Utilization of Teacher Experiences and Materials as Curriculum Resources in Helix, Oregon, Schools

Lawrence M. Martin
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UTLIZATION OF TEACHER EXPERIENCES AND MATERIALS
AS CURRICULUM RESOURCES IN
HELIX, OREGON, SCHOOLS

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
Lawrence M. Martin
August 1960.
APPROVED FOR THE GRADUATE FACULTY

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Donald J. Murphy

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Maurice L. Pettit
ACKNOWLEDGEMENTS

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Staff utilization, during our lifetime, has become a vibrant element for discussion and concentrated experimentation in education. At this time, tremendous efforts are being directed to a fuller use of the resources we have at hand.

Various approaches have been made to the dual challenges of (a) the increase in curricular content and (b) the recognized teacher personnel shortage.

Some of the more recognized means of furthering staff productivity and increasing the amount of learning accomplished have been (1) recruiting lay people as resource visitors, (2) the use of teacher assistants for routine tasks, (3) hiring of school specialists in subject areas, (4) team teaching, (5) co-ordinate teaching, and (6) exchange teaching.

While some schools and school districts have been able to provide one or more of these types of experiences quite satisfactorily, many others have had to search for newer methods to meet the needs of their own situations.

Probably, first, a school system must consider its objectives. This naturally involves research. This, then, became the prime consideration of the Helix Unified School District.

Kowitz in his article "Problems In Teacher Utilization," points the way to beginning research:

In almost any group, a consideration of the goals of education can produce a lively discussion. Research on teacher utilization must face the morass in order to develop criteria. The use of expert opinions on good practices, or even on good results, was adequate for the early exploratory surveys but as the work becomes more detailed, more objective criteria will be needed (9:25).
The "objective criteria" he mentions of necessity seem to be people-centered. This involves, first, the needs of the students; second, the needs of the teachers; and thirdly, community needs. Then a fuller curriculum offering can be available through a more productive utilization of teacher and material resources.

Taking a look at the resources at hand seemed to be the approach best suited for the Helix school district. An investigation of specific teacher experiences and materials which might aid in meeting the needs of the three groups named above was the approach taken.

The following will report an investigation for the furtherance of staff utilization at Helix, Oregon. It was done under a teacher-resource-availability-plan through which teachers could call upon one another, no matter what grade level, to provide a background of experience and materials for the educational gain of the students.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to determine if teacher experiences and materials in the Helix, Oregon, Unified School District could be (1) identified and inventoried, (2) classified and cataloged, (3) utilized in the curriculum in the form of teacher resource visitors and teacher resource materials, and (4) evaluated as to the increase in the use of teacher personnel and the attitudes toward this usage.

Importance of the study. New ways of accomplishing desirable educational goals are needed, especially in view of increased national emphasis upon our public schools and their responsibilities to prepare us for a richer, fuller, more productive form of life. The probability is that only a
"grass roots" study and investigation, with a thorough analysis of the values gained, can bring us closer to the attainment of more productivity in our student graduates. Such a "grass roots" investigation will be herein described.

Objectives of the study. The investigation attempted to (1) identify and classify individual teacher experiences and materials in the Helix school district which could become valuable as contributions to other staff members' classes, (2) catalog these experiences and materials to make them more easily accessible, (3) set up procedures for facilitating and encouraging the use of resources through in-service training, and (4) evaluate the effectiveness of these experiences and materials in aiding the attainment of educational objectives of the program in which they were used.

II. PROCEDURES OF THE STUDY

Identifying information. An attempt was made to identify special talents of staff members and the materials they possessed which could be used in another teacher's classroom. Also attempts were made to identify experiences the staff had had previous to the investigation and the curricula areas assigned them during the time of the investigation.

Classifying and cataloging information. After identifying the specialities, an attempt was made to classify by subject areas and catalog by specialty title the individual visitation and materials possibilities.

Utilizing information. Attempts were made to determine the amount of utilization of these resources by individual teachers and the subject areas in which this utilization was
accomplished. Inservice training was conducted to further this utilization.

**Evaluating information.** Evaluation was attempted by comparing the faculty acceptance or rejection of the desirability of such a program. An attempt was also made to uncover representative reactions of requesting teachers to visitations and materials. Comparisons were made between the beginning and end of a school semester.

### III. LIMITATIONS OF THE STUDY

No attempt was made to evaluate through formal measuring instruments any learning gained from this program.

Evaluation by the students of the school district under consideration or by community members was not attempted.

Neither was there an attempt made to investigate the use of lay people as resources, although much of this activity was carried on in the school program during this investigation.

This study was first initiated in the fall of 1959, but actual carrying out of the experimental program was conducted only during the second semester of the 1959-1960 school term.

### IV. DEFINITIONS OF TERMS USED

The following definitions will be used as a basis for communication in this report.

**Teacher experiences.** This refers to educational backgrounds, specialties, interests, hobbies, work background, activities, and travels of each member of the teaching staff within the Helix, Oregon, Unified School District.
**Teacher materials.** These are collections, hobby pieces, audio-visual devices, periodicals, pamphlets, and learning aids in the personal possession of each member of this teaching staff.

**Teacher resource visitor.** This term covers each educational staff member of the school district who possesses experiences or materials of use as a supplementary or complementary aid in furthering the educational objectives within another staff member's classroom.

**Staff utilization.** This refers to employing the experiences and the acquired educational materials of the teaching members of the school district for the fulfillment of educational objectives of the school program.

**Requesting teacher.** This is a teaching staff member of the Helix, Oregon, Unified School District who wishes to utilize the background of experience and materials of another staff member.

**Participating teacher.** This is a staff member of the district who has a background of experiences and/or materials which aids another staff member in meeting educational objectives in his particular area of study.

V. KEY GUIDE QUESTIONS FOR STUDY

The guide questions for this study were as follows:
1. Can Helix, as a small unified school district, utilize an exchange program of teacher resources?
2. Would the close working relationship of the staff in the Helix district add to the feasibility of this program?
3. Can teacher resources be identified, cataloged, utilized, and evaluated?
4. Can curricular areas and their frequency of coverage by the Helix staff be determined?

5. Can subject areas where there is evidence of teacher experience and/or competence be determined?

6. Do particular subject areas present a greater feasibility for utilization of resources from contributing teachers?

7. Will resources, identified as the program progresses, tend to be used because they are discovered and brought out by felt needs?

8. Do teachers' backgrounds and years of experience contribute to an awareness of their own and other teachers' needs?

9. Will teachers with preparation in "education" use and contribute more resources than teachers with "academic" preparation?

10. Will teachers tend to contribute resources on a grade level closely aligned with their own?

11. Can frequency of use be a basis for evaluating the worth of these resources?

12. Is there feasibility in furthering staff utilization through an exchange program of teacher resources?

VI. OVERVIEW OF THE REMAINDER OF THE REPORT

Chapter two will present a review of the literature on staff utilization and teacher resources.

Chapter three will describe the setting for the study and instruments used.

Chapter four will cover the techniques used with the instruments and the results obtained.

Chapter five will contain the summary and conclusions from the study.
A complete bibliography of recent literature in the areas of the study will follow chapter five.

The appendix of instruments used will follow this bibliography.
CHAPTER II

REVIEW OF THE LITERATURE

A great deal has been done in the past decade or two in school utilization of community resources. Field trips and excursions have almost become commonplace in connection with units of study. This is now an accepted part of most schools' curricula. Resource visitors from the community, such as the fireman, policeman, and doctor, have all been brought into the schools to aid in the total enrichment program. This, too, has provided experience opportunities commensurate with the needs arising from a classroom groups' study.

These areas have already been explored and utilized by the school district under consideration. But it appeared to this investigator that within that school district there existed a virtual storehouse of untapped experiences and materials.

I. LITERATURE ON TEACHER RESOURCES

Availability of resources. This storehouse of resources was seen to consist of the educational backgrounds, specialties, interests, hobbies, collections, materials, experiences, activities, and travels of the teaching staff within the elementary and secondary schools of the community within which the investigation was conducted. In the words of Woodbury (25:33) "there is one major and rich source for curriculum enrichment as well as general school operation assistance which has been overlooked very largely by most communities--the 'human resource.'"

Walker maintains that all too often teachers fail to make the best use of materials about them. Our surroundings
are filled with invaluable sources of information on all subjects and areas. He reasons that the absence of a planned effort on the part of the school to identify the kinds and sources of usable materials and information and to make provisions for their employment initiates this failure (21:43).

It would seem, then, that a method of identifying materials and specialties for effective teacher utilization is needed. Identifying each member of the teaching staff in regard to experiences, travel, and education would be an initial step to take in opening up the presumed storehouse.

