries, industry, business, and community affairs is not only desirable but educationally more productive (25:50).

Now within the last twenty years or less, the emphasis has shifted again. A new term, the "community school," is bringing a new concept to education. This newest pattern for learning may properly be described as life-centered. Problem-solving is still a basic method, but the emphasis has shifted from personality development and personal interests to life adjustment and improvement of living. The development of "cooperative responsibility" (15:12) is emphasized as an important goal.

In such a program the educational resources of the community take on a new dimension. To approach the goals of this new concept, community study must become a part of the curriculum. And so we find classes in increasing numbers scheduling field trips and inviting in resource people, or with the use of audio-visual materials, vicariously

bringing many representative community activities into the classroom for discussion and study. Learning how to live with our neighbors is being recognized as one of the most important goals of education.

The incorporation of these new activities into the school program has brought new problems and responsibilities to the school. New problems of discipline, scheduling, transportation, and liability are a few. It was discovered also that public relations is a tremendously important by-product of the use of field trips and resource persons. Yeager goes so far as to say, "Possibly no other teaching technique is available to bring about better understanding with the community than the school journey" (25:209).

Koopman sounds a word of warning, however, by pointing out that public relations can be both good and bad. She wrote in part:

Students should be fully aware that the use [of community resources] is more than an educational experience for themselves; it is also a venture in public relations on the part of the school. The care with which they plan, their cordiality and receptiveness, their participation, the use they make of the experience in the school and in the community--all such factors will surely impress the lay visitor for good or ill, and will mold his opinion of both the character and effectiveness of the entire school (13:42-3).

Over the last fifteen to twenty years a great deal has been written about the use of community resources as a part of the school curriculum. As might be expected the interest in this area is closely related to the development

of the concept of the community-school and the life adjustment, improvement of living aims of education. How better can these aims be accomplished than by going out into the community or by inviting members of the community into the school?

On this point there seems to be almost total agreement among authors. The use of community resources is important to the modern curriculum not only because it provides an effective learning technique but also because the learning to be gained is important to the development of responsible citizenship on the part of the learners.

Though little practiced until fairly recent times, the effectiveness of going out into the community for learning has long been recognized. In fact, many of the early Greek and Roman scholars gained much of their knowledge and understanding through travel and personal contact with many peoples. More recently the names of leading educators like Pestalozzi, Rousseau, John Dewey, and Harold Rugg have appeared among the proponents of observation and first-hand experiences.

A few examples from the writings of some of the authors on the subject will serve to present the general attitude towards community resources as school curriculum material.

Yeager, while discussing significant techniques and materials for community study, writes of the school journey:

Teaching through observation and direct contact may be traced in educational literature as early as Rousseau. Yet only recently has much attention been given to the school journey as a teaching technique. There is scarcely a subject in the curriculum which does not lend itself to the use of the school journey as a teaching aid. Formal uninteresting classroom procedures are transformed into vital experiences when children are taken out of their seats into worlds of reality. Moreover, the feeling of living as a part of the experience makes the lessons well learned....Possibly no other teaching technique is available to bring better understandings with the community than the school journey (25:208-9).

Macomber and Ayers reported the results of a community resources workshop held on the Miami University campus at Oxford, Ohio. This workshop was organized and conducted through the cooperative efforts of both industry and the university. The membership was confined to local teachers who produced inventories and study units of community resource materials available to teachers in their area. The attitude of these authors regarding the use of these materials supports the community-school concept mentioned in another section of this paper. A paragraph from their report expresses the general attitude.

Life's problems cannot be studied and understood from textbook assignments alone. The learner must come into direct contact with people and agencies of the community engaged in the solution of these practical problems of living, and must participate in those activities. Much can be learned from books and from discussions if the learner has an adequate background of experience to make both reading and discussion meaningful. This experiential background must come from excursions, experimentation and first-hand acquaintance with the people of labor and management, city and county officials, farmers and physicians (14:42).

With such general acceptance of the importance of community resources use, why is it that such a small percentage of teachers actually use the technique in teaching? As every school person knows, many educators today believe in and recognize the value of teaching by these practical methods but continue to confine the learning experiences of their students to materials available within the four walls of the classroom.

Teachers know better. Why don't they do better? Some of our authors suggest several answers to this dilemma.

Macomber and Ayers suggest the following as obstacles to using community resources:

The effective use of the resources of the community in education is difficult to achieve in many schools. The compartmentalized program of the high school, with its short instructional periods, makes it difficult for teachers to organize and conduct lengthy excursions. The pressure to "cover the book" still dominates many situations, elementary as well as secondary. In many schools "administrative convenience" takes precedence over the needs of good educational practice. Also significant is the lack of "know-how" on the part of teachers and principals to make the community a laboratory for learning (14:42).

Olsen suggests that a well organized catalog of available resources within easy access to the teacher is an important factor in encouraging the use of resources. He further stated:

Any inventory [of community resources] will prove both ephemeral and useless unless adequate provision is made for systematic, permanent recording of its findings, and also for easy access to those findings by busy classroom teachers. Available community resources must be

cataloged as adequately as are books, films, transcriptions, or any other instructional tools. Not otherwise can effective use of your community's educational resources be developed as an integrated part of your total teaching program (15:357-8).

