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A Survey of Community Resources Available to Social Studies Classes of Jackson Parish, Louisiana

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**A SURVEY OF COMMUNITY RESOURCES
AVAILABLE TO SOCIAL STUDIES CLASSES
OF JACKSON PARISH, LOUISIANA**

**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
Lula Mae Dunn
August, 1960**

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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED . . .	1
The Problem	1
Statement of the problem	1
Importance of the study	2
Methods and Procedures	2
Method	2
Procedures	2
Definitions of Terms Used	4
Community resources	4
Social studies	4
Limitations of Study	4
II. REVIEW OF THE LITERATURE	6
History of Community Resource Use	6
Value of Community Resources	7
Limitations and Precautions in Use of Community Resources	9
Nature of Community Resources that Adapt Themselves to Use in Social Studies	13
Methods Used in Other Areas in Making Community Surveys	15
III. COMMUNITY RESOURCES OF JACKSON PARISH	20
Background Information on Jackson Parish	20

CHAPTER	PAGE
Suggested Units of Study in which the Resources Mentioned in this Study Will be of Great Value	28
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . .	57
Summary	57
Conclusions	57
Recommendations	58
BIBLIOGRAPHY	59
APPENDIXES	63

LIST OF TABLES

TABLE	PAGE
I. RESOURCES THAT CAN BE USED FOR FIELD TRIPS . . .	30
A. Continental Can Company	30
B. Hunt's Lumber Company	31
C. Jackson Gin, Ice, & Cold Storage	32
D. Jackson Parish Bank	33
E. Jackson Parish Public Library	34
F. Jonesboro Fire Department	35
G. Jonesboro Locker Plant	36
H. Jonesboro Power & Light Co.	37
I. Jonesboro State Bank	38
J. KTOC Radio Station	39
K. McBride's Hatchery	40
L. Pine Tree Nursery	41
M. Southern Bell Telephone Company	42
N. The Jackson Independent	43
O. Traina's Bakery	44
P. U.S. Post Office of Hodge, Louisiana	45
Q. U.S. Post Office of Jonesboro, Louisiana	46
R. Western Union Telegraph Company	47
II. GOVERNMENT AGENCIES THAT WILL FURNISH	
RESOURCE PERSONS	48
A. Agricultural Extension Service	48

TABLE	PAGE
B. Assessor's Office	48
C. Department of Agriculture	49
D. Jonesboro Police Department	49
E. Louisiana Forestry Commission	50
F. Soil Conservation District Representatives	50
III. RESOURCE PERSONS WITH TRAVEL EXPERIENCES AND COLLECTIONS	51
A. Virgil Anderson Jr.	51
B. Franklin D. Bonier	51
C. Willie B. Cage	52
D. Austin Cunningham	52
E. Mrs. Maggie Ensley	53
F. Mrs. Lula Henderson	53
G. Elsie L. Lynumn	53
H. James Moore	54
I. George Shallowhorn	54
IV. RESOURCE PERSONS WITH HISTORICAL BACKGROUND .	55
A. John W. Booker	55
B. Lee Gray	55
C. John Hopkins	55
D. Ned Hopkins	56
E. Mrs. W. W. McDonald, Jr.	56
F. A. J. Pearrie	56

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The task of educating the whole child challenges the school to investigate and make use of every available resource that might aid in accomplishing this task.

According to the wealth of information written on the subject of community resources, and the limited experiences of the writer in their use, numerous values are to be gained from incorporating community resources into the curriculum. Some values of these are (1) a deeper appreciation for the school's program by citizens of the community, (2) an interest in the problems and resources of the community, (3) a deeper sense of responsibility and civic pride, (4) a better understanding of the relationship and interdependence of the school and community, and (5) a keener appreciation for workers in the community.

In order to make the greatest possible use of community resources they must be recognized and evaluated. It then becomes possible for the classroom teacher to use these resources as an integral part of his classroom program.

I. THE PROBLEM

Statement of the problem. It was the purpose of this

study to determine community resources available for use in social studies classes in schools of Jackson Parish, Louisiana.

Importance of the study. The schools of Jackson Parish have been somewhat limited in their use of community resources. The true reason for this is not known, but perhaps, through increased knowledge of these resources and their accessibility, more use will be made of them.

II. METHODS AND PROCEDURES

Method. The method used in this study was the descriptive method. An attempt was made to examine the situation and report it as it exists.

Procedures. The procedure used in this study involved many and varied experiences:

1. The study began with an examination of social studies books to find the types of resources that may be used in the social studies.
2. From this examination of books a list of the types of resources was compiled. (See Appendix A.)
3. A form was prepared for compiling information obtained about each resource studied. (See Appendix B.)

4. The telephone directory of the Jackson Parish area was consulted for a listing of resources of the type suited for use in the social studies.
5. The telephone number and address of each resource listed was recorded.
6. During the school year, 1959-60, as units of study progressed, arrangements were made to visit many of the industries included on the list.
7. Field trips were made to these industries and the results of observations were recorded.
8. Individual trips, for observation and interview, were made to many of the other places not visited by the classes.
9. Telephone interviews were made to get desired information from firms or individuals not contacted personally.
10. Cards, filled out by or for pupils at the beginning of the session (see Appendix C) were examined for parents with broad travel experiences, hobbies, or collections.
11. These persons were interviewed, and the possible contributions they could make to the social studies program were ascertained.
12. Through newspapers, conversation, and personal

knowledge, contact was made with individuals with broad historical knowledge of our community.

13. The information acquired was placed in a cumulative file for use by teachers.
14. Summaries of findings were mimeographed and made available to all teachers of the parish.
15. Newspapers and persons were contacted to find out about the history and status of Jackson Parish.

III. DEFINITIONS OF TERMS USED

Community Resources. Those persons, institutions, industries, organizations, and other entities in the local environment which can be utilized in teaching.

Social Studies. Social Studies refers to the phases of human conduct and interrelationships adaptable to instructional purposes.

IV. LIMITATIONS OF STUDY

1. This study does not provide a closed file of resources, but reports existing resources. This file will be constantly revised as new resources are discovered and changes occur.
2. This study does not list all the units of study

with which the particular resource might be used, but merely suggests some of the types of units to which they lend themselves. The decision is left to the teacher as to whether the experience would be of any benefit to his pupils.

CHAPTER II

REVIEW OF THE LITERATURE

Every book examined that dealt with social studies methods included a section on the use of community resources. Some of them merely made brief mention of the community resource as an aid to instruction, while others devoted several pages of discussion to this topic.