While Woodbury emphasizes the tapping of community laymen as "human resources" (25:33) and while schools have come to realize that people within the school area are tremendous sources for materials, experiences, and instruction; schools are not capitalizing fully on the talents of the teachers at hand. The added advantage of using teachers as source persons is that they are trained for teaching and guiding children's learnings.

Is there any way of knowing that even a well organized plan would lead to successful application? Would this method of teaching be appropriate to specific situations? In answer to these questions, Trump says:

Research does not indicate that any one method of teaching is best for all teachers in a given situation; there is no reason to believe that the present methods of teaching, which are based more on tradition, opinion and common practice than on the findings of research, are the best utilization of the teaching staff (19:82).

School specialist. It is indeed true that, in most instances, the high school instructor is a specialist in his field. True also is the observation that specialists for elementary schools are becoming more frequently used, predominantly in subject areas such as music, art, physical education, speech, and reading. It is not hard to visualize the
continued growth of such programs, especially in larger school systems. But small districts may never have these services due to the prohibitive cost. Perhaps smaller schools can have educational specialists through teacher exchange.

In viewing the trend of teachers to specialize in teaching rather than in subject matter areas, Ward (22:65) predicts the expansion in the range and depth of what must be taught in both elementary and high schools.

People provide experiences for each other, and it seems feasible that a variety of people could widen the scope of learning in a classroom. Hillard believes that for good teaching, children must be provided a potential for wide ranges of learnings, and to do this the experiences of any classroom must be wide and varied (7:33).

The periodical literature is filled with suggestions on effective staff usage. Much research is being done and has been done in this area, and there is still much disagreement among the researchers. An effective analysis of the current trends was presented by Kowitz through a triple phased review of approaches:

Consideration of teacher utilization has developed in two directions. The first has sought to find ways to help teachers of crowded classrooms, mainly through teacher "aides."

Audio-visual equipment is another important method of increasing the effectiveness of teachers. More and better machinery is needed and teachers must learn to use these aids.

A study of teacher utilization, moreover, must consider the goals of educations: (1) academic achievement and (2) personal adjustment of the whole child. It may be necessary to restructure teaching and its materials to promote both of these goals at the same time (9:24-25).

To be effective, any good program needs the planning of all involved. "If teachers have a part in the establishment
of the program, "Wiles says, "their sense of direction becomes clear" (24:95). This part that the teacher should have in planning a program will have more meaning if it revolves around a needs-goals nuclei.

Cooper, in her article on how teachers are working together to improve schools, gives encouragement when she states that:

"By two and threes and hundreds, people are getting together to work things out for the children. What happens? Schools improve. People learn to work together so that they can do the next job better.

And people feel better toward one another and even toward themselves (3:64).

Schools will have a more enriched program for cooperative striving if they use the resources so near at hand. See Chart 1.

Small schools would then seem to be in a better position to work cooperatively in organizing better staff utilization. But this is not always true, and in many instances because of small classes and insufficient funds the two means of offering more effective utilization of the personnel and materials mentioned earlier under Kowitz's plan are not available. With teacher "aides" and audio-visual equipment not available, and with small schools' unable to hire specialists frustration and pessimism may arise.

Laing reminds us that this need not be fatal. He proposes that

The "halo" aspect of the specialist has developed because the small schools have been prone to ape larger systems in more urban localities. The small schools, however, need not despair if they are unable to secure staff members with the specialist certification, nor is it necessary for them to forego entirely the benefits provided only through the services of specialists. Rather, they should explore the merits of an in-service program and an "action experience" type of project through which the classroom teacher can acquire special
skills to such a degree that the school can provide a measure of specialization (10:86).

Talent then seems available if it can be identified. In the small school as well as the large there are teaching specialists. Wellington suggests that there are specialists in our own backyard. "Before you begin a search for specialists and supervisors, look around at the potential in your own school system" (23:76).

The need for a more effective learning environment for public school students is recognized. Many educators believe that a more effective utilization of teachers' backgrounds and materials presents one answer to this challenge. It is not the answer, although from the study of what has been done in the area of staff utilization, it is one of the answers. Next comes the consideration of part time specialists or the examination of the potentiality within the use of staff members as resource visitors and providers of resource materials.

II. LITERATURE ON STAFF UTILIZATION

Approach to staff utilization. Educators in recent years have placed so much emphasis on the "whole child" that any concept of the "whole teacher" has been lost or assigned to some small, dusty, little used corner of the curriculum. The whole teacher is not just Miss Brown of the fifth grade nor Mr. Sankowitz of the chemistry department, but Miss Brown and Mr. Sankowitz with individual interests, backgrounds, training, and virtual storehouses of valuable information waiting to be disseminated to eager learners.

Our instructional aids have too long been limited, either through policy or ignorance as to their availability. This brings us to the question of whether educators, due to fear of change, will remain chained to tradition in methods of approach. It is assumed that teachers and administrators
would launch a vibrant protest to a limited approach to our responsibilities in educating the child. It would appear that these same people would express themselves very positively in every experimental approach which bore even the remotest possibility of promoting an enriched person.

A statement by the Oregon Education Policies Commission in April of 1959 warns that:

If teaching is to become a true profession, a better balance must be acquired for the full utilization of the individual teacher's talents. The more creative teachers are perhaps more frustrated than the others when they feel it is beyond their control to do a professional job of teaching children. It may become rather dangerous to be creative (15:11).

The pooling of staff experiences, materials, and knowledge is no easy matter but requires a systematic approach. Goodykoontz (6:6,93) lists three steps necessary in utilizing resource help. They are (1) inventory the help available, (2) the person who wants help ought to give the potential helper the best possible chance to do his part well, and (3) people who want help ought to feel right about asking for it.

While means can be devised for inventorying potential help, the second and third steps listed by Goodykoontz are more difficult to accomplish because they deal with individual human personality and group behavior. Interchange of potentialities seems to offer a clue to meeting the last two requirements for the systematic approach she suggests.

Venn theorizes that each teacher in a school system or in a single building, for that matter, has some special training, experience, or skill which, if given a chance, can contribute to instructional improvement. This can be capitalized upon by the teacher taking the role of a consultant, holding staff meetings either in his or her own building or in the school system. Other teachers would be encouraged to call
upon the expert for assistance, and they in turn would be consultants in their own area of specialization and interest (20:22).

**Fear of change.** However, there are many indications in the current literature that a very real fear exists among teachers regarding asking for assistance. Through cooperative planning, an exchange program such as the ones outlined in this study, the fear might successfully be minimized and even later overcome. Such a fear seems to stem from inexperience in this type of venture.

Goodykoontz reassures the doubtful by affirming that "Asking for help is usually an indication of intelligence not of inferiority" (6:93).

McGuire and others (12:333) in their staff study help to substantiate the reality of this fear. This group rated overcoming reluctance to visits by other teachers as the most crucial problem in a visitation program. They say this reluctance has several sources, some of which are (a) feelings of insecurity about one's teaching ability, (b) fear of adverse criticism, (c) personal animosity toward other teachers, (d) failure to see the value of visits, (e) lack of professional interest, and (f) a conviction that visits would distract or upset pupils.

**Organization of the staff.** When organization of such a change is a mutual enterprise, an atmosphere of spirited assistance and the acceptance of this assistance could culminate. Reports of successful visiting exchanges might be made available to the group by the more confident teachers who have done the initial experimentation in this relatively untried venture.

McGuire and others (12:333) further agreed that a visiting program would not be successful if imposed by the
administrators or even by a small group of the faculty. They state that "at no time should any teacher be pressed into participation."

All of this direction should be aimed at the "good of children." This demands a child-centered program with the interests and needs of children as its nucleus and the electrons of planning, procedures, and evaluation revolving around it. Only then can there be effective education.

Organization of the staff in committee study of such a program is suggested as the proper approach to a curriculum revision of the interchange of resource teachers and materials.

A suggestion for such a cooperative venture is made by Cox and Singletary when they suggest that "...A committee of teachers may contact other teachers to learn their interests and concerns. This may be done in an interview, in small groups, or by an easy-to-use information sheet (4:19).

With a small staff the feasibility of using all three methods to learn this information can be increased. As teachers are definitely different personalities, it would be well to consider the advice of Cox and Singletary:

Perhaps we need to accept the fact that there will be different "levels" of commitment and participation among members of a faculty and find ways to help teachers recognize and capitalize on individual differences of children. Can't we do as much as we work with teachers (4:19)?

Assuming that the information on teacher resources for utilization in other teachers' classrooms is available, there are still other problems to consider in initiating such a program.