It is with considerable hesitancy that one enters into the research phase of such a study, especially when one finds that so eminent an authority on the subject as Edward G. Olsen¹ was content to cite numerous examples rather than to recommend a specific procedure. It almost appears a case of "fools rush in..." particularly when one of the citations of the recognized authority is from the very catalog the writer has been called upon to revise (15:368).

¹Edward G. Olsen, Education Director, Chicago Region, National Conference of Christians and Jews. Formerly Director of School and Community Relations, Washington State Department of Public Education, and Editor and Chief Author, School and Community. Second edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1954. 530 pp.

CHAPTER III

PROCEDURE

The following procedures were utilized to determine the form and content for a community resources catalog.

1. A survey of the pertinent literature was made to gain some knowledge of the philosophy and background of community study and to become acquainted with the degree of progress made in cataloging practices for community resource material.

2. Sample catalogs were obtained by letters of request to each of the forty-four first class districts of the state of Washington. In addition, letters were sent to the following school systems: Battle Creek, Michigan; Woodland, California; Washington County, Maryland; Allen Park, Michigan; Balsz Schools, Phoenix, Arizona; Indianapolis, Indiana; Springfield, Oregon; and San Francisco, California.

The initial letter (Appendix, p. 41) explained briefly the reason for the study and requested a copy of any community resource catalog material they might have available. Enclosed with the letter was a self-addressed and stamped envelope, a self-addressed parcel post label, and a reply memorandum (Appendix, p. 42) on which the respondent could check a reply to the request. This letter was mailed to the noted school districts on March 18, 1959.

The first follow-up letter (Appendix, p. 43) was mailed on April 2, 1959, with a copy of the first letter and all enclosures included.

On April 16, 1959, the second follow-up letter (Appendix, p. 44) was mailed to those districts from whom no replies had been received. A copy of the first letter and all enclosures were again included.

3. Other possible sources such as chamber of commerce, telephone company, regional public library, publishing company, U. S. Department of Education, and the National Education Association were consulted by letter or in person for ideas and suggestions.

4. The sample catalogs were analyzed by close examination to identify the recognizable features of each.

5. The recognizable features identified were listed in groups according to the section in which they were found.

6. The design for the questionnaire phase of this investigation included an evaluation by teachers and administrators of the items on the list of recognizable features, utilizing a three-point scale:

- a. Necessary to a good community resources catalog
- b. Desirable, but not necessary
- c. Unnecessary to a good catalog

At this point it was discovered that thirteen of the items on the list involved ranking the items and did not conform

to the original design. These items were then arranged into four subgroups as indicated by their function and were included in the questionnaire as sections A, B, C, and D of Part II. The remaining items were arranged for evaluation as originally intended.

7. The questionnaire (Appendix, p. 47) composed of the identified features of catalogs was compiled and distributed to thirty-seven Yakima teachers and administrators familiar with the use of community resources for their evaluation.

8. The teachers chosen for the evaluating group were selected from the annual report of those utilizing field trips and resource persons for the 1958-1959 school year.

Each person in the evaluating group was consulted by telephone for his approval before the questionnaire was mailed or delivered. A letter of explanation was also included with each questionnaire. Some were mailed but most were delivered in person on July 5, 1959. Those mailed contained a self-addressed and stamped return envelope. Those delivered in person were called for in person several days later.

9. Frequency tabulations were then made to determine how many times the identified features were used in the sample catalogs, and to record the evaluations made by the evaluating group.

10. An evaluation score was calculated as shown in Tables I, II, and III, pages 20, 21, and 24.

11. Those features having an evaluation score of more than half the combined sample and evaluation population were judged "necessary" for a good community resources catalog.

12. Using the features judged necessary, a catalog format was proposed.

CHAPTER IV

RESULTS AND INTERPRETATIONS

A review of the literature indicates that the values of community resource materials have been quite thoroughly explored. There appears to be almost universal agreement that they hold important potential as a part of the school curriculum. There is seemingly considerable divergence, however, between theory and practice in the matter of cataloging these resource materials.

Most of the authors writing on this subject suggest the catalog take the form of a vertical card file using four-by-six inch cards or larger ones. Yet only four, less than fifteen percent, of the catalog specimens collected for this study were in card form.

There is also much dissimilarity in content. Not only do the recommendations of the authors vary, but in practice the information provided by community resource catalogs varies from meager to almost voluminous. One catalog received gave a short introductory statement as to the possible values of field trips and then listed only the names of a few places for possible visits. Other catalogs contained many pages including a very complete teachers' guide, sample forms to be used, and a great deal of information about suggested places to visit or about the resource

visitors available.

Many communities have been surveyed for the resources available for school study. The findings have been evaluated as a part of the curriculum and the resulting material compiled in catalog form. The form and content of such catalogs, so far as can be discovered, have been adopted or adapted from other catalogs or written descriptions of cataloging procedures, or like Topsy "jist growed."