An attempt will be made in this chapter to summarize the most important ideas advanced in the literature. It contains information on (1) the history of community resource use, (2) value of community resource use, (3) limitations and precautions in use, (4) nature of community resources that adapt themselves to use in social studies, and (5) methods used in other areas to survey and use community resources.

I. HISTORY OF COMMUNITY RESOURCE USE

The use of community resources as a teaching aid is by no means a recent development. Many authorities in this field believe that it began with the community school. But when and where did the community school have its beginning? The answer to this question is unknown. The community school's beginning lies somewhere in the period of time when educational leadership began to relate the

learner to his environment and the school to the community.

Trips for educational purposes can be traced as far back as the Middle Ages. Kandel (17:542) stated that, "Historically the school excursion may be connected with the wandering and begging students of the Middle Ages." He pointed out that the distinct educational value of travel was recognized by most of the writers of education of the sixteenth and seventeenth centuries. The use of the school excursion is used very widely in schools of today.

II. VALUE OF COMMUNITY RESOURCES

Horn suggested that community resources offer concrete experiences that should be highly valued as correctives for bookishness and verbalism that tend to dominate instruction and produce poor learning (13:393). Educators agree that real life experiences are the best available means of learning. The unconscious learning that takes place with them leaves a lasting imprint. However, Hunt and Metcalf cautioned that community resources are tools of learning just as textbooks, motion pictures, and other visual aids. They are not learning ends in themselves and are of little educational value unless they help a student reach useful generalizations. In order to attain maximum value from community resources, they must become an integral part of the learning process obtained through

classroom discussion and study (14:390-91).

Much research has been done in an attempt to determine the value of the field trip as an instructional aid, but the American Educational Research Association reported that:

Since the Dole, Finn and Haban analysis of the field trip as an instructional technique, in which they found the activity to be of considerable value, little recent experimentation has been conducted (18:163).

The American Educational Research Association also reported that:

Howell, comparing the use of filmstrips with field trips in teaching factual knowledge about the dairy and how a newspaper works, found the field trip to be significantly more effective ...and the addition of the filmstrip to the field trip was even more effective (19:164).

Horn summed up the value of the school excursion by the following statement:

(1) They form a connecting link between the school and community and arouse pupil 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 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 various vocations (13:409-10).

Though Horn applied the preceding summation to the school excursion, many of the mentioned values may be obtained from the use of community resources in other ways.

III. LIMITATIONS AND PRECAUTIONS IN USE OF COMMUNITY RESOURCES

Field trips can be used at any grade level and can yield valuable returns when the teacher takes the necessary precautions. One writer stated that:

A carefully planned field trip involves: (1) adequate preparation of class, (2) arrangements, when necessary, with those in charge of the place to be visited, (3) a planned procedure during the visit, (4) checking and synthesizing the results into the larger pattern of instruction (33:421).

Planning precedes any successful field trip. Pupils or teachers who have previously visited the place may give a general description of what to look for during the trip. Pictures and articles concerning the industry may be used to point out some key points or to arouse interest. The object is to prepare the pupil to observe. It might be helpful to raise a series of questions and request each pupil to be prepared to ask one important question. It might be well to assign special aspects to designated groups of pupils. If each pupil feels responsible for at least one specific point, the trip will be regarded with more sincerity, thereby increasing the value of the learning situation (33:421).

The teacher should make arrangements with those in charge before taking a class to a bank, store, factory, museum, or court. This will avoid disappointment and will

insure appreciation of the purpose of the teacher (33:421).

Wesley joined other social studies authorities in emphasizing that the principal should always be consulted before a group is taken from the school grounds. The principal may secure the consent of the parents, because insurance and cost of transportation almost always necessitates a desire on the part of the parent for the child to take part in the activity. Sometimes arrangements can be made with parents to furnish transportation. Proper conduct should always be emphasized by the teacher (33:421-22).

Educators agree that the visit should always be evaluated. Letters of appreciation should always be sent. Reports to parents or principal, oral reports to the class or assembly, sketches, and models are some forms that may be used in checking the results of the field trip.

One writer suggested that the use of community resources involves careful attention and study. Opposition and suspicion can easily be awakened by inquiries into wages, rent, political beliefs, sanitary conditions, and religious attitudes. Teachers should be alert enough to sense the areas of possible danger and proceed in these areas with caution. An overly zealous student can easily alienate a patron and raise insurmountable obstacles. The teacher must be aware of these obstacles and seek to study the community in an inoffensive manner (33:414-15).

Some educators felt that terminology used in reference to activities that take pupils out of the classroom is quite important. "The terms field trip and field study are preferable in that they suggest serious work.... There is a tang of irresponsibility about the terms journey and excursion" (13:404). The terminology is relatively unimportant but should be in the mind of every teacher who uses community resources. The major point of importance back of the trip is helping pupils get first hand contact with real life (13:405). The precautions mentioned here are to be truly considered as precautions: they do not justify failure to use community resources. They merely indicate the need for courtesy and diplomacy on the part of the teacher who uses them (33:415).

Up to this point, no mention has been made of the resource visitor. Persons should be utilized who can express themselves in a satisfactory academic fashion before a group. Grambs, Iverson, and Patterson offered the following check list for evaluating resource visitors:

1. Is he interested in pupils or education or does he have a negative attitude toward young people?
2. Does he ordinarily speak in an overly academic fashion?
3. Does he ramble and constantly get off the subject?
4. Is he a jokester?

5. Does he express strong prejudices?
6. Will students confuse him or offend him?
(11:206)

When an individual is checked against this or a similar listing and it is decided that he would be a good resource person for a group, steps should be made to prepare him for the visit. Grambs, Iverson, and Patterson offered the following check list to insure a wholesome and worthwhile learning experience for the class:

1. Brief the visitor ahead of time. (Give him a list of student questions.)
2. Prepare an introduction.
3. Request permission to interrupt.
4. List questions on the board.
5. Use a group interview.
6. Prepare the class for the visitor
(11:207-8).

As in the case of field trips, letters of appreciation should always be sent for any service rendered the school by citizens of the community. Class evaluation of a resource visitor should never be permitted unless he was unusually good. However, notes about the effectiveness of the visitor should always be entered in the resource file.

How can we make sure we are using the right kind of resources? The next section of this chapter is devoted to pointing out the resources that are good for instructional purposes.

IV. NATURE OF COMMUNITY RESOURCES THAT ADAPT THEMSELVES TO USE IN THE SOCIAL STUDIES

Most writers in this field have some suggestion for listing the resources of a particular community, some of which are included in this section. According to one set of authorities:

The resources of a community may be divided into: (1) physical phenomena, such as hills, soil, roads, factories, mills, books, museums, and other material things and places which can be visited; (2) social institutions, such as families, parties, courts, unions, teams, and clubs; and (3) such intangibles as customs, ideas, beliefs, traditions, and attitudes (34:382).