**Dynamic group planning.** McGuire and others foresaw four major hurdles to overcome in inter-staff visitation: (1) finding time from teaching duties to visit classrooms,
(2) getting information on activities in other classrooms in order to visit at the best possible time, (3) establishing standards for visits, and (4) dealing with the reluctance to have one's colleagues visit one's classes (12:332).

These four problems may possibly be overcome if they were set up as goals obtainable through dynamic group planning. As goals they would appear as the following direct methods of attacking the problems:

1. Make time available for inter-teacher exchange as resource visitors. Some of the possible means of accomplishing this might be:
   a. Hire substitute teacher to take the place of the teacher visiting other rooms.
   b. The principal might stand-in for a visiting teacher.
   c. Utilize any free periods which the teacher has.
   d. Dismiss certain classes for a time to free the teacher to visit.
   e. Double up with another teacher's room for the pupils' instruction in art, physical education, or music.

2. Provide preparation so that the visitation activities are applicable. The procedures which this preparation necessitates are:
   a. Have a definite tie-in with the unit being studied.
   b. Provide a sufficient background for the students and set-the-stage for the visit.
   c. Provide the visiting teacher a background of what has been done thus far on the topic, the children's background, their interests thus far shown, what future goals on this subject are to be, and how the visiting teacher's visit may tie-in.
3. Establish satisfactory standards for visitation. Suggested standards for a visitation might consist partially of:

a. The requesting teacher as well as the visiting teacher must have definite goals as to what they hope to accomplish.

b. Demand and expect adequate preparation on the part of all involved.

c. Make sure there is value in what is being done.

d. Appraise the contribution and decide what changes, if any, might be made; evaluate future uses.

4. Establish rapport among faculty members and students through mutual goals and the establishing of confidence in what is being done. This rapport might be started through:

a. Cooperative planning on the part of all involved.

b. Evaluating the program and reassessing values.

c. Keeping faculty and administrators informed as to the values gained.

d. Provide an atmosphere of professionally accepting help and contributing help.

With these four workable goals in mind, we must consider the role of teachers.

**Role of the teacher.** Trump related that

The teacher today is more a guide and consultant with respect to an ever increasing amount of knowledge than he is an individual who knows all and communicates all to a learner in a relatively limited environment. The possibility must be recognized that the teacher might actually get in the way of the learning process if the wrong role is played (19:82).

**Teacher exchange day.** If the teacher then performs as a "guide and consultant" for the class or classes he is responsible for and if, as Trump stated, there is danger that
the teacher may actually play the "wrong role," the use of teacher resource visitors and contributors may need to be experimented with on a trial basis. The Oak Knoll School, Menlo Park, California, as reported by Principal Richard O. Johnson (8:85), actually experimented with a "teacher exchange day."

In describing this experiment, Johnson tells how the "exchange day" was initiated, the preparation required, and the evaluation of the program.

There was belief at the Oak Knoll School that teachers could better appreciate what classroom teachers on levels other than their own were doing and they also felt it would provide them with better opportunities to see the level of learning in grades other than the ones with which they were familiar.

The teachers were placed in a grade for a day of exchange which was at least two grades lower or higher than the one they usually taught.

Everyone was made aware of the plans for this day of exchange, and the students, as well as parents and teachers, anticipated many varied experiences. Teachers met with each other to cover lesson plans, routines, placement of supplies, and the organization of the classroom. Actual after school visits were made to the classes which were to be exchanged to familiarize the temporary teacher with its physical arrangement.

The evaluation of the program found the teachers, pupils, administrator, and parents all very pleased with the results of this one day exchange. Johnson, an administrator, stated:

I found that this program provided the teachers with the means of getting better acquainted professionally. Through going over one another's lesson plans, by discussing what was to take place and what our goals could
be, and by the actual experiences of the exchange day, itself, they had new realizations of the work of other maturity levels in the total school program.

Teachers felt more aware and more sensitive in their observations of the students outside of their own grade level. They had a clearer picture of the continuity in the curriculum development throughout the grades. Our discussions made for better understanding and developed new friendships...(8:85).

From what Johnson reported it appears that the four major hurdles listed by McGuire and others in a previous section of this paper can be met and even set as criteria for dynamic group planning, action, and follow through. Such an experiment may be the first step in overcoming teacher reluctance to serve as resource people and to have a fellow teacher visit his or her classroom. The playing of the "wrong role" might be eliminated also by helping teachers to experience the role in which they are best suited in a one day teacher exchange.

**Correlation of subjects.** Another experiment which offers practical suggestions for a better understanding of the curriculum and the cohesiveness of the total staff was carried out in the Tulsa, Oklahoma, schools. As reported by Ogle:

During the 1956-57 school year the elementary schools of Tulsa used the following methods of correlating art, library, speech arts, music, physical education, science-geography, and the home room subjects: (1) informal communication among teachers; (2) posting unit sequence charts and lesson plans; (3) principal-teacher conferences; (4) charts or diagrams showing relationships among instructional areas; (5) specially planned meetings of principals with teachers; (6) planning with children; (7) exchange of lesson plans; (8) discussions in regularly scheduled teacher's meetings; (9) study of curriculum guides; (10) suggestions from supervisors; and (11) visits of teachers to other rooms (14:25).
Teacher participation. All of these methods gave the teacher more unity of purpose and the teaching program a better environment. It should be noted that the staff members were led to feel that they had a very active part, as they well had, in providing a diversification of experiences for good learning.

Teacher participation seems to be the "rose in the garden" that offers the "fragrance of success" in getting the best results educationally with the staff and materials available. As "little drops of water, little grains of sand, make a mighty ocean, make a mighty land," so do small amounts of participation by teachers lead to an enriched curriculum.

Roberts (16:33) states his belief that individual work by teachers in planning, preparing for, and evaluating their own teaching program will provide for the promotion of three objectives: (1) the improvement of individual teaching proficiency, (2) the improvement of the services given to children by an intensified attack on the problems confronting the staff, and (3) the integration of the efforts of the individual teacher with the efforts of the staff as a whole.

All of these objectives, according to Roberts, are promoted either individually or collectively by (a) the pooling of materials and knowledge, (b) the sharing of experience, know-how, and points of view—particularly by the mature successful teacher, (c) the provision of time for individual activities in evaluation of past experiences and in preparation for coming experiences, and (d) the grouping of children for various activities.

Team teaching. Other plans have called for team teaching. Teachers who are "experts" in some phase of the formal curriculum do the teaching of some particular subject matter for which they are particularly adept. Such a plan tried in New York, is described by Stoddard (17:115)
in his article on "Team Teaching In The Grades." The plan calls for team-teaching by special teachers in mathematics, science, and music. According to Dean Stoddard, "the pupils in grades one through four will remain with their respective homeroom teacher for the half-day devoted to reading, writing, speech and the social studies." The rest of the day is designed to be taught under the special teachers in the areas listed above, enabling these teachers to work as a team. This provides work on a longitudinal basis rather than on an age-grade distribution.

**Co-ordinate teaching.** Co-ordinate teaching is being used in some places to gain the same end result... better use of teacher skills and backgrounds for improved instruction.

Mahoney, in his article on co-ordinate teaching, says:

In short, then, one important distinction of the co-ordinate teacher (60 children to 2 teachers) is that the school system capitalizes on his special interests.

Finally, co-ordinate teaching is not offered as an end in itself or as the panacea of all that is right and mighty. However, it is offered as another good way of broadening the base and adding to our professional skills, to be used when it will do the best job of creating the kind of teaching-learning situation where boys and girls can learn to the extent of their capacity, and the teacher can teach to the best of his ability (11:14).

Standard means of utilizing the teaching staff, organized during our profession's lifetime, appear to be quite acceptable, probably because of tradition. Campbell sums up this standardization:

By way of organization for instruction, the typical elementary school is set up on a so-called self-contained basis, one teacher being responsible for one group of pupils. In spite of years of curriculum
study and innovation, the typical secondary school is still highly departmentalized (2:259).

In our age of specialization for teachers in their college training, it would appear that elementary schools might be destined to utilize specialization and possibly even departmentalization. Campbell indicates the possibility that secondary schools might follow the pattern now used by elementary schools. Some of the evidences to support this are (a) the scheduling of the secondary day in large blocks of teaching time, (b) intensified pupil-teacher planning, and (c) pupil evaluation.

Role of the administrator. Before any type of teaching program can be inaugurated there must be an acceptance and commitment on the part of the administrators. Without the sanction and general belief that the particular program under consideration is an improvement, it is doomed to failure. Encouragement on the part of those in the position of leadership can do much toward curriculum change success. Venn tells of the superintendent's role in creating this success:

Use of the many human experiences and skills available in any school community for school purposes—in the classroom, at teacher meetings, on field trips and at workshops—is too little explored as a method of instructional improvement. The biggest deterrent to its use seems to be fear; the teaching staff is afraid that its weaknesses will be exposed just as the citizen fears that his talents will be inadequate. Encouragement by both groups by the superintendent should correct this situation (20:22).