Up to the time of this writing no evidence has been found to indicate that a formal study of cataloging for community resource materials has been made. Most of the writers on the subject seem content to cite examples and let the reader take his choice. Olsen (15:346-75), in his chapter on cataloging community resources, cites no less than twenty-five examples of some phase of cataloging.

Replies to the letters of inquiry were received from all of the forty-four first class districts of Washington. Eighteen sent copies of community resource catalog material. Since three districts used the same catalog, it was counted only once. Twenty-four had no catalogs of community resource materials. Most of the districts, particularly those who had no catalogs, expressed interest in the project and its results. Of the eight school systems written to from outside the state, each responded with a sample catalog.

In addition, a complete description of a catalog for the Menlo Park and Kingsburg, California, schools contained

in a Master's thesis by Thayer (22:18f) from Chico State College, Chico, California was studied. The title of this thesis suggested a research study in cataloging and a copy was obtained through inter-library loan. However, it described the building of a catalog for particular schools using a form recommended by Wesley and Adams and was utilized as an additional source in this study (24:393-94). This resulted in a total of twenty-seven samples.

The twenty-seven catalog samples were analyzed to identify all salient features of form and content. Two features not found in catalogs came from the literature. They were (1) route to follow and (2) pupil-adult supervision ratio. The other sources were interested, courteous, and encouraging, but unable to suggest practices or forms not already included in the study.

The identified features were compiled into a list divided into three categories. The first category contained the thirteen items that did not fit into the original design for evaluation. They were arranged into four groups according to their nature, so that an order of preference could be given. These groups became sections A, B, C, and D of Part II of the questionnaire (Appendix, p. 48). They are features of general form and content referring either to the format of the catalog or to the teachers' guide section.

The second category, composed of the features relating to field trips, listed in Part III of the questionnaire

(Appendix, p. 50).

The features of the third category, found in section IV of the questionnaire, relate to the use of resource persons and exhibits.

The questionnaire was submitted to the evaluating group of teachers and administrators, and thirty-five of the thirty-seven questionnaires were returned.

In the process of analyzing the catalogs, a tally was made to record the number of times each of the items in the list of features was included in a catalog. This tally of frequency of use was combined with a similar tally of the evaluations on the questionnaire on Tables I, II, and III.

Table I (p. 20) summarizes the use and preference ranking for the thirteen features of general form, organization, and distribution. The items marked with an asterisk, those ranked highest in each section, may be regarded as necessary for a community resources catalog.

Table II (p. 21) does not show the clear cut selection that was evident in Table I. To arrive at an Evaluation Score (ES) it seemed necessary to give some consideration to the items in column 2, evaluated by teachers and administrators as "Desirable" but not necessary. After considerable study the following formula, utilizing the column headings from the table, seemed reasonable -- $U + 1 + (2 - 3) = ES$.

In designing the formula, column 3 was subtracted as

TABLE I
USE AND PREFERENCE RANKING FOR GENERAL FEATURES
OF FORM, ORGANIZATION, AND DISTRIBUTION

Key: The "U" indicates the number of times the items were listed in the twenty-seven catalogs analyzed. Columns 1, 2, 3, and 4 indicate the number of times the item was rated first, second, third, or fourth in preference by teachers and administrators. The right-hand column is the total of the "U" column and column 1. The items marked with the asterisk (*) form a definite pattern and are clearly first choice in each section.

	U	1	2	3	4	Total (U+1)
A. <u>General form</u>						
Vertical file folder	0	3	12	14	4	3
Card file	7	7	12	14	1	14
Permanently bound booklet	4	11	4	2	25	15
Loose leaf booklet	15	23	7	2	2	38*
B. <u>Compiled as</u>						
A separate catalog	19	19				38*
Part of an instructional materials catalog	8	16				24
C. <u>Organization</u>						
Catalog includes both elementary and secondary materials with grade or age recommendations	24	4	10	14	6	28*
Separate catalogs for elementary and secondary resources	0	18	5	10	1	18
Single catalog with separate elementary and secondary indexes	1	11	19	4	0	12
A separate catalog for each grade	1	2	0	5	26	3
D. <u>Distribution</u>						
One copy for each building	8	2	8	23		10
One copy for each building, an index and guide for each teacher	1	16	16	2		17
A copy for each teacher	19	17	9	7		36*