Another writer offered the following check list for studying the community (16:323-4):

1. Excursions (industries, museums, etc.): _____
2. Resource visitors (come to your class-- panel or individual): _____
3. Radio resources (travel programs, historical plays): _____
4. Published materials (newspapers, libraries, chamber of commerce, bulletins): _____
5. Persons to interview (travelers, policemen): _____
6. Welfare and service organizations (Red Cross service clubs): _____
7. Service projects (relief programs, clean-up): _____
8. Possible field studies (housing, safety): _____
9. Visual resources (pictures, relics): _____

10. Local current events (campaigns, drives):

11. Resources within the school (collections of materials, teachers who have traveled): _____
12. Community recreational resources (pools, camping facilities): _____
13. Population resources (individual, folk festivals): _____
14. Others: _____

Another set of authorities suggested the following as community resources:

(1) Trips of excursion; (2) Guest speakers who come to the classroom; (3) Interviews with persons in the community who can supply needed data; (4) Use of documentary and audio-visual materials from the community which include: (a) Records of state and municipal agencies, (b) Local newspaper files, (c) Materials published by community, (d) Groups; labor union business, (e) citizens groups, veteran's organizations and the like, (f) U.S. census reports, (g) Publications of historical societies, (h) Published findings of community surveys, (i) City directories and telephone books, (j) Recordings of local radio programs, and (k) Locally produced motion picture films or pictures; (5) Community surveys made by students. Objects of study might include: (a) occupations, (b) industries, (c) housing, (d) attitudes and beliefs of community residents, (e) transportation and communication facilities, (f) public and private welfare agencies at work, (g) income distribution, (h) business practices, and (i) taxation (14:389-90).

The use of the various resources will depend upon needs, maturity, and experiences of the pupils and the diplomacy with which the teacher handles them.

In the next section of this chapter an effort is made to show how educators in other areas discovered and

made use of some types of resources.

V. METHODS USED IN OTHER AREAS IN MAKING COMMUNITY SURVEYS

Harap, George Peabody College for Teachers, deemed it highly desirable in making use of community resources to begin with a survey of the life of the community. He pointed out that ten to fifteen phases deserve attention when a community survey is undertaken. The following were included in his listing:

(1) Brief history of the county, (2) topography and natural resources, (3) population, (4) health, (5) home and family life, (6) recreation, (7) government, (8) organized group life, (9) economic life, (10) communication and transportation, (11) the arts, and (12) public and private welfare work (31:450).

Information about these may be secured through observation, interview, and study of statistical reports and other documentary sources. The public library, the chamber of commerce, the local newspaper, and governmental agencies often have necessary data. Local and regional studies have been made by relief agencies during the last few years. The use of these agencies will save much gathering of direct information (31:451).

Once survey data have been gathered and conveniently organized, the next task consists of segregating those community resources which form the basis of a good learning

situation (31:451).

Anna B. Jones, Principal, Cucamonga School, Cucamonga, California, reported that a study of their community began with the first grade. The train that passed the school was the springboard for the study. They visited and built models of the tracks, engines, cars, depot, and roundhouse for the engines.

The second step was to visit the homes of people of several economic levels to broaden understanding of housing conditions. The next step was a study by the second grade of the various kinds of farms and what they did with their products. Models of many of the things seen at these farms and ranches resulted from these excursions.

The third grade studied the community more completely by comparing it with neighboring communities. They studied and visited government and business institutions and a public library (31:458-60).

This principal further reported that the fourth grade, during a study of wild life, studied with interest the animals of other countries. This was stimulated with a journey to neighboring zoos and parks in Los Angeles.

Another fourth grade group, during their study of China, visited Chinatown where they saw Chinese shops and Chinese vegetable gardens. Arrangements were also made to have a Chinese exchange student from a neighboring college

speak to the group on customs of her native land.

The fifth grade, during a study of the Westward Movement and the Pony Express, took a journey to a museum about twenty miles away where there is an extensive collection of pioneer exhibits. The owner of the private museum took time from his commercial activities to guide the children during the excursion (31:460-61).

The Jones report went on to say that the upper grades also took part in this community program. The sixth grades went on an excursion to the Southwest Museum of Los Angeles after they had made an extensive study of primitive man. There they saw a reproduction of La Brea Pits' skeletons of prehistoric animals and men, the Theodore Roosevelt collection of wild animals, ancient mummies, and collections of weapons, tools, conveyances, and other things used in ancient times.

At Riverside, California, a distance of twenty-one miles away, is an Indian school known as the Sherman Institute. This was visited by the seventh and eighth grades, who brought back many ideas for class activities, including the weaving of beaded belts and ornaments and the production of huts and villages belonging to different tribes of Indians.

Another group visited an old Spanish ranch house of early California days. The property, within six miles of

Cucamonga, is one of the original ranches established under Spanish grant. Since it is being preserved with the old furniture and living quarters intact, it offers an excellent opportunity for children to gain a cultural background of early California (31:461-64).

Catherine Lipe, a primary teacher in the DuQuion, Illinois, public schools, reported that a second grade group was motivated to study its community by a picture book brought to school by a pupil, showing various community workers--policemen, firemen, mail carriers, etc. After the pupils examined the pictures, they wanted to draw pictures representing the various occupations. The next day, children told of occupations, such as those of filling station attendants and grocery clerks which they had noticed on their way to school. They were encouraged to tell how the different workers contributed to the community welfare. When one little boy brought a box from home and announced that since his father had a grocery store, he was going to make one, the group was very interested. Then the suggestion came that they build other buildings. Finally, the suggestion came, "Let's build a town."

The children decided it would be necessary to make a trip down town. The trip was planned and made by the group. They then decided to make the following buildings:

grocery

railroad station

bank

restaurants
bakery
fire station
hospital

clothing store
filling station
post office
theater

church
school
houses

Committees were appointed to build the various structures.
Each child decided what he wished to build (31:472-75).

This teacher reported that the pupils were often called together to serve as mutual resource persons for each other. Since particular interest was shown in some of the points in the community, special trips were taken to those institutions and they were discussed in greater detail. The children made books that contained pictures and individual and group compositions about the different phases of community life. An assembly program was presented at the end of the study in which the children showed their buildings, made talks, and read some of their compositions (31:474).