If this then is the role of the superintendent, to encourage and guide, what is the role of the teacher? As stated earlier, Trump feared that the classroom teacher might actually play the "wrong role" in the educational environment. Any planned activity, to have any educational value, must have goals. A definition to give some guide as
to whether there is value to an experience was given in "The Fifty-seventh Yearbook of the National Society for the Study of Education" (13:6): "An educational experience is one which is selected and planned with one or more definite purposes or objectives in view."

**Teacher recognition.** Each classroom teacher, then, must set definite goals for himself and his students.

Any school, no matter its size, says Gann (5:238) finds the teacher the one who determines what quality the students' education shall be. He goes on to say that a teacher in a small school must be a consultant, resource person, and an organizer of all of the resources available. "The importance of his role cannot be overemphasized."

Teachers, though, need to be recognized for their role and given credit for their accomplishments. Recognition by their own colleagues is generally a successful and justifiable method in which a "pat on the back" can be given a teacher. Wiles gives emphasis to this suggestion when he tells that,

A further way of promoting creativeness in the teaching staff is by giving recognition to those people who are trying new procedures. This recognition may consist of nothing more than having people who are doing the experimental work tell the staff what they are trying to achieve and the results they are getting (24:99).

**Challenge of change.** Changes never occur easily. There is always a great deal of resistance to any new movement. More effective professional utilization is a cry being heard around our country. Teachers are seen to be walking "warehouses" of resources just waiting to be properly distributed and manageably manipulated. Brown, in his article on "The Classroom Guest," aptly tells of the
situation we as educators may find ourselves in after having read recent research and innovations in teacher utilization:

When you have read this far, you may have decided that it is far easier just to keep on teaching classes by yourself with no one but you and your students in the classroom. But try it sometime—invite a guest to your classroom. It's somewhat less difficult to arrange than a field trip and can often be just as profitable. And, remember, when you invite a guest to your classroom, you are not only giving your students a profitable experience. If you treat the guest properly and give him a stimulating experience--you've made a friend for your school (l:368).

This is a challenge. It involves planning and work. But it would seem that the results (better education each day for our children) would make it worthy of consideration.

The handbook, "Teaching Oregon's Children," (18:211) states: "As people continue to work together for the welfare of children, mutual respect and confidence in each other's abilities and ideas will be developed."

Can we make this a reality? The goal—a more stimulating and challenging school day for all youngsters.
CHAPTER III

THE SETTING FOR THE STUDY
AND THE INSTRUMENTS USED

I. SETTING OF THE INVESTIGATION

The community in which the investigation was completed was Helix, Oregon, (population 187 with another 200 persons on farms within a twenty-five mile radius) located in Umatilla County in the heart of Oregon's wheat producing country, seventeen miles northwest of Pendleton, Oregon.

The primary occupation in this community is wheat raising with a secondary function of milling flour and shipping wheat products. Two primary income levels are apparent in the forms of the wheat rancher-operator and the mill worker and those persons providing community services.

The educational structure is that of a Unified school district consisting of an elementary school (grades 1-8) and a high school (grades 9-12). The teaching staff was composed of the following:

1. A female first grade teacher (AD) with sixteen pupils, three years in the system.

2. A female second grade teacher (MC) with seventeen pupils, new to the system.

3. A female third grade teacher (JR) with fourteen pupils, one year in the system.

4. A female fourth and fifth grades combination teacher (EB) with seventeen pupils, one year in the system.

5. A male sixth grade teacher (LM) (the investigator of this problem) with twelve pupils, who serves additionally as elementary school principal, two years in the system.

6. A female seventh and eighth grades combination teacher (UN) with seventeen pupils, one year in the system.
7. A male physical education, health, mathematics, and science instructor, (CC) who served as coach for all the organized competitive sports, two years in the system.

8. A male combination music-band and world history and geography instructor, (GR), one year in the system.

9. A female commercial subjects instructor, who served also as librarian and girls' physical education and health instructor, (AW) two years in the system.

10. A male biology, chemistry, and physics instructor, (MH) new to the system.

11. A female foreign languages, English, and home economics instructor, (GC) who served additionally as vice-principal of the high school, nine years in the system.

12. A male American problems and United States history instructor, (RW) who in addition served as superintendent of the school district and principal of the high school, two years in the system.

The youngsters of the community under this investigation were nearly homogeneous in regards to community environment as very few youngsters from other areas entered the school district.

The community social life centered about the activities conducted by the school as the following sampling demonstrates:

1. All extra-curricular activities, such as athletic events, band concerts, and plays were well attended by persons within the community.

2. While there was no Parent-Teacher Association group, there was a Women's Club which functioned primarily in the same capacity.

3. Planned parent-teacher conferences, held twice during the school term in all grades of the elementary school, were attended by nearly 100 per cent of the parents who had elementary school age children.
4. The schools were opened without charge for community meetings and the use of recreational facilities.

The physical plants of the school consisted of a high school building with five classrooms and a library, built in 1938. The elementary school, new in 1959, contained seven classrooms and a library. The cafeteria and multi-purpose rooms, housed in the high school, were modernized with the building of the elementary school. A new gymnasium for use by all students was also completed in 1959.

II. INSTRUMENTS AND TECHNIQUES USED IN HANDLING THE DATA

Recent studies concerning staff utilization and resources for curriculum improvement provided a suggestion as to the division of the instruments. Since four areas of investigation were chosen for the examination of this problem, the description of these instruments and the techniques for investigating they involved were thus separated.

Permission for this study was first obtained and the instruments for study reviewed. The superintendent of the school district and the investigator studied the proposed problem, and the superintendent's permission for such a study was granted.

Identifying and Inventorying Resources

An outline form of the problem and the definitions of terms to be used were reproduced from duplicating masters. This outline, very similar to the information given in Chapter One of this paper, is not reproduced in the appendix. A copy of this outline was given to each faculty member of the school district for individual and group consideration. The purpose for this was to introduce the problem and to
provide each of them with a ready reference as to definitions of terms selected for usage.

At the first combined faculty meeting of the elementary and high schools, this outline was verbally covered to ascertain whether its contents were understood.

A tape recording was made at this meeting of the answers given by these persons to a group of questions the investigator had structured. Details of this recording and extracts from this tape are given under the section of the instruments used for evaluating the usage of teacher resources.

**Data gathering sheets.** The data sheet for compiling information on teacher resource visitors (Appendix A), and the general information data sheet on teacher experiences and activities (Appendix B) were presented individually to each staff member a few days after the introductory meeting. This was done to allow the faculty more time for an adequate consideration of the problem.

Individualized verbal instructions on how to complete these data sheets were given each teacher. About ten days were allowed before the completed forms were collected, and assistance was given to individuals who had some questions about the forms.

These forms were then studied for the purpose of identifying and making an inventory of experiences and materials which seemed feasible for use as teacher resource visits or resource materials.

**Alphabetized list of resources.** An alphabetized list of available resources (Figure I) was then made on duplicating masters and later distributed in individual copies to each person involved. These were ready reference sheets for requesting teachers to determine if some speciality had been
inventoried which they felt they could utilize to strengthen their students' work.

This list was added to periodically as new specialities became recognized.

**Subject classification forms.** Subject classification forms for areas of primary, intermediate, junior high, and senior high levels (Appendix C) were used to inventory areas each staff member covered in his individual curricula. These were distributed personally to the teachers for their study and completion. The completed forms were turned in at the following weekly building meetings.

The items listed in each level were determined as being representative from a study of such subject headings for resource materials catalogued by the Highline Public Schools in Seattle, Washington.

**Classifying and Cataloging Resources**

**Record card.** A record card of resource visitor specialities (Appendix F) was made in duplicate for each item of specialization. Each card contained information concerning the area of speciality and its availability so that the requesting teacher could determine its feasibility for usage in his class. One file of these record cards was kept in the elementary school principal's office and the other file was kept in the superintendent's office in the high school. This assured ready reference by teachers seeking information regarding a speciality.

**Utilizing The Resources Effectively**

**Teacher resource kit.** A teacher resource kit for resource visitors and materials was provided in the form of a
manilla folder. The contents of this kit were the list of available resources, outline of the problem, definitions of terms, request forms, and evaluation sheets. This gave a quick reference place to which a teacher could turn in planning staff utilization.

**Request form and confirmation slip.** A request form for the use of teacher resource visitors or materials was combined with a confirmation slip (Appendix E) to make available an easy manner to request help (by the requesting teacher) and to confirm this help (by the contributing teacher). These were kept in each teacher's resource kit and used when needed.