TABLE II

USE AND EVALUATION DISTRIBUTION FOR ITEMS OF GENERAL FORM
AND FIELD TRIP INFORMATION¹

Key:	U--Times used in catalogs	Formula:				
	1--Necessary	$U + 1 + (2 - 3) = ES$				
	2--Desirable					
	3--Unnecessary					
ES--Evaluation Score	U	1	2	3	ES	
Part A. <u>Items of general form and information</u>						
Title page	13	26	5	1	43*	
Foreword or preface	12	13	13	5	33*	
Acknowledgments	10	6	19	7	28	
Committee membership	8	5	17	9	21	
Table of contents	6	35	0	0	41*	
Indexed by name of place or person	11	16	9	5	31	
Indexed by topic or subject	8	31	3	0	42*	
Cross indexed	2	18	10	5	25	
Planning for the teacher	14	20	11	3	42*	
Transportation procedures outlined	12	14	13	7	32*	
Field trip permit or confirmation from the administration	6	17	9	7	25* ²	
Pupil permit from the parents	8	25	7	3	37*	
Instructions for special and unlisted trips	4	19	7	6	24	
Suggested teacher preparation with the class	10	17	16	2	41*	
Suggested pupil preparation	3	17	15	2	33*	
Things to observe while traveling	4	13	16	5	28	
Suggested classroom evaluation procedures	16	17	11	7	37*	
Suggested follow-up activities	13	14	17	3	41*	
Suggested behavior standards	15	15	14	6	38*	
Suggested safety precautions	14	26	6	3	43*	
Suggested student-adult supervision ratio for field trips	0	11	18	5	24	
Part B. <u>Field trip information</u>						
Name of place to be visited	24	35	0	0	59*	
Location (address)	23	35	0	0	58*	
Telephone number	22	25	8	1	54*	
Person to contact	22	34	0	1	55*	
Best time for visit	20	28	6	1	53*	
Length of visit	19	23	9	3	48*	
Group size limitations	21	29	5	0	55*	

TABLE II
(continued)

	U	1	2	3	ES
<u>Field trip information</u> (continued)					
Recommended grade level	19	28	6	1	52*
Things of interest to see	8	27	8	0	43*
Resource person available	9	29	4	1	41*
Type of business	16	23	9	2	46*
Type of employees	1	5	18	10	14
Number of employees	1	3	17	12	9
Material available for class preparation	4	28	6	0	38*
Suggested learnings	2	18	19	3	36*
Other activities suggested by the trip	1	8	19	7	21
Curriculum unit or subject area	6	13	20	2	37*
Type of clothing to wear	3	11	17	4	27
Advance notice needed	12	26	7	2	43*
Suggested pupil preparation	3	18	13	3	31
Toilet and drinking facilities	2	7	15	12	12
May pictures be taken	3	6	17	12	14
Descriptive information about place	1	14	12	7	20
Activity to be observed	8	20	9	5	32*
Guide service available	6	23	5	6	28
How to arrange trip	3	20	10	3	30
Conditions or limitations to meet	4	16	9	7	22
Parking	2	7	15	10	14
Eating accommodations	2	2	13	13	4
Admission fee	3	24	5	4	28
Films and filmstrips available	3	28	7	0	38
Brief history of the establishment	2	12	19	4	29
Visit frequency limits	4	5	10	13	6
Route to follow	1	8	12	12	9
Apparatus and material to be taken	1	10	13	8	16
First aid and emergency provisions	1	10	14	9	16

¹Those items marked with the asterisk (*) are those regarded as needed in a good community resources catalog.

²This item included for legal protection of administration and teacher.

a means of weighting two of the other factors. Even though a feature was used in several catalogs, this did not guarantee it was entirely necessary for such catalogs. The features in column 2 were considered only desirable but not necessary in the judgment of the evaluators and, therefore, should not receive full value.

Each item of catalog features had a possible Evaluation Score of sixty-two, there being twenty-seven catalogs and thirty-five questionnaires. Those items having a score of more than half the possible score have been marked with an asterisk and could be regarded as necessary in a good catalog of community resources.

It was necessary to separate the items concerned with resource persons and exhibits into another table, Table III, (p. 24) since only fourteen of the twenty-seven catalogs had such a section. This meant that the highest possible Evaluation Score (ES) was forty-nine, and a majority score of twenty-five was necessary for an item to be judged as desirable in a good community resource catalog. Those items have been marked with an asterisk.

A close examination of Tables I, II, and III (pages 20, 21, and 24) suggests that the findings of this investigation can be grouped within three broad areas which will be discussed in the following order: (1) General Patterns, (2) Parts and Content of the Guide Section, and (3) Field Trips, Resource Persons, and Exhibits.

TABLE III
 USE AND EVALUATION DISTRIBUTION OF ITEMS FOR
 RESOURCE PERSONS AND EXHIBIT INFORMATION¹

Key: U--Times used in catalogs	Formula:				
1--Necessary	$U + 1 + (2 - 3) = ES$				
2--Desirable					
3--Unnecessary					
ES--Evaluation Score	U	1	2	3	ES
<u>Resource person and exhibit information</u>					
Name of person	14	33	1	0	47*
Address	10	30	2	1	40*
Telephone number	11	29	3	2	40*
Occupation	6	24	7	2	30*
Collection or exhibit	5	32	2	0	37*
Subject of presentation	4	30	3	1	34*
Type of presentation	10	24	7	2	34*
Length of presentation	1	25	6	3	26*
Background information	5	18	13	2	34*
Suggested preparation aids	1	20	11	2	21
Equipment needed	1	20	9	5	21
Grade level or age preferred	4	27	6	0	31*
Place preferred	3	20	9	4	23
Number of times per year	2	13	11	7	17
Hours available	1	27	7	0	28*
Advance notice required	3	27	7	0	30*

¹Those items marked with the asterisk (*) are regarded as those needed in a good community resources catalog.