CHAPTER III

COMMUNITY RESOURCES OF JACKSON PARISH

In this chapter an attempt will be made to list the findings of this study in an organized fashion. The first section is devoted to acquainting the reader with the area included in the study and an identification of some of the social institutions and intangibles that are community resources. The remainder of the chapter includes (1) a table containing an alphabetical arrangement of resources that may be used for field trips, (2) a table containing an alphabetical listing of city and federal government agencies that will furnish resource persons or information, (3) a table listing some resource persons who have had broad travel experiences, (4) a table listing resource persons with historical knowledge, and (5) some suggested units of study in which these resources could be of unlimited value.

I. BACKGROUND INFORMATION ON JACKSON PARISH

Jackson Parish is located in the north central part of the state of Louisiana, thirty-seven miles south of the Arkansas line. It is bounded on the north by Lincoln Parish, on the east by Ouchita Parish, on the south by Winn Parish, and on the west by Bienville. According to

figures obtained from the Department of Geological Surveys, it has an area of more than 500 square miles and a population of 15,791.

Though Jackson Parish is considered by Louisianians to be the hilly section of the state, according to relief maps, the land surface is all between sea level and 300 feet in height. About one half of the land surface is covered with pine trees. Within the past four years, many of the deciduous trees have been cut throughout the area and replaced with pine seedlings. A small portion of the timberland still consists of oak, sweet gum, maple, sycamore, black walnut, hickory nut, cedar, beechnut, pecan, and chinquapin trees.

Two small lakes, three large creeks, and numerous streams make up the natural waterways of the parish. Many private citizens of the parish have built ponds on streams that cross their property, for fishing and watering cattle. A small portion of the land is used for truck farms on which are grown watermelons, peaches, corn, and black-eyed peas.

Through inquiry and totaling of the amount of land used in commercial dairy and poultry farming, the present writer found that a total of 175 acres are used for these purposes. This includes four dairy farms and two poultry farms. The remaining land is used as building sites for

industries, homes, businesses, churches, schools, and other public and private buildings.

According to the 1960 census report, about one fourth of the parish population is centered around Jonesboro, the parish seat, while other small segments of the population center around the small towns and villages of Hodge, Chatham, Quitman, Vernon, Eros, Clay, Western, and Pumpkin Center. The remaining negligible portion of the population is scattered throughout rural areas of the parish.

U.S. Highway 167 is the only major highway that runs through the parish, but several state and parish roads are used as travel routes. All state roads are hard surfaced, but some of the local roads are graveled or plain dirt. No passenger trains run through the area, but the variety of freight shipped over the Rock Island railroad can give pupils some idea of the function and importance of trains.

Little mention is made in this report of the study of social institutions because (1) a listing of families is always available in the registration files, (2) the only party under which one may register in the parish is the democratic party, and (3) the only sports teams found in the parish are those organized by the schools. There is sufficient representation of courts and clubs to

justify a listing as resources.

Both city and parish courts are held in the Jackson Parish Court House at Jonesboro, Louisiana. Permission is sometimes granted high school classes to sit in and watch court proceedings. To secure permission for court visitation, Mr. Carey Staples, Clerk of Court, or Mr. Fred L. Jackson, District Attorney, may be contacted.

Clubs that warrant mention in this report are the American Legion Lillie Ceasar Post 577, Veterans of Foreign Wars, and the Jonesboro-Hodge Lion and Garden Clubs. These clubs are all willing to render whatever service possible to the schools.

There are certain intangibles that are difficult to identify in the type of study reported here. Among this group are customs and traditions. Brief mention is made here of two highly defined customs of the citizens of Jackson Parish.

It is the custom in Jackson Parish to have separate facilities for the Negro and White races. Advocating integration is not practiced in the classrooms. The only variation to the custom of segregation is in shopping centers, some churches, banks, insurance and investment companies, courts, and storage places.

It is also a custom to approach the issues of birth and sex with the greatest caution in the program of

instruction.

In order that the reader may have further background knowledge of the Parish, a brief history of the parish is given here. Educational data and religious opportunities are also pointed out. Mention is also made of health, welfare, and recreational facilities available in the parish.

According to the local paper (27:6/9/60), Jackson Parish was cut from the original boundaries of Claiborne Parish in 1845. The early settlers in the parish were shown in the 1850 census. Some of the settlements can be traced as far back as 1815, when Northeast Louisiana was heavily populated by Indian Tribes.

The population of Jackson parish in 1850 was 5,647. The 1950 census of Jackson parish showed a population of 15,434, and the 1960 census gives the population as 15,791.

An earlier edition of the same paper (27:6/2/60) stated that for a long time the only livelihood in Jackson parish was farming. Not until 1900 did a railroad pass through the parish. At this time the South Arkansas Railroad was constructed. Shortly after the first railroad was completed, the construction of sawmills, to make use of the beautiful pine trees, was begun. The Tremont Lumber Company and the Wyatt Lumber Company were the first to

locate locally. Then Davis Brothers Lumber Company of Ansley and the Hodge-Hunt Lumber Company of Hodge located in the area. The Hodge-Hunt Company sold to the Southern Advance Paper Mill--now known as Continental Can Company. The Continental Can Company provides employment for a large percentage of the parish population, as well as a market for the huge pine tree farms throughout the area. The huge payrolls issued by the company increase greatly the economic status of the parish.

During the time when Jackson parish was predominantly a farming area, the parish seat was located at Vernon, but with the coming of the sawmills there was a population shift and the center of government was moved to Jonesboro (27:6/2/60).

Superintendent J. D. Koonce gave the following data on the Parish schools at the close of the 1959-60 session. There are twelve public schools in the parish, with 186 teachers. The average enrollment for the 1959-60 session was 4045.7. The seven schools for Whites had a total of 2,485 at the close of the session, while the five schools for Negroes had only 1,539.

There are numerous churches of many faiths. There is a Catholic Church, a Seventh Day Adventist's Church, several Churches of Christ, Methodist and Baptist Churches, and a Pentecostal Church to help citizens of Jackson Parish

enjoy religious freedom.

The Public Health Unit, the Charity Hospital, and the Public Welfare help to supply the physical needs of destitute people in the parish. They work toward raising the standards of health through preventive and corrective measures. Dekle's, Robinson's, and McDonald's Clinics of Jonesboro accommodate many of the people in the parish who can afford to pay for the medical attention they need. The Hodge Clinic and private offices of Dr. A. A. Meredith, Dr. W. W. Spillers, Dr. J. T. Stinson, Dr. E. Blume, Dr. M. M. Hearne, and Dr. J. Paul Peters offer further medical aid to people who can pay for it. The local Chapter of the American Red Cross offers emergency aid to citizens of the area when it is needed.

There are no public parks except wide areas that have been cleared and are used as parks. Separate swimming pools are provided for the races by the town of Jonesboro. There are separate buildings for recreation, with no equipment for the Negroes and little for the Whites. Private citizens offer the only supervision administered at these buildings. Fishing in ponds, lakes, and streams is one of the leading sports of citizens of the area.