At each monthly combined faculty meeting a short resume of the progress being made in this study and the reports of successful use by satisfied teachers were given. Suggestions for ways of overcoming difficulties were also given.

**Evaluating The Use of Resources**

**Evaluation sheet.** An evaluation sheet for rating the effectiveness of the teacher resource visitor or resource materials (Appendix D) was duplicated and copies made available in the teacher resource kit. These sheets were then filled in by the requesting teacher with answers to some or all of the seven questions contained.

**Reverse side of record card.** The reverse side of the record card of resource visitor specialties (Appendix F) was then completed to serve as an indication of usage and a guide for further use by additional teachers.

**Tape recordings.** A tape recording was made from the discussion of the faculty members during the introductory meeting on the problem. This recording supplied a complete
and accurate record of the comments made in regard to the highly structured questions developed by the investigator. These comments were believed to be objective evidence for providing clues regarding the organizing, carrying through, and pre-evaluating of the worth of the proposed program. It furnished clues as to the kinds of assistance the teachers needed and the types of assistance available.
CHAPTER IV

ANALYSIS OF DATA

This chapter will analyze the data in answer to the key guide questions used for the study (listed in Chapter I).

I. FEASIBILITY OF RESOURCE EXCHANGE

Can Helix, as a small unified school district, utilize an exchange program of teacher resources?

Walker (21:43) maintained that the basic reason the invaluable resources in such abundance are not used was that generally there is no planned effort on the part of the school to identify these resources and make provisions for their usage.

Wiles (24:95) and Cooper (3:64) supported the idea that the planning and carrying out of a program involves everyone concerned.

Goodykoontz (6:6, 93) gave three steps leading toward the pooling of experiences, materials, and knowledge by (1) inventorying the help, (2) providing the best help to the contributing teacher by the requesting teacher, and (3) letting people who desire help feel right about asking for assistance.

These helpful suggestions were all followed as guides in determining the feasibility of an exchange program in Helix.

All faculty members were included in the planning phase of the program, as suggested by Wiles and Cooper. An excerpt of the discussion of the combined faculty during the introductory meeting points out the planning that was done. The excerpt of this tape recording produced in writing, is a faithful reproduction involving some minor editing of extraneous materials. This extract is found in Excerpt I.
Interpretation of the data therein was made by analyzing the discussion resulting from the structured questions.
Some Questions about the Teacher Resource Proposal

Excerpts From the Discussion of the Faculty Members during the Introductory Meeting on the Problem

1. Where are some of the areas you feel the need of some outside help in your classes?

   Mrs. JR.--"Science. Very definitely. Elementary science in general for my youngsters."

   Mrs. UN.--"The metric system. It is one of the first times it has been stressed due to this Sputnik thing and I felt like what I can give the students is what is in their arithmetic book."

2. What are some of the areas, other than your own class, you feel you could offer help because of your background?

   Investigator--"If I might express something, I think that Mrs. B. has been a great help in this 4-H that she has been carrying on. I know that my youngsters have shown a great interest in the 4-H health."

   Mrs. JR.--"Well, I do. In the elementary part of the school I think children's voices need some work from the first grade on and not wait until our high school music teacher gets them. I think they should be given help before that. They can love and enjoy singing at an early age; which will give them more interest in music."

3. What preparation would be involved in using a teacher resource visitor or teacher resource materials on the part of the requesting teacher?

   Mr. RW.--"I think it would help the teacher who is coming into a new situation if the requesting teacher would give them an outline of what had been done previously in the class and what would hope to be accomplished. You would have to prepare the class also."

4. What follow through activities might follow the use of a visitor or resource materials?

   Mr. RW.--"I assume that you would be busier than you were before because if you have a visitor come into your room it would usually spark some interest."
Mr. CC. --"It might depend upon the situation. Sometimes you would use a resource person at the beginning of a unit so there's probably going to be a lot of follow-up work. Sometimes you might use a resource person at the end of a unit after you've studied this thing a little bit and the follow-up there probably wouldn't be as much."

5. What advantages can you see in using resources from other members of the teaching staff in your classroom situation?

Mr. GR. --"Well, there is the obvious advantage that the person is better qualified to talk intelligently on the subject than you might be able."

5a. Do you think this is admitting ignorance or lack of teaching ability by having someone come and help you out in some way? Do you think it would be a detriment to your professional standing?"

Mrs. UN. --"I think it would be a credit."

Mr. CC. --"Well, that's part of the prerequisite to be a good teacher, that if they don't know where some materials on a topic are and if they can find the materials."

Mrs. GC. --"I think variety."

Mrs. R. --"Teachers personally don't have the same interest in everything.

6. What disadvantages would you contemplate in using resources from other members of the teaching staff in your classroom situation?

Mr. MH. --"I feel that a teacher could call in another teacher at the wrong time. The requesting teacher might embarrass himself by calling in another teacher to do something that is too simplified. It depends on what they bring the visiting teacher in for--now if the requesting teacher brings in the visiting teacher for some part that is highly technical, slightly different, or maybe something out of the ordinary it would be good, but to bring the visiting teacher in for something the requesting teacher should know or could teach himself I think he could lower his standing."

Mrs. JR. --"An experience I had once in a college class where this happened proved to work differently. We
didn't have any feeling like that toward our teacher because the visiting teacher's slant on giving it to us just set it a little more firmly in our minds and the variety of having the information presented and a different person sparked our interests."

Mr. MH. --"I think it could be overused though. For example--junior high youngsters becoming overly familiar with science materials that should be of more importance in high school science courses. They have lost their effect to the pupils. They don't have the effect of the newness they should have at that point."

6a. Have any of you considered what we might do about time--do you think time might be a disadvantage? What are you going to do with your class when you go to someone else's?

Mrs. AD. --"An exchange of playground duty in the elementary school."

Mrs. AW. --"Could you use a senior girl who plans to go on to elementary education?"

Mrs. GC. --"Could we send them into another room for a study period?"

Mr. RW. --"The librarian can take an extra class in the library."

7. What would you require to put this plan into effect in your own situation?

Mr. RW. --"You would have to have at your fingertips the specialities of the other teachers--it would have to be real readily available too."

Mr. CC. --"I think we could contact each other on these requests for help by personal verbal contacts."

8. Can you see any way in which this program might be evaluated?

Mr. RW. --"I think teachers will tell you if it's working out."

Mr. MH. --"How about the evaluation of the students?"

Mr. RW. --"Qualitatively the teachers between themselves can determine whether or not it was an effective presentation."
The answers given to question one indicate particular need felt for outside help, particularly in the area of science. In regard to the second question, help seemed to be available in the areas of health and music, but no help was offered in the area in which a need was felt.

Question three resulted in some basic suggestions for having an outline of previously met objectives and future goals prepared by the requesting teacher for the contributing teacher. Also, it was suggested that questions on the topic under consideration be submitted to the contributing teacher prior to his visit.

The fact that the requesting teacher would be very busy in preparing his group for a visitation was recognized by one faculty person in discussing the fourth question. Another factor seen as important in considering question four was the varying quantity of the follow-up activities, dependent upon the time element in a unit of study.

The most obvious advantage immediately foreseen in such a visitation program was the utilization of an "expert" on certain topics.

Question 5a on the possible detrimental factor of visitation brought forth some positive aspects of teacher resource usage. Staff usage in this manner was seen as a credit to the participating as well as the requesting teacher. Variety of resources and varying teachers' personalities were submitted as recommended advantages to this project.

The disadvantage contemplated from question number six was that a teacher might play the wrong role at the wrong time. The loss of effectiveness and newness of materials for interest purposes was also considered.

Time regarding scheduling for visitation was considered in question 6a, and the suggestions resulting from this question offered potential solutions.

Note was made to the answers given to the seventh
question. The requirements for using this program were
(1) the list and description of teachers' specialities
should be readily available and (2) personal verbal con-
tacts are the most feasible way of scheduling.

There was an indication (question eight) that an
evaluation might best be effected through the teachers
themselves.

As suggested by Walker's approach the first step in
initiating the exchange program at Helix was that of taking
inventory of the resources. The data sheet for compiling
information on teacher resource visitors (Appendix A) showed
statistically there were originally 112 separate teacher
experiences identified as available for use in the curricula
as teacher materials and teacher resource visits. As noted
from the list in Figure I thirteen entries of teacher ex-
periences were added to the original list from the first
compilation.

Regarding the second and third recommendations of
Goodykoontz, Charts I through XII, provide data indicating
that help was given and the attitude of asking for help
furthered.