I. GENERAL PATTERNS

The general pattern indicated by an examination of Table I is that the community resource catalog should be a loose leaf booklet, separate from other instructional materials, indexed by subject area or units of study, and containing the materials for both elementary and secondary levels.

While the sample catalog parts suggested by this study are designed to fit the general pattern indicated, there is evidence that other patterns might be acceptable. For instance, one teacher in a marginal note wrote that it did not matter particularly whether community resources were cataloged separately or along with other instructional aids. A close examination of the preference distribution at this point lends some support to the idea that it did not make much difference to others either.

Teachers probably could be persuaded to accept other changes if there were good reasons for so doing. In this study, however, teachers were asked for an opinion, and their recommendations will be followed as nearly as possible.

The catalog, as outlined by this investigation, would have at least two sections. The first would be made up of the features of general catalog form and content marked with the asterisk in Part A of Table II (p. 21). Much of the material in this section would comprise a policy

and guide for planning the use of community resource material.

II. PARTS AND CONTENT OF THE GUIDE SECTION

Like the features of Table I, the first four items of Table II are features of general form. Each item will be discussed briefly. In some instances an example may be used as an illustration.

Title page. The title page is an integral part of any booklet. An interesting title, a well-designed cover, and a proper title page can do much to favorably introduce the catalog.

Foreword or preface. In the foreword or preface the school administrator has an opportunity to express the official attitude of the district towards the use of community resource materials. The foreword also often includes an expression of appreciation to those members of the staff and the community who have participated in the preparation of the catalog.

Table of contents. The table of contents is a necessary part of any booklet, probably more important than the index.

Indexed by topic or subject. An examination of the sample pages for resource materials, both for field trips and for resource persons and exhibits, shows that they are designed by subject with subtopic arrangement. Such an index can best be illustrated by an example:

AGRICULTURE:

Extension, Agricultural, office
Farms and Ranches
Marketing and Auctions
Processing of Farm Produce

ART:

Architecture
Exhibits
Homes and Furnishings
Landscapes

BUILDING MATERIALS:

Fosseen's
Young's Lbr. Co.

CLOTHING:

Factories
Laundry and Cleaning
Stores

Planning guide for the teacher. This is the fifth feature chosen from Part A of Table II. It would logically be divided into two sections, guide for field trip planning and guide for utilizing resource persons, and would include all of the remaining items chosen from Part A. A listing of suggested table of contents headings will serve to illustrate the relationship:

PLANNING GUIDE FOR TEACHERS

Guide for field trip planning

- Administrative permission
- Transportation arrangements
- Pupil permit from the parents
- Suggested teacher preparation
- Suggested pupil preparation
- Suggested behavior standards
- Suggested safety precautions
- Suggested classroom evaluation procedures
- Suggested follow-up activities

Guide for utilizing resource persons

- Suggested teacher preparation
- Suggested pupil preparation
- Suggested behavior standards
- Suggested classroom evaluation procedures
- Suggested follow-up activities

All of the above features are discussed in some detail by Olsen (15:Chap.8) and other writers on the subject of community resources. In the following paragraphs several pertinent points will be mentioned by way of illustration.

The procedures for arranging transportation are of concern to all. In districts having school busses available for field trips, the arrangements are commonly made by the building principal. When the district does not have its own transportation, the teacher or principal must arrange for public transportation or for parents who can furnish private cars. This is the least desirable method of transportation because of the added risk involved. At any rate, the guide should outline for the teacher the steps to be taken in arranging necessary transportation used in that

district.

The teacher who would take a group of students away from the school grounds on a field trip without the written permission of each parent is assuming a most unwise legal responsibility. The written permit is essential, and a sample form similar to the one in the Appendix, page 53, should be contained in the teachers' guide.

Much of the success of a field trip depends upon the careful preparation of the class for the experience. This teacher-pupil preparation can be accomplished through class discussion, bulletin board displays, audio-visual aids, and reference materials. Pupils should have definite aims and expectancies of those activities and processes they may observe. Safety precautions and standards of behavior should also be a part of this joint effort. Students should be cognizant of their public relations responsibility as representatives of the school and as guests of a place of business.

Pupil preparation can take the form of committees to take notes or pictures. Captains might be elected to share the responsibility for orderly behavior.

Follow-up activities should include an evaluation of the trip. Were the anticipated learnings accomplished? Thank You's and an article in the school paper or even the city paper might be considered necessary. Other possible

worth-while post-trip activities are discussions, projects, displays, reports, and tests.

One item of the questionnaire involving administrative permission for field trips was apparently misunderstood by the evaluating group and also was mentioned in only a few of the catalogs. This is an item that school administrators as well as teachers can hardly overlook for their own protection. All should recognize the necessity for administrative permission before taking a group of students away from the school grounds. Administrative permission is as important as parental permission.

Olsen supports this opinion. He writes in boldface type: "Secure administrative consent for the trip. Your building principal must give his consent well in advance" (15:213). The legal implications are such that no thoughtful administrator could permit such trips to be taken without his knowledge. For this reason, instruction regarding administrative permission should be a part of the teachers' guide to field trip planning.