Examples of any kind of store can be found within the trade areas of Jonesboro, Chatham, and Hodge where people of the parish can carry on buying and selling.

The important industries and some of the businesses have been studied as possible resources to broaden the pupils' knowledge in the schools, and are reported in this study. Some resource people are listed. A suggested form is given in Appendix C to help teachers find other resource persons in the area of their schools.

Table I contains an alphabetical listing of resources that can be used for field trips. Each entry contains basic information pertinent to effective use of that particular resource.

Table II contains an alphabetical listing of city and federal government agencies that will supply resource persons or information, with descriptive data.

Table III contains a listing of persons with broad travel experiences. Listings of the collections from the areas visited by these individuals were included, along with pertinent information on each entry.

Table IV lists persons with knowledge of the history of the parish. Since these are retired persons, no mention is made of best days and times. They are available almost anytime that arrangements are made with them. They will serve as resource persons for interviews as well as resource visitors.

This table, like Table III, is very incomplete, but through the employment of personal knowledge, interviews,

and the card form suggested in Appendix C, individual teachers can discover many more such resources.

II. SUGGESTED UNITS OF STUDY IN WHICH
THE RESOURCES MENTIONED IN THIS STUDY
WILL BE OF GREAT VALUE

Utilization of the resources mentioned in this study would add unlimited enrichment to such units as are listed below. Items marked with an asterisk were taken from a suggested list in the National Council for Social Studies' Yearbook (29:30-31). The few others added to the list were found by the author to be highly enriched through the use of some of the listed resources.

People in Our Community

Businesses in Our Community

* Safety in Our Community

Industries in Our Community

* Social Welfare in Our Community

* Recreation in Our Community

* Newspapers in Our Community

* Government in Our Community

* Public Opinion in Our Community

* Taxes We Pay in Our Community

* Housing in Our Community

* Buying in Our Community

- * Education in Our Community
- * Communication in Our Community
- * Transportation in Our Community
- * Appreciating Our School
- * Our Community: What It Is
- * Health in Our Community
- * Vocations in Our Community
- * Wealth in Our Community
- * Politics in Our Community
- * Workers in Our Community

Many such units that arise in the social studies areas can utilize these resources and produce a type of learning that cannot be duplicated by any other means.

TABLE I

RESOURCES THAT CAN BE USED FOR FIELD TRIPS

A. CONTINENTAL CAN COMPANY

Address and Location	Hodge, Louisiana--Inside city limits on highway 167
Phone	4421 ext. 215
Person to Contact	(1) Dallas Henry, Safety Director (2) Garla Henley, Employment Supervisor
Nature of Activity (Specific description of educational activities, contributions, etc.)	Steps in Papermaking can be seen: 1. Transporting wood to plant 2. Conveying wood into plant 3. Barking process 4. Chipping 5. Washing of wood 6. Screening process 7. Washing of cooker 8. Paper machine 9. Bag mills 10. Finishing products
Limiting conditions (Group size, safety hazards, seasonal factors, etc.)	1. Ten to group 2. Larger groups served by using more than one guide 3. Follow safety instructions 4. Not suggested as learning experience for pupils under sixth grade 5. Not considered safe for children under sixth or seventh grade
Time Required	At least one hour
Best Days and Times	Any school day or hour
Comments	Very interesting and informative as a resource

TABLE I (continued)

B. HUNT'S LUMBER COMPANY

Address and Location	Danville, Louisiana, 8 miles south of Jonesboro, Louisiana
Phone	3523
Person to Contact	Alex Hunt, Co-Owner
Nature of Activity (Specific description of educational activities, contributions, etc.)	The Lumbermaking Process can be seen: <ol style="list-style-type: none"> 1. Logs being brought into mill 2. Logs being cut into lumber by huge saw 3. Stripping of bark from sides of lumber 4. Conveying of logs and lumber through finishing machine
Limiting conditions (Group size, safety hazards, seasonal factors, etc.)	<ol style="list-style-type: none"> 1. Fifteen to twenty in group 2. Not recommended for children under fifth grade 3. Unsafe for primary children
Time Required	Forty-five minutes
Best Days and Time	Daily
Comments	Permission is often granted to visit the Wyatt branch located on Highway 169, south of Jonesboro, Louisiana

TABLE I (continued)

C. JACKSON GIN, ICE, & COLD STORAGE

Address and Location	524 Hudson Avenue Jonesboro, Louisiana
Phone	2531
Person to Contact	Joe Allen, Owner
Nature of Activity (Specific description of educational activities, contributions, etc.)	The following processes will be demonstrated: <ol style="list-style-type: none"> 1. Water coming in to fill the huge freezing units 2. Putting in chemicals to aid in freezing 3. Conveying down belt where ice is cut into pieces of various sizes 4. Huge machines that crush ice and let it out into bags
Limiting conditions (Group size, safety hazards, seasonal factors, etc.)	Twenty to twenty-five to group Suggested for children above third grade
Time Required	Twenty minutes
Best Days and Time	Appointments any day that freezing is in process
Comments	Very interesting and informative

TABLE I (continued)

D. JACKSON PARISH BANK

Address and Location	201 Main Street, Jonesboro, Louisiana
Phone	2343
Person to Contact	Paul Stinson, Manager; William McDonald, Second Vice-President
Nature of Activity (Specific description of educational activi- ties, contributions, etc.)	The following observations can be made: 1. Check certification and cashing 2. Check monogramming 3. Deposits being made 4. Mimeographed copies of assets and liabilities 5. Huge vault where valuables are kept 6. People at work
Limiting conditions (Group size, safety hazards, seasonal factors, etc.)	Twenty to twenty-five to group Suggested for children above eighth grade
Time Required	Twenty minutes
Best Days and Time	Appointments weekdays except Wednesday
Comments	Very interesting and informa- tive

TABLE I (continued)

E. JACKSON PARISH PUBLIC LIBRARY

Address and Location	North Polk Avenue, Holiday Building, Jonesboro, Louisiana
Phone	None
Person to Contact	Shirley Brothers, Librarian
Nature of Activity (Specific description of educational activities, contributions, etc.)	<ol style="list-style-type: none"> 1. Look at book display 2. Select books about topics of interest 3. Listen to story or ask questions about any phase of interest 4. Recordings (musical or story) will be played on request 5. Recordings may be borrowed at this time for school use 6. Acquaint pupil with facilities
Limiting conditions (Group size, safety hazards, seasonal factors, etc.)	<ol style="list-style-type: none"> 1. Can be visited only by Whites 2. Is suited for any grade level 3. Can accommodate any normal sized class 4. Negroes may use only scheduled bookmobile service while Whites may add this service to library visits
Time Required	Teacher's choice
Best Days and Time	Appointment
Comments	Excellent resource for research projects