The evaluation sheets (Appendix D) were compiled
to determine the use made by individual requesting teachers.
Information from this compilation was then visualized in the
form of Usage-Grams. The legend for illustrating the mean-
ings of the Usage-Gram symbols is produced below to assist
in detailed interpretation of these figures by those interested.

<table>
<thead>
<tr>
<th>SYMBOLS</th>
<th>Description</th>
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<tr>
<td>○</td>
<td>Elementary Teacher</td>
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<tr>
<td>→</td>
<td>Resource Teacher Visitation</td>
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<tr>
<td></td>
<td>Secondary Teacher</td>
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<tr>
<td></td>
<td>Resource Materials Utilization</td>
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<tr>
<td>7</td>
<td>Number of Times Visitation Used</td>
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CHART I
USAGE-GRAM OF EXPERIENCES AND MATERIALS FOR AD,
FIRST GRADE TEACHER

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<thead>
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<th>Items Used</th>
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<td>Participating Teacher--</td>
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<td>Requesting Materials--</td>
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<td>Contributing Materials--</td>
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<td>Shared Teacher--</td>
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CHART II

USAGE-GRAM OF EXPERIENCES AND MATERIALS FOR MC,
SECOND GRADE TEACHER

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<tr>
<td>Contributing Materials--</td>
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CHART III

USAGE-GRAM OF EXPERIENCES AND MATERIALS FOR JR, THIRD GRADE TEACHER

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<td>Contributing Materials--</td>
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CHART IV

USAGE-GRAM OF EXPERIENCES AND MATERIALS FOR EB, FOURTH AND FIFTH GRADE TEACHER

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CHART V

USAGE-GRAM OF EXPERIENCES AND MATERIALS FOR LM, SIXTH GRADE TEACHER AND ELEMENTARY PRINCIPAL

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CHART VI

USAGE-GRAM OF EXPERIENCES AND MATERIALS FOR UN, SEVENTH AND EIGHTH GRADE TEACHER

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<td>Contributing Materials--</td>
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CHART VII

USAGE-GRAM OF EXPERIENCES AND MATERIALS FOR CC, BOYS' PHYSICAL EDUCATION, SCIENCE, MATHEMATICS TEACHER

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CHART VIII

USAGE-GRAM OF EXPERIENCES AND MATERIALS FOR GR, MUSIC, BAND, HISTORY AND GEOGRAPHY TEACHER

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<td>Contributing Materials--</td>
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### Chart IX

**Usage-gram of experiences and materials for AW, Commercial, Girls' Physical Education and Health Teacher and Librarian**

<table>
<thead>
<tr>
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<tr>
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</table>
**CHART X**

**USAGE-GRAM OF EXPERIENCES AND MATERIALS FOR MH, SCIENCE AND MATHEMATICS TEACHER**

<table>
<thead>
<tr>
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CHART XI

USAGE-GRAM OF EXPERIENCES AND MATERIALS FOR GC, ENGLISH, FOREIGN LANGUAGES, HOME ECONOMICS TEACHER AND SENIOR HIGH VICE PRINCIPAL

<table>
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<tr>
<td>Contributing Materials--</td>
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CHART XII

USAGE-GRAM OF EXPERIENCES AND MATERIALS FOR RW, SOCIAL STUDIES TEACHER AND SUPERINTENDENT

<table>
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<tr>
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</table>
At this point it is helpful to indicate some general interpretations of these data. A total of forty specialty areas were used for a total of 1,208 visitations. As some specialties required more than one visitation to achieve the full learning benefits, 1,208 actual periods, varying in length from twenty minutes to one hour, used forty separate specialties.

A total of twenty-one uses of teacher materials was recorded. The times were not tallied as the length of use was dependent upon the type and kind, as well as the purpose to which the materials were put.

Ten teachers contributed to some specialty area or areas, while two teachers were not contributors at any time during the study.

Eight teachers were requesting teachers at some time during the investigation, while four teachers did not request visitations.

Eight teachers contributed materials to requesting teachers, while four teachers did not contribute materials. The same ratio was evident in requesting of materials. Eight teachers requested materials at some point during the investigation and four did not.

Six experiences in which teachers exchanged as shared teachers for a total of fifty separate class periods was recognized. This involved two separate teachers being both a requesting and contributing teacher in an exchange at the same time.

Usage of both visitations and materials varied greatly from teacher to teacher. The two extremes were the usage of thirteen specialties by one teacher and the non-usage of specialties by four teachers. Two faculty members used six items of materials while five members used no available teacher materials.
Thus the information obtained from the data on the amount of usage shows that Helix did utilize the program under investigation.

II. IMPORTANCE OF STAFF RELATIONSHIPS

Would the close working relationship of the staff in the Helix district add to the feasibility of this program?

Information contained in Chapter III shows that the six elementary teachers had served in their professional positions, prior to the year of investigation, for three years, new, one year, one year, two years, and one year for a total of eight years service. The six secondary teachers had served in their professional positions, prior to the year of investigation, for two years, one year, two years, new, nine years, and two years for a total of sixteen years of service. Since ten of the teachers on the combined staff worked together for at least one year, many opportunities for personal contacts were provided. Weekly building meetings were conducted. Lunches were eaten together in the school cafeteria. Work shops and inservice training were all participated in by the district staff.

The knowledge of the backgrounds of the other members of the teaching team was a definite item of information for every teacher.

Discussions as to the experiences that each had had were common knowledge to every member.

The only data related to this guide question was found in Excerpt II under the remark made by Mrs. UN to the question of what factor might lead to this program being successful in another year. Her answer, indicating that a close working relationship to be such a factor, was, "And knowing each other, knowing the teachers and feeling like you can call on them is important."
There are not sufficient data to give a conclusive answer to the question posed, but here is an area that suggests further investigation. The examination of the feasibility for carrying out a similar program in larger school districts whose staffs have fewer personal contacts might lead to a comparison of usage. This comparison might suggest data which could provide a more conclusive answer.

III. PROCESSING OF RESOURCES

Can teacher resources be identified, cataloged, utilized, and evaluated?

The data provided as evidence in answering key question number one also provide data for determining if teacher resources can be identified. One hundred twelve separate teacher resources were originally identified and thirteen resources were added during the investigation time.

These data indicate that teacher resources can be identified through information sheets filled in by every faculty member.
1. Advertising and Publicity
2. Air Force Occupations
*# 3. Air Force Techniques on Propaganda Techniques
4. American Folk Songs Collection
5. Animal Toy Stuffing
6. Asparagus Farming
# 7. Audio-Visual Aids
# 8. Band, Advanced
# 9. Band, Elementary
10. Banff Park, Canada
11. Baseball, Fundamentals
12. Basketball, Fundamentals
13. Books, Selection and Care
14. Boxing, Fundamentals
15. Boy Scouts of America
16. British Columbia, Canada
# 17. Bulletin Boards
18. Business Subjects, Materials on
19. California Tar Pits
20. Canada
21. Candle Making
* 22. Carlsbad Caverns
23. Cataloging and Classifying
24. Central America, Materials on
25. Chicago Museums
*# 26. Chinese Materials
27. Chorus Instruction
28. Colorado State Geography
29. Cooking
30. Cooky Making and Decorating
31. Copper Picture Making