III. FIELD TRIPS, RESOURCE PERSONS, AND EXHIBITS

The second section of the catalog would contain two kinds of resource material: (1) information about field trip experiences, and (2) resource persons and exhibits available for study.

Page 32 is a sample containing spaces for all the field trip information indicated necessary by this investigation. (See Part B, Table II). When arranged in the booklet and indexed by subject area and topic, these pages would probably make-up the greater part of the catalog.

The resource person and exhibit information needed from Table III is arranged on page 33 in such a manner that the pages may be intermixed with the field trip pages and indexed by subject area and study topic, or be placed in a separate section of the catalog.

TABLE IV
SAMPLE FIELD TRIP PAGE

Subject Area _____

Topic or Unit _____

Grade Level _____

Type of Resource, Field Trip _____

Name of Place _____

Address _____ Telephone No. _____

Type of Business _____ Best Time to Visit _____

Person to Contact _____ Length of Visit _____

Resource Person Available _____ Group Size Accommodated _____

Study Material Available _____ Advance Notice Needed _____

Things of Interest to See or Activity to be Observed.

Suggested Supplementary Materials: (Films, Filmstrips, etc.)

Suggested Learnings.

TABLE V

SAMPLE PAGE FOR RESOURCE PERSONS AND EXHIBITS

Subject Area _____

Topic or Unit _____

Grade Level _____

Type of Resource:

Resource Person _____

Exhibit _____

Person to Contact _____

Address _____

Occupation _____

Type of Collection or Exhibit _____

Type of Presentation _____ Telephone No. _____

Subject of Presentation _____ Hours Available _____

Equipment Needed _____ Advance Notice Required _____

Background Information _____ Place Preferred _____

Suggested Preparation Aids: (Reference, Films, Filmstrips)

CHAPTER V

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to develop the form and content for an adequate catalog of community resource materials for Yakima Public Schools. In essence, the procedure has been first, to glean from available sources (the pertinent literature, correspondents, associates, and community resources catalogs) all the recognizable features of form and content used. The catalogs proved to be the best source. Second, a questionnaire containing all the features found was submitted for evaluation to a representative group of teachers and administrators familiar with the use of community resource materials. Third, the features evaluated "necessary" to a good community resources catalog were arranged as indicated by their nature into what seemed to be a reasonable, workable pattern for such a catalog.

II. RECOMMENDATIONS

The findings of this investigation indicate that the catalog should be in a loose leaf binder for easy revision. It should contain resource material for both the elementary and secondary curriculum. The index should be

by subject or topic, and each teacher should have an individual copy of the catalog.

In addition to the usual elements of good publication such as title page, foreword, table of contents, and index, the catalog should be organized in two general sections. The principal content of the first section would be a teachers' guide to the use of community resource materials. The second section would contain a subject and/or topic indexed compilation of available resources, using a form that includes information evaluated "needed" by this study. Sample pages including one arrangement of the "needed" features of information are shown on pages 32 and 33 of this report. Whether or not another arrangement or pattern would be more, or less effective, only time and experience can tell.

III. SUGGESTED FURTHER RESEARCH

Much of this investigation has been based upon the assumption that having a community resources catalog available to teachers will increase the use of these materials. Since the assumption is true in regard to other instructional materials such as films, filmstrips, records, and library books and is supported by the literature as exemplified by the quotation from Olsen (15) on page 10 of this study, it has been accepted as true in this instance also. Should

anyone doubt the assumption, the fact that more than half the first class districts of Washington do not have community resource catalogs may suggest the possibility of a survey to determine whether such catalogs really do increase the use of these materials by the schools.

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BIBLIOGRAPHY

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APPENDIX

INITIAL LETTER TO SCHOOLS

Many schools, from time to time, have prepared for their teachers a catalog of available community resource materials, including field trips, resource persons, etc. Most of these catalogs soon get out of date and suffer disuse. I am currently involved in a study which will attempt to develop a procedure for cataloging such materials in a manner, that will be adequate for teacher use and at the same time more easily kept up to date than those with which most of us are familiar.

If your schools have ever produced such a catalog I would very much appreciate receiving a copy, or sufficient samples of its parts, so that an analysis of its form and various features can be made. Your informal comments on the enclosure as to the strengths and weaknesses of your catalog, as well as any suggestions for improvements you have in mind, would also be helpful.

Since the information gathered is to be used for a Master's thesis, I am prepared to pay for the catalog and its mailing if you will note the charges in the space provided.

If you would like to receive a copy of the results of this study, please so indicate.

The addressed mailing sticker enclosed is for your further convenience in mailing the catalog. The self-addressed envelope is for an early return of your response.

Thank you for your time and kind assistance.


Sincerely yours,

Alva L. Shriner, Director
Instructional Aids


SCHOOL REPLY MEMORANDUM

TO: Alva L. Shriner, Director
Instructional Aids
Yakima Public Schools
104 North 4th Avenue
Yakima, Washington


Re: Request for Community Resources Catalog

We will oblige and send a copy of our most recent
community resources catalog. 

Costs and shipping charges total _____. Please
remit. 

Shipment will be made when remittance has been
received. 

We would appreciate a copy of the results of this
study. 