TABLE I (continued)

F. JONESBORO FIRE DEPARTMENT

Address and Location	101 Fourth Street, Jonesboro, Louisiana
Phone	2385
Person to Contact	Mayor L. O. Tait
Nature of Activity (Specific description of educational activities, contributions, etc.)	1. See fire trucks and firemen 2. Firemen will demonstrate course of action taken when an alarm is turned in
Limiting conditions (Group size, safety hazards, seasonal factors, etc.)	1. Suggested for field trips for primary children only 2. Committees from upper grades and high schools may visit when the fire department may be of service to any of the problems that arise in their learning situation
Time Required	Thirty minutes
Best Days and Time	Any school day or hour
Comments	Fire department welcomes any grade level but author feels that the learning experiences from this trip are more beneficial to primary groups

TABLE I (continued)

G. JONESBORO LOCKER PLANT

Address and Location	Highway 167 between Hodge and Jonesboro, Louisiana
Phone	2196
Person to Contact	1. Lee Watkins, Manager 2. Deno Alberti, Owner
Nature of Activity (Specific description of educational activi- ties, contributions, etc.)	The following will be shown: 1. Getting ready for slaughter 2. Slaughtering of beef and pork 3. Processing of meat 4. Cutting 5. Curing 6. Lockers 7. Chill room
Limiting conditions (Group size, safety hazards, seasonal factors, etc.)	1. Twenty to twenty-five to group 2. Follow instructions for complete safety 3. Slaughtering not suggested for smaller children because it might appear cruel
Time Required	Thirty minutes
Best Days and Time	Daily contact for appointment
Comments	Slaughtering should probably be omitted by all elementary children. Owner will be happy to show room when not in use

TABLE I (continued)

H. JONESBORO POWER & LIGHT CO.

Address and Location	100 Fourth Street, Jonesboro, Louisiana
Phone	2561 or 2385
Person to Contact	1. Mayor L. O. Tait 2. Carey M. Staples, Clerk of Court
Nature of Activity (Specific description of educational activities, contributions, etc.)	1. See huge generators that produce electricity 2. See how electricity is channeled out to various parts of the city
Limiting conditions (Group size, safety hazards, seasonal factors, etc.)	1. Ten to group 2. Very dangerous when safety precautions are not followed to the letter 3. Not suggested for children under fifth grade
Time Required	Thirty minutes
Best Days and Time	Daily by appointments
Comments	The terrific danger here would justify use only on rare occasions. Not suggested for entire class excursions

TABLE I (continued)

I. JONESBORO STATE BANK

Address and Location	115 Main Street, Jonesboro, Louisiana
Phone	2133
Person to Contact	Harold Allen, Manager
Nature of Activity (Specific description of educational activities, contributions, etc.)	The following can be seen: 1. Check monogramming 2. Check certifications 3. Deposits being made 4. Mimeographed copies of assets and liabilities 5. Huge vaults where bonds, money, and other securities are kept
Limiting conditions (Group size, safety hazards, seasonal factors, etc.)	Twenty to twenty-five to group
Time Required	Thirty minutes
Best Days and Time	9 a.m. - 2 p.m. Mon., Tues., Thurs., Fri.
Comments	Most suited for high school students

TABLE I (continued)

J. KTOC RADIO STATION

Address and Location	624 Hudson Avenue, Jonesboro, Louisiana
Phone	4600
Person to Contact	1. T. L. Colvin, Co-Owner 2. Ansley Colvin, Co-Owner
Nature of Activity (Specific description of educational activities, contributions, etc.)	The following procedures will be demonstrated: 1. Receiving news reports 2. Messages being sent out by person 3. Recordings of transcribed messages and how they are sent out
Limiting conditions (Group size, safety hazards, seasonal factors, etc.)	Twelve to fifteen to group
Time Required	Twenty minutes
Best Days and Time	Any day or time by appointment
Comments	Could be combined easily with field trip to printing office

TABLE I (continued)

K. McBRIDE'S HATCHERY

Address and Location	Chatham Road, Jonesboro, Louisiana
Phone	6081
Person to Contact	E. D. McBride, Owner
Nature of Activity (Specific description of educational activities, contributions, etc.)	The following procedures will be demonstrated: 1. Uncrating and placing of eggs in commercial incubators 2. Methods used for keeping eggs at correct tempera- ture for hatching 3. Baby chicks and how they are cared for and packed for shipment
Limiting conditions (Group size, safety hazards, seasonal factors, etc.)	Any size group Fall and Spring seasons for incubating
Time Required	Forty-five minutes
Best Days and Time	Any day or time during Fall or Spring by appointment
Comments	Most suited for elementary children

TABLE I (continued)

L. PINE TREE NURSERY

Address and Location	Danville Road, Jonesboro, Louisiana
Phone	6214
Person to Contact	James Rushing, Nurseryman
Nature of Activity (Specific description of educational activities, contributions, etc.)	1. Demonstrations 2. Lifting and packing of small pine trees can be seen 3. Seed and planting
Limiting conditions (Group size, safety hazards, seasonal factors, etc.)	1. Any size group 2. Entirely safe 3. Most interesting for elementary children
Time Required	One hour
Best Days and Time	Fall (Saturday and Sunday out)
Comments	Fascinates smaller children Seedling of much interest to larger children

TABLE I (continued)

M. SOUTHERN BELL TELEPHONE COMPANY

Address and Location	321 Allen Street, Jonesboro, Louisiana
Phone	Al 5-9011
Person to Contact	E. D. Cowan, Group Manager 200 North Bonner Street Ruston, Louisiana
Nature of Activity (Specific description of educational activities, contributions, etc.)	The following will be shown: 1. Large automatic switch- board that receives and sends out messages 2. Operator at work sending messages to all parts of the country
Limiting conditions (Group size, safety hazards, seasonal factors, etc.)	Fifteen to twenty to group
Time Required	Forty to forty-five minutes
Best Days and Time	By appointment
Comments	Excellent for communication study and for units on progress of science

TABLE I (continued)

N. THE JACKSON INDEPENDENT

Address and Location	624 Hudson Avenue, Jonesboro, Louisiana
Phone	2551
Person to Contact	1. T. L. Colvin, Co-Owner 2. Ansley Colvin, Publisher
Nature of Activity (Specific description of educational activities, contributions, etc.)	1. Watch news reports being received 2. See the linotype machine 3. Watch type setting 4. Watch small press printing small papers 5. Watch huge press print and cut newspapers
Limiting conditions (Group size, safety hazards, seasonal factors, etc.)	1. Small office, so group from twelve to fifteen are desired 2. Safe when directions are followed as guides take children through
Time Required	Thirty minutes
Best Days and Time	Wednesdays by appointment on day
Comments	Owner quite receptive and willing to supply information