ALPHABETIZED LIST OF AVAILABLE RESOURCES

These are the specialties indicated by the faculty from the complied data sheets. The asterik (*) in front of a subject indicates that the subject was added later to the original list. The number sign (#) indicates that the speciality was used, as teacher visitations or loaned resource materials, during the second semester of this study.
32. Crater Lake, Oregon
33. Crocheting
34. Cross Country Running
35. Currier-Ives Reprint Pictures
36. Cyclone Experience
37. Delinquency
38. Dewey Decimal System
39. Dramatics
40. Educational Subjects File
41. English Fundamentals
42. Exercise and Conditioning
43. Field Trips
44. Finnish Souvenirs
45. First Aid
46. Flag Football
47. Folk Dancing
48. Folk Songs
49. Four H (4-H)
50. Four H Health Club
51. General Psychology
52. Germany
53. Glee Club Singing
54. Grand Canyon
55. Hanford Atomic Energy Site
56. Health
57. Health Fundamentals
58. Hygiene, Boys
59. Hygiene, Girls
60. Idaho State Geography
61. Indian Arrow Heads
62. Inferiority Complex
63. Inferiority, Feelings of
64. Instrument (Band) Selection
65. Japanese Materials
66. Juvenile Delinquency
67. Lake Louise, Canada
68. Language, Parts of Speech Charts
69. Latin America
70. Latin, Basic
71. Leather Carving
72. Linoleum Block Printing
73. Marriage and Youth See--Youth and Marriage
74. Mechanical Drawing
75. Metric System
76. Mexico, Material on
77. Mexico, Visit to
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<tr>
<td>78.</td>
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<td>79.</td>
<td>Museums in Chicago</td>
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<td></td>
<td>See--Chicago Museums</td>
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<td>80.</td>
<td>Music Reading</td>
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<td>81.</td>
<td>Music, Vocal</td>
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<tr>
<td>82.</td>
<td>National Parks</td>
</tr>
<tr>
<td>* 83.</td>
<td>Norweigan Folk Dances</td>
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<tr>
<td>** 84.</td>
<td>Norweigan Folk Dance Music</td>
</tr>
<tr>
<td>* 85.</td>
<td>Old American and Confederate Coins</td>
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<tr>
<td>86.</td>
<td>Oregon Artifacts</td>
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<td>87.</td>
<td>Oregon, Crater Lake</td>
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<td></td>
<td>See-Crater Lake</td>
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<td>88.</td>
<td>Open Copper Mining</td>
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<td>89.</td>
<td>Parliamentary Procedure</td>
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<td>90.</td>
<td>Phonics, Basic</td>
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<td>91.</td>
<td>Photographic, Basic</td>
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<td># 92.</td>
<td>Physical Conditioning</td>
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<td>93.</td>
<td>Piano Teaching</td>
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<td>94.</td>
<td>Poetry</td>
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<td>95.</td>
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<td>Rodeo Riding</td>
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<tr>
<td>101.</td>
<td>Rocky Mountain National Park</td>
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<tr>
<td>102.</td>
<td>ROTC, Air Force</td>
</tr>
<tr>
<td>103.</td>
<td>Salt Lake City, Utah</td>
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<td># 104.</td>
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<td>105.</td>
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<td>107.</td>
<td>Sewing</td>
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<td>108.</td>
<td>Silk Screen Painting</td>
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<td>* 109.</td>
<td>Solar System Charts</td>
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<td>110.</td>
<td>South America</td>
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<td>111.</td>
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<td>112.</td>
<td>Spanish, Basic</td>
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<tr>
<td>** 113.</td>
<td>Swimming</td>
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<td>Tar Pits of California</td>
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<tr>
<td>115.</td>
<td>Textile Painting</td>
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<td>117.</td>
<td>Tumbling, Fundamentals of</td>
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<td>118.</td>
<td>United States Coins, Old</td>
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<td>U. S. History</td>
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<td>120.</td>
<td>U. S. Stamps</td>
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121. Vegetable Gardening
122. Victoria, Canada
123. Viewmaster Slides
124. Vocal Music See--Music, Vocal
125. Volley Ball, Fundamentals
126. Voice Instruction
127. Washington State Geography
128. Weather
129. Wrestling, Fundamentals of
130. Woodcarving
131. Woodworking
132. Yellowstone National Park See--National Parks
133. Yosemite National Park See--National Parks
134. Youth and Marriage
135. Zion National Park See--National Parks
136. Zoology Drawings
The 125 separate teacher experiences and materials, organized alphabetically on record cards (Appendix F), were available to teachers in the respective school offices. Eleven of these experiences and materials were duplicated by two teachers for one particular area, indicating the availability of two contributors. This provided more than one person to call upon in some instances, while the grade levels which appeared applicable gave only one available resource person for a particular class even with two teachers indicating their availability as a contributing teacher.

The information received from the evaluation sheets (Appendix D), was recorded on the reverse side of the record cards (Appendix F), which then presented a ready reference for a potential requesting teacher. The information of dates when a specialty or materials was used, the group used with, the subject tied in with, length of presentation, who the requesting teachers were, and suggestions given presented an evaluation to the one who contributed as well as to the one seeking contributions as a source of identifying applicable specialties.

Nearly all the specialties fit into a classification of either a demonstration, illustrated talk, activity, or materials. Thus these data indicate that teacher resources can be cataloged on record cards for easy reference.

Graph I shows that utilization of resource specialties was accomplished. The order of usage for the varied grade levels can be noted from this graph. The intermediate grades had the most usage of specialty visitations, then the junior high, primary, and senior high levels, respectively.

The intermediate and junior high tied for the most use of teacher materials, with the primary and then senior high levels placing third and fourth.
Number of Times Specialties Used

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

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<tr>
<td>Grades 4-6</td>
<td>3</td>
</tr>
<tr>
<td>Junior High</td>
<td>4</td>
</tr>
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<td>Grades 7-8</td>
<td>5</td>
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<tr>
<td>Senior High</td>
<td>6</td>
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<tr>
<td>Grades 9-12</td>
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GRAPH I

NUMBER OF TIMES SPECIALTIES USED ON VARIOUS GRADE LEVELS

Experiences - - - - - Materials
The data found in the Usage-Grams also show the utilization of teacher resources. In a period of four and one-half months from January to June, a total of forty specialty areas were involved for a total of 1,208 actual uses, and twenty-one teacher materials were used.

This information then leads to the conclusion that resource materials can be utilized.

Roberts (16:33) believed that the triple participation of teachers in planning, preparing for, and evaluating their own teaching program would provide for the promotion of three objectives: (1) the improvement of individual teaching proficiency, (2) the improvement of the services given to children by an intensified attack on the problems confronting the staff, and (3) the integration of the efforts of the individual teacher with the efforts of the staff as a whole.

Venn, speaking of a change in the instructional program, said that, "A follow-up, evaluating successes and failures, is necessary for only then can long-range plans, consistent with experience and evidence, be made" (20:22).

All faculty members were included in the evaluative phase of the program, as suggested by Roberts and Venn.

A second tape recording was made of the discussion carried on by the faculty members during the evaluation meeting at the term's end. This recording was intended to reveal changes in the participating teachers' values, and concerns, as well as the problems which arose as the project progressed throughout the preceding school year. Once again the questions were structured by the investigator. As continuity was felt to be important, a faithful reproduction was transcribed (eliminating extraneous materials). Being somewhat subjective in nature, it should be realized that some individual evaluation, such as that of the investigator, is an element to consider.

An excerpt in writing of this recording is produced in Excerpt II.
EXCERPT II

SOME QUESTIONS TO EVALUATE THE TEACHER RESOURCE PROGRAM

Excerpts From The Discussion of The Faculty Members During The Evaluative Meeting At The Term's End

1. What were some of the more prominent areas that help was utilized by you from the resources of a visiting teacher? How would you describe their value?

Mr. MH.--"I gave an hour talk to the seventh and eighth grade class on some of the aspects of the geography of Europe, the resources and what the people were really like. A question-answer period followed. I think it went over pretty well. The reaction of the kids would probably answer the question."

Mrs. UN.--"Did you think their questions were intelligent; that they showed a line of thinking?"

Mr. MH.--"Most of them asked questions about the things I would plan to tell them about anyway. I thought the questions were good."

2. What were some of the disadvantages you found in using resources from other members of the teaching staff?

Mrs. UN.--"Getting the person when you wanted them--at the hour you needed them. If they are busy they're not available at that time and you have to reorganize your day in order to use them usually."

Mrs. JR.--"The main disadvantage is that it takes some planning to get these people when we could get them and to be ready for them and then it works out real well."

3. What would you say is one main factor that would keep this program from being successful in another year?

Mrs. UN.--"Just lack of resource people would be the only thing I could think of because it is going to be a very valuable asset to the school."

Mrs. JR.--"I think the newness of it is probably the strongest factor there. It's getting it started--I think once it gets started is about all you need to do. I think the ball will roll from then on--don't you?"
Mrs. UN.--"And knowing each other, knowing the teachers and feeling like you can call on them is important."

4. Do you feel that this would expand in time—that it would be used even more in future years than it was this year?

Mrs. UN.--"Yes, I've already thought of several areas where I can use it another year—with the people that are here and knowing what they do."

Mrs. AD.--"The time element is important too. Now I have used Mrs. R. with her music a great deal but she couldn't give me all the time I could have used because too many people were using her music talents and she just couldn't spare enough school time to give us all we would have liked to have had."

Mrs. JR.--"Perhaps getting the program organized is the biggest factor there."

Mrs. UN.--"Maybe learning to swap classes—do you suppose that would be...

Mrs. JR.--"Yes, I think that would be a part of it. I think that's a good idea, too, because I think the youngsters thoroughly enjoy having a new teacher now and then. I think they like that. We would organize our program so they could take physical ed. for mine when I might take singing for their's or even a little more instruction in music. I'd like to do a little bit of part singing like in the fourth grade—they're getting ready for it.

If we could get together earlier in the year and see if we can't organize a group here ourselves to where we can get some of the things our youngsters want to have and yet not get so balled up with our own program."