We do not have a catalog of these materials in our
district. 

Comments regarding strengths, weaknesses, or suggestions
for improvement in our catalog.

Name _____

Address _____

FIRST FOLLOW-UP LETTER

Pardon my elbow, but--about three weeks ago you should have received an inquiry concerning a study of cataloging procedures for community resource materials. While a number of replies to the inquiry have been received, it is important that I receive a return from your school. Won't you heed this gentle nudge and take a few minutes now to fill out and mail the reply?

Just in case the letter was lost in the mail, or misplaced, a copy is attached, with enclosures for your convenience.

Very sincerely yours,

Alva L. Shriner, Director
Instructional Aids

SECOND FOLLOW-UP LETTER

It is urgent that I receive your reply to my inquiry concerning a community resource materials catalog. If your schools have ever produced such a catalog, it could play a vital part in my research study to discover and develop a better cataloging procedure.

Just in case my previous letter has been lost or misplaced I am enclosing a copy of the original request, which explains more fully the reason for my study, and the enclosures necessary to facilitate your reply.

May I thank you again for your cooperation.

Very sincerely yours,

Alva L. Shriner, Director
Instructional Aids

LETTER TO NON-SCHOOL SOURCES

It has occurred to me that your organization may have had experience with problems similar enough to one we have, to have developed procedures which might prove helpful to us. If so, and you are willing to share your experience it would be very much appreciated. Let me try to explain our problem.

It is common practice for schools, in order to help teachers plan successfully the use of suitable resource materials of the community, to attempt to catalog these materials. They may be places to be visited by groups or classes, people who are willing to visit the school to share their experiences, or exhibits available to the school for display and study.

The information supplied about each resource usually includes names, location, telephone numbers, size of group accommodated, grade level, etc., and a short description of some of the learning experiences possible. These are all things helpful to the teacher in planning.

In addition to supplying necessary and helpful information for the teacher, we are also concerned with the type of binding or file organization the catalog would have so that the information will be readily available and at the same time easy to revise and keep up to date.

If you can think of any similar situation in your organization which might offer helpful pointers to the solution of our problem I would very much like to have copies of the forms used or a description of the procedure, or I would like to visit your office to study the procedures you feel might be helpful to us.

I am hopeful of developing a cataloging procedure which may become somewhat standard in the cataloging of community resource materials for enriching the school curriculum. If it can be done it will be a great help to many.

Sincerely yours,

Alva L. Shriner, Director
Instructional Aids

LETTER TO EVALUATING GROUP

You are aware, no doubt, that for several years our community resources catalog, PLACES TO GO, THINGS TO SEE, has been badly in need of revision. Over the years procedures have changed; and the permanent type binding has made additions and deletions impossible.

While searching for a more satisfactory method of assembling such a catalog, other features of similar catalogs that seemed worth consideration, were noted. This seemed to suggest that a re-evaluation of our complete cataloging procedure was in order.

As one experienced in the use of community resource materials in your school work, you have been chosen to help in this re-evaluation to discover, if possible, a more satisfactory procedure for cataloging community resource materials.

Since this study is a part of my thesis program for the Master's degree which I hope to complete this summer, it will be much appreciated if you can find time to check the enclosed questionnaire and return it by or before July 15, 1959.

I hope you are having an enjoyable summer and that this extra task doesn't spoil it.

Very sincerely yours,

Alva L. Shriner, Director
Instructional Aids

A QUESTIONNAIRE
TO EVALUATE FEATURES OF COMMUNITY RESOURCE CATALOGS

Part I. Information and Instructions

The items of this questionnaire have been compiled from: an analysis of community resource catalogs, including our own; published articles and books; and suggestions by correspondents and associates. The items attempt to identify the various features of form and practice used or recommended by the above sources for cataloging community resource materials.

Your task is to evaluate these features, as directed in each section to follow, in the light of your experience and best judgment. It is expected that a tabulation of your evaluation with that of a number of others will indicate the features needed to assume a useful and, in the long run, economical catalog for community resource materials.

In order that your evaluation may follow and more nearly indicate the pattern of your thinking, it is recommended that you read through the entire list of features before attempting to check your evaluation.

Only one of the twenty-seven catalogs examined to date has used more than half of the items listed. So, as you weigh each item will you keep in mind the following points of consideration:

1. Does the teacher need this information?
2. Is this information essential to the promotion and proper use of community resource materials?
3. How will this item effect the cost of production, maintenance and revision of the catalog?

Your suggestions are welcome. Use the back or the margins for your notes.