TABLE I (continued)

O. TRAINA'S BAKERY

Address and Location	211 Sixth Street, Jonesboro, Louisiana
Phone	2600
Person to Contact	A. J. Traina
Nature of Activity (Specific description of educational activities, contributions, etc.)	Bulk cooky and cake baking can be seen
Limiting conditions (Group size, safety hazards, seasonal factors, etc.)	1. Twenty to group 2. Not recommended for educational value because of the small operation 3. Mass bread baking dis- continued
Time Required	
Best Days and Time	
Comments	Owner agrees with observer that little educational value can be gained from the small scale operation

TABLE I (continued)

P. U.S. POST OFFICE OF HODGE, LOUISIANA

Address and Location	Highway 167, Hodge, Louisiana
Phone	None
Person to Contact	Mrs. Olive De Jean, Postmistress
Nature of Activity (Specific description of educational activi- ties, contributions, etc.)	The following procedures can be observed: 1. Sorting, bundling, and running mail through hand machine for stamping purposes 2. Sorting mail that came in for boxes and placing it in boxes 3. Weighing and determining parcel post rates
Limiting conditions (Group size, safety hazards, seasonal factors, etc.)	1. Any grade level or group size 2. Very safe 3. Must be prompt for scheduled activity
Time Required	Thirty minutes
Best Days and Time	9 a.m. or 2:15 p.m. any day except legal holidays
Comments	Postmistress suggests that the Jonesboro Post Office is so superior to this one it would be most beneficial as an educational experience

TABLE I (continued)

Q. U.S. POST OFFICE OF JONESBORO, LOUISIANA

Address and Location	North Polk Avenue, Jonesboro, Louisiana
Phone	3285
Person to Contact	1. James B. Fain, Postmaster 2. E. P. Hammond, Assistant Postmaster
Nature of Activity (Specific description of educational activities, contributions, etc.)	1. The most modern develop- ments in postal services are practiced in this newly installed post office 2. Mimeographed copies of history and progress of postal services may be secured
Limiting conditions (Group size, safety hazards, seasonal factors, etc.)	1. Any grade level or size group 2. Very safe 3. Must be prompt for scheduled activity
Time Required	Thirty minutes
Best Days and Time	9 a.m. or 2:15 p.m. except legal holidays
Comments	Very modern Post Office, which uses much automatic machinery that is really fascinating

TABLE I (continued)

R. WESTERN UNION TELEGRAPH COMPANY

Address and Location	Scroggin Pharmacy 116 Main Street, Jonesboro, Louisiana
Phone	2181
Person to Contact	Mrs. Evelyn White, Telegraph Operator
Nature of Activity (Specific description of educational activities, contributions, etc.)	<ol style="list-style-type: none"> 1. See the machines as they transcribe dots and dashes into messages 2. Observe the sounds of the different letters 3. Observe typist getting message typed in alphabetical language 4. Ask question about any part of process
Limiting conditions (Group size, safety hazards, seasonal factors, etc.)	Ten to fifteen to group because of small quarters within drug store
Time Required	Various according to the length of time for messages
Best Days and Time	Any time of school except noon
Comments	Very interesting and informative as verification of procedures for sending and receiving messages

TABLE II

GOVERNMENT AGENCIES THAT WILL FURNISH RESOURCE PERSONS

A. AGRICULTURAL EXTENSION SERVICE

Address	Court House Building, Jonesboro, Louisiana
Phone	2452
Person to Contact	W. C. Abbott
Educational Contributions	1. Primarily interested in local agricultural problems 2. Will serve as resource person when issues of social significance in this area arise
Grade Levels	High School
Best Days and Time	Call for appointment

B. ASSESSOR'S OFFICE

Address	Court House Building, Jonesboro, Louisiana
Phone	2151
Person to Contact	J. D. Barr
Educational Contributions	Will serve as resource person when such problems arise as: a. Why pay b. What happens to the tax dollar in our parish?
Grade Levels	High School and Upper Grades
Best Days and Time	Call for appointment

TABLE II (continued)

C. DEPARTMENT OF AGRICULTURE

Address	Sixth Street, Jonesboro, Louisiana
Phone	3306
Person to Contact	William O. Durett
Educational Contribution	1. Would be happy to serve as resource person during stabilization and con- servation study 2. Has mimeographed materials that may be useful
Grade Levels	Upper Grades and High School
Best Days and Time	Call for appointment

D. JONESBORO POLICE DEPARTMENT

Address	Court House Building, Jonesboro, Louisiana
Phone	2385
Person to Contact	Mayor L. O. Tait
Educational Contribution	Would allow policemen to serve as resource person upon request
Grade Levels	Any grade level
Best Days and Time	Any day or time by appoint- ment

TABLE II (continued)

E. LOUISIANA FORESTRY COMMISSION

Address	Walker Road, Jonesboro, Louisiana
Phone	2543
Person to Contact	Gordy Thomas, Forest Ranger
Educational Contribution	1. Will supply information on fire prevention 2. Will serve as resource person
Grade Levels	All grade levels
Best Days and Time	Call for appointment

F. SOIL CONSERVATION DISTRICT REPRESENTATIVES

Address	Sixth Street, Jonesboro, Louisiana
Phone	3219
Person to Contact	L. C. Terry
Educational Contribution	Would serve as resource person during study of conservation
Grade Levels	Upper elementary and High School
Best Days and Time	Call for appointment

TABLE III

RESOURCE PERSONS WITH TRAVEL
EXPERIENCES AND COLLECTIONS

A. VIRGIL ANDERSON JR.

Address	Box 17, Hodge, Louisiana
Phone	None
Travel Experiences	Japan Western Coastal States
Collections	Watch from Japan
Comments	Wednesday afternoon is the only time he can come in

B. FRANKLIN D. BONIER

Address	General Delivery Hodge, Louisiana
Phone	None
Travel Experiences	Korea
Collections	Korean chopsticks
Comments	Excellent resource person for all grades

TABLE III (continued)

C. WILLIE B. CAGE

Address	General Delivery, Hodge, Louisiana
Phone	None
Travel Experience	Hawaii Philippines West Coast States
Comments	Is suggested for upper elementary grades only