5. Were there any more examples of help given which stand out in your mind?

Mrs. EB.--"The fourth and sixth grade exchange of health and science worked out very well this year. The fourth grade went into Mr. M's room for science and they enjoyed and learned a great deal. They were very enthusiastic over their lessons and the sixth grade coming into my room for health did very good work and I know they enjoyed their work and they finished it all (4-H health projects). They all expressed the thought that they had enjoyed it and had gotten a great deal out of it."
Investigator—"How about our trampoline teaching here this year—did that work out well?"

Mrs. JR.—"Oh, yes, that was a huge success!"

Mrs. AD.—"That was a great success!"

Mrs. JR.—"And I think that not only was it a success but it was fun. It was pretty wonderful for the youngsters."

Mrs. AD.—"They loved it."

Mrs. UN.—"It didn't take school time either."

Mrs. JR.—"No, it didn't take school time. I think that was very fine. They'll remember that as long as they live whether they ever get on one again or not.

And our swimming program was a pretty wonderful thing."

Mrs. AD.—"The weather didn't cooperate very well. It would have been a huge success if the weather was right."

6. How about an exchange in materials such as bulletin board materials and actual items—were they used?

Mrs. MC.—"Mrs. N.'s youngsters came into my room while I was teaching about China and they were dressed in Chinese costumes and they brought in some of the materials that they had.

Investigator—"Did that cause more discussion or class participation in some way?"

Mrs. MC.—"I think so."

Mrs. EB.—"Mrs. N and Mrs. D both had material that we borrowed for our study of the western states. It was interesting. It helped the youngsters learn more about the states than we would have learned out of our textbooks."
In interpreting these data consideration was given only to the actual answers to the questions.

Question number one, in regard to the areas where help was achieved and the believed value obtained, was only immediately answered by one example. There is belief that this was true due to hesitancy on the part of the teachers to begin participating in the discussion. There can be noted in other extracts of answers to other questions that a more prominent participation was gained.

The more prevalent disadvantage, as ascertained from the second question, was that involving scheduling. There is a comparison to note between this group of listed disadvantages with the answers given in question 6a in the first meeting. At that time this was believed by the teachers to be no real problem.

The future success of this program, as described in answers to question three, was noted as a lack of resource people, newness of the program, and knowing the other teachers.

Possible expansion of such a project in the immediate future seemed to be recognized in the answers provided to the fourth question. Usage was already being contemplated by one teacher since she was aware of other faculty persons' potentials. Once again the time factor for scheduling was recognized as a deterrent to this program's success. Organization of the curricular program was envisioned as one method of overcoming this difficulty.

Examples of the successful application of this project were given as answers to the fifth question. Much enthusiasm seemed evident. An exchange program of 4-H health and elementary science was seen to be highly successful. The trampoline teaching appeared very beneficial. Not using school time seemed an important element in the trampoline's success. Swimming lessons were also mentioned as very useful. A notation is made here as to the relative value gained from
physical education activities effected through teacher resource visitation. Evidence gathered from the teacher evaluation sheets appears to indicate (from the amount of usage noted) that this specialty can easily be used in this type of program.

Exchange of teaching material, as determined by answers to question six, seemed to center primarily upon bulletin board materials. This information seems reliable, as ascertained from the record made on the teachers' evaluation sheets.

Data obtained from the oral expression of members of the faculty, as produced from the tape recording of the evaluative meeting, give reason to conclude that at least some objective evaluation can be made of teacher resources. Since this form of evaluation may not be as valid as desired, better and more productive methods of evaluation need to be explored.

IV. ANALYSIS OF CURRICULUM AREAS

Can curricular areas and their frequency of coverage by the Helix staff be determined?

From the subject classification forms for areas of primary, intermediate, junior high, and senior high levels (Appendix C) data were gathered and compiled into a resume of the Helix faculty's curricula areas for the year of investigation, as shown by Figure II.

There were 232 curricular areas recognized as covered at sometime in the teaching assignments of the twelve staff persons. A total of 106 areas were covered by just one teacher for each area although these were various teachers. Sixty-seven areas were dually covered by two teachers. Thirty-seven areas had triple coverage, with three teachers covering the areas sometime during the school term. Twelve
areas were covered by four teachers, and ten areas were covered at sometime by five or more teachers. This evidence indicates that in 126 areas two or more teachers cover the same subject in their curricula. With this being the case, an exchange via teacher visitation and materials could be effected in these areas if mutual agreement were obtained.

A conclusive statement can be made regarding the identification of areas of study. They can be identified and their frequency of coverage determined.

Five areas (noted by an asterik) were believed by the writer to present misleading pictures regarding actual coverage. These were the subject areas of phonics, plants, reading, science, and spelling. Probably these subjects are covered in some part by all the elementary teachers in Helix and to some degree by the secondary teachers.
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**FIGURE II**

THE HELIX FACULTY'S CURRICULA AREAS
FOR THE YEAR OF INVESTIGATION

The number in front of each subject indicates the number of teachers covering the particular area in their teaching assignment.
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* 2 Spelling
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  2 Sweden
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  1 Teaching
  2 Teeth
  1 Textile Industry and Fabrics

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  3 Trees
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  3 U.S., Civil War
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  1 Water
  1 Water Power
  4 Weather
  2 Weights and Measures
  1 West, The
  3 Wild Animals
  1 World History
  2 World War I
  2 World War II
V. SUBJECT AREAS COMPETENCIES OF TEACHERS

Can subject areas where there is evidence of teacher experience and/or competence be determined?

The special subjects the combined faculty had taught and special subjects in which they felt competence (Figure III) showed twenty-eight areas in which teaching had been done previously and twenty-one areas where the teachers felt competence due to formal or informal training. These areas and the number of teachers who indicated either experiences or competence are shown in Figure III.

The reason for making this determination was to recognize the subject areas where there was a source and/or an abundance of experience and competence as well as the areas of weakness on the part of the Helix faculty. It was believed that this information might lead to curriculum revision through a fuller utilization of the resources believed to be available.

All but the two areas of the remedial room and recreation were shown as having some teacher or teachers who either by experience or training could have handled the subject areas.

From the compiled data particular strengths were seen in the areas of history, mathematics, and physical education. Some weaknesses in personnel backgrounds were seen in the subject areas of the arts, both fine and industrial, home economics, shorthand, journalism, speech correction, library, psychology, and some athletic areas.
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<th>Felt Competent through Training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
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</tr>
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</tr>
<tr>
<td>4</td>
<td>Social Studies</td>
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<td>4</td>
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</tr>
<tr>
<td>3</td>
<td>Biology</td>
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<td>Foreign Languages</td>
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</tr>
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<td>Voice</td>
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<td>Piano</td>
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<td>1</td>
<td>Band</td>
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<td>2</td>
<td>Bookkeeping</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Typing</td>
<td>1</td>
</tr>
</tbody>
</table>

**FIGURE III**

**THE HELIX FACULTY'S EXPERIENCES AND ACTIVITIES**

The special subjects of the combined faculty which they had taught and the special subjects in which they had felt competent either through experience or training is indicated by area. The number in front of each area indicates the number of teachers who had had experience prior to the year of investigation. The number following each area indicates the number of teachers who had had training in that area prior to the year of investigation.
<table>
<thead>
<tr>
<th>Previously Taught</th>
<th>Area</th>
<th>Felt Competent through Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>* 3</td>
<td>Shorthand</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Journalism</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>Dramatics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Speech Correction</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>School Library</td>
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</tr>
<tr>
<td></td>
<td>Remedial Room</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Boys' Counsellor</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Girls' Counsellor</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Audio-Visual Aids</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Health</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Boys' Athletics</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>Girls' Athletics</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Football</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Basketball</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Track</td>
<td></td>
</tr>
<tr>
<td>* 4</td>
<td>Elementary School P. E.</td>
<td></td>
</tr>
<tr>
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<td>Recreation</td>
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</tr>
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<td></td>
<td>Outdoor Education</td>
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</tr>
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<td></td>
<td>Swimming</td>
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</tr>
<tr>
<td></td>
<td>First Aid</td>
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</tr>
<tr>
<td></td>
<td>Driver Training</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>1</td>
</tr>
<tr>
<td>* 2</td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Baseball</td>
<td>1</td>
</tr>
</tbody>
</table>
The validity of these apparent weaknesses is particularly recognized when a comparison is made with the actual subject areas offered in the Helix curriculum. Art is part of the recognized program in all grades of the Helix Elementary School. There is no fine nor industrial arts program offered in the Helix High School.

Home economics is offered every other year in the high school.

Shorthand is not taught at anytime in the high school. Journalism, as a subject, is not taught; however, a school newspaper is produced bi-monthly during the school year.

Speech correction is handled by an outside speech specialist