Part II. General Features of Form,
Organization and Distribution

- A. Community resource catalogs are found in four general forms. Please number them in the order of your preference, 1, 2, etc., on the line provided at the right.
1. Vertical folder file _____
 2. Card file _____
 3. Permanently bound booklet _____
 4. Loose leaf booklet _____
- B. Community resource catalogs are commonly compiled in one of two ways. Check the one you prefer on the line at the right.
1. As a separate catalog _____
 2. As part of an instructional materials catalog _____
- C. Community resource catalogs are further organized on the following bases. Number them in the order of your preference as in A., above.
1. The catalog includes both elementary and secondary materials with grade or age recommendations _____
 2. Separate catalogs for elementary and secondary resources _____
 3. A single catalog as in No. 1., but with separate elementary and secondary indexes _____
 4. A separate catalog for each grade (elem.) _____
- D. Community resource catalogs are distributed under three general plans. Please number them in the order of your preference.
1. One copy for each building to be kept in the office or library _____
 2. One copy for each building with an index and guide for each teacher _____
 3. A copy for each teacher _____

E. Some additional items of general form are listed below. Please indicate your evaluation by circling one of the numbers to the right of each item:

Circle No. 1., if you regard the item as necessary to a good community resources catalog;

Circle No. 2., if you feel the item is desirable but not necessary;

Circle No. 3., if you consider the item unnecessary to a good catalog.

Circle only those items which are applicable to your line of thinking or about which you have a definite opinion. If you are undecided, skip the item and go on to the next.

Title page	1.	2.	3.
Foreword or preface	1.	2.	3.
Acknowledgments	1.	2.	3.
Committee membership	1.	2.	3.
Table of contents	1.	2.	3.
Indexed by name of place or person	1.	2.	3.
Indexed by topic or subject	1.	2.	3.
Cross indexed	1.	2.	3.
Planning guide for the teacher	1.	2.	3.
Transportation procedures outlined	1.	2.	3.
Field trip permit or confirmation from the administration	1.	2.	3.
Pupil permit from the parents	1.	2.	3.
Instructions for special and unlisted field trips	1.	2.	3.
Suggested teacher preparations with the class	1.	2.	3.
Suggested pupil preparation	1.	2.	3.
Things to observe while traveling	1.	2.	3.
Suggested classroom evaluation procedures	1.	2.	3.

E. (continued)

Suggested follow-up activities	1.	2.	3.
Suggested behavior standards	1.	2.	3.
Suggested safety precautions	1.	2.	3.
Suggested student-adult supervision ratio for field trips	1.	2.	3.
Evaluation report to the administration	1.	2.	3.

Part III. Field Trip Information

Specific information provided by catalogs, concerning possible field trips, varies from meager to almost voluminous. All of the following items have been used or suggested. Will you evaluate them in the same manner used in section E., of Part II.

Name of place to be visited	1.	2.	3.
Location (address)	1.	2.	3.
Telephone number	1.	2.	3.
Person to contact	1.	2.	3.
Best time for visit	1.	2.	3.
Length of visit	1.	2.	3.
Group size limitations	1.	2.	3.
Recommended grade level	1.	2.	3.
Things of interest to see	1.	2.	3.
Resource person available	1.	2.	3.
Type of business	1.	2.	3.
Type of employees	1.	2.	3.
Number of employees	1.	2.	3.
Material available for class preparation	1.	2.	3.

Part III. (continued)

Suggested learnings	1.	2.	3.
Other activities suggested by the trip	1.	2.	3.
Curriculum unit or subject area	1.	2.	3.
Type of clothing to wear	1.	2.	3.
Advance notice needed	1.	2.	3.
Suggested pupil preparations	1.	2.	3.
Toilet and drinking facilities	1.	2.	3.
May pictures be taken	1.	2.	3.
Descriptive information about place	1.	2.	3.
Activity to be observed	1.	2.	3.
Guide service available	1.	2.	3.
How to arrange trip	1.	2.	3.
Conditions or limitations to meet	1.	2.	3.
Parking	1.	2.	3.
Eating accommodations	1.	2.	3.
Admission fee	1.	2.	3.
Films and filmstrips available	1.	2.	3.
Brief history of establishment	1.	2.	3.
Visit frequency limits	1.	2.	3.
Route to follow	1.	2.	3.
Apparatus and material to be taken	1.	2.	3.
First aid and emergency provisions	1.	2.	3.

Part IV. Resource Person and Exhibit Information

Evaluate the following item in the same manner as used for Part III.

Name of person	1.	2.	3.
Address	1.	2.	3.
Phone number	1.	2.	3.
Occupation	1.	2.	3.
Collection or exhibit	1.	2.	3.
Subject of presentation	1.	2.	3.
Type of presentation	1.	2.	3.
Length of presentation	1.	2.	3.
Background information	1.	2.	3.
Suggested preparation aids	1.	2.	3.
Equipment needed	1.	2.	3.
Grade level or age preferred	1.	2.	3.
Place preferred	1.	2.	3.
Number of times per year	1.	2.	3.
Hours available	1.	2.	3.
Advance notice required	1.	2.	3.

Thank you very much. Now that you have finished, will you return the questionnaire in the next mail? Or, call GL 7-8236, and I will come for it.

Sincerely,

Alva L. Shriner, Director
Instructional Aids

SAMPLE

PARENT'S CONSENT FOR FIELD TRIP

I hereby give my permission for _____
(Pupil's name)

to be taken on a trip to _____
(Destination)

on _____ . I understand that every effort
(Date)

will be made to insure pupil safety, but that the _____

_____ will not be held responsible for
(School)

any accidents occurring during the trip.

(Signature of Parent or Guardian)

(Date)