D. AUSTIN CUNNINGHAM

Address	Box 141, Jonesboro, Louisiana
Phone	4205
Travel Experiences	Halifax, Nova Scotia, South Pole Rome and Florence, Italy Cuba Germany Eastern Coastal States Greece
Collections	Model of Colosseum Model of Romulus and Remus Statue of Athena Snapshot collection from Rome Alligator bag from Cuba
Comments	Quite learned Capable of serving any age group Active in service but retiring soon. Will serve as resource person during frequent leaves Mrs. Vonzella Cunningham (wife) can furnish information when he can be expected, and has access to articles in his collection

TABLE III (continued)

E. MRS. MAGGIE ENSLEY

Address	General Delivery, Chatham, Louisiana
Phone	None
Travel Experiences	Los Angeles, California Germany Japan France
Collections	Foreign coins, photos taken overseas
Comments	Will serve any grade. College graduate. Write for appointment

F. MRS. LULA HENDERSON

Address	General Delivery, Chatham, Louisiana
Phone	None
Travel Experiences	San Francisco, California Chicago, Illinois St. Louis, Missouri
Collections	Snapshots taken on trips
Comments	Will serve fourth grade and upper elementary

G. ELSIE L. LYNUMN

Address	Route 2, Box 8, Clay, Louisiana
Phone	None
Travel Experiences	France Japan
Collections	None
Comments	Will talk to upper elementary pupils by appointment

TABLE III (continued)

H. JAMES MOORE

Address	Box 136, Hodge, Louisiana
Phone	3520
Travel Experiences	Germany Italy Alaska Mexico
Collections	Mexican gun and hat
Comments	Shy--will talk to upper elementary only

I. GEORGE SHALLOWHORN

Address	Box 562, Hodge, Louisiana
Phone	None
Travel Experiences	Hawaii Pearl Harbor
Collections	Japanese gun, sword and silk
Comments	None

TABLE IV

RESOURCE PERSONS WITH HISTORICAL BACKGROUND

A. JOHN W. BOOKER

Address	Box 383, Hodge, Louisiana
Phone	3698
Background	<ol style="list-style-type: none"> 1. A minister who has traveled the parish for more than 40 years ministering and talking with citizens 2. Is capable of talking with pupils of any grade level 3. May be interviewed by individual or committee

B. LEE GRAY

Address	Hodge, Louisiana
Phone	3375
Background	<ol style="list-style-type: none"> 1. An active, alert citizen who has moved about over parish and observed life many years 2. Suggested for upper elementary

C. JOHN HOPKINS

Address	Hodge, Louisiana
Phone	3042
Background	<ol style="list-style-type: none"> 1. An active, alert citizen who has moved about the parish and observed for many years 2. Suggested for upper elementary

TABLE IV (continued)

D. NED HOPKINS

Address	Route 1, Quitman, Louisiana
Phone	6692
Background	1. A minister who has made contact with citizens for many years 2. Capable of serving any grade

E. MRS. W. W. McDONALD JR.

Address	404 Polk Avenue, Jonesboro, Louisiana
Phone	2176
Background	1. Has background of experience 2. Has done tremendous research 3. Is wife of a member of first family of Jackson Parish

F. A. J. PEARRIE

Address	Box 12, Jonesboro, Louisiana
Phone	3168
Background	1. A retired teacher 2. Will serve any grade 3. Has lived for a long time in parish and served as teacher here 4. Has wealth of information gathered through reading

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to determine available community resources for use in the social studies program of the schools of Jackson Parish, Louisiana. The procedure has been (1) to determine types of resources suited for use in social studies, (2) to determine examples of these types available in Jackson Parish, (3) to secure permission for the use of these resources by the school, (4) to define steps to be employed in the utilization of community resources, and (5) to gather information of value to teachers wishing to make use of the resources. Some units of study in which these resources can be used were also suggested.

II. CONCLUSIONS

The findings of this study indicated that Jackson Parish has instances of every type of resource suggested for educational purposes by foremost authorities in the field of Social Studies. In some instances specific resources suggested are lacking in the parish, but there are enough resources suggested in this study to greatly increase the learning experiences of many units of study

in the social studies' programs.

The following conclusions were drawn:

1. The businessmen and citizens of Jackson Parish are happy that we hope to make wider use of the available resources.
2. All teachers should become familiar with resources of their communities.
3. Community resources must be used properly in order to be profitable.
4. Some other resources may be discovered if teachers become interested enough to look for them.

III. RECOMMENDATIONS

The following recommendations are made:

1. Teachers might use wisely the resources listed in this study.
2. Teachers in other areas of subject matter might determine the usefulness of these resources in their content areas.
3. More resource people of each type listed in the study might be located.
4. The resource file might be constantly revised.
5. Resources might be evaluated often.
6. Other localities might identify their resources and secure permission for their use by schools.

B I B L I O G R A P H Y

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A P P E N D I X E S

APPENDIX A**OUTLINE OF TYPES OF RESOURCES
USED IN COMMUNITY RESOURCE STUDY****I. PHYSICAL PHENOMENA**

- A. Factories**
- B. Hospitals**
- C. Banks**
- D. Lakes**
- E. Roads**
- F. Hills**
- G. Stores**
- H. Soil**
- I. Historical Sites**

II. SOCIAL INSTITUTIONS

- A. Families**
- B. Schools**
- C. Clubs**
- D. Parties**
- E. Courts of law**
- F. Organizations**
- G. Unions**

III. INTANGIBLES

- A. Customs**
- B. Beliefs**
- C. Traditions**

APPENDIX B

COMMUNITY RESOURCE WORKSHEET *

Name of place or speaker _____

Address _____ Phone _____

Person to contact (1) _____ Title _____

Person to contact (2) _____ Title _____

Nature of Activity(Specific descriptions of
educational activities,
contributions, etc.)Limiting Conditions(Group size, safety
hazards, seasonal
factors, etc.)

.

Time RequiredBest Days and Time

.

COMMENTS

*Form from appendix of thesis (22:82)

APPENDIX C

PUPIL INVENTORY FORM FOR LOCATING
RESOURCE VISITORS

Pupil's name _____

Address _____ Phone _____

Age _____ Grade _____

Occupation of parents:

Father _____ Mother _____

Collections of parents:

Father _____

Mother _____

Travel experiences of parents:

Father _____

Mother _____

APPENDIX D

REQUEST FOR APPROVAL OF RESOURCE

VISITOR OR FIELD TRIP

Date _____

School _____ Teacher _____

Grade _____ No. of pupils _____

Name of resource person or place desired for use or visit

Address or Location _____

Date for classroom visit or field trip (1) First Choice

(2) Second Choice _____

Is transportation needed for the resource visitor? _____

If yes, give details _____

Is transportation needed for the field trip? _____

For what unit is this experience planned? _____

Decision

Approved by Principal _____ Date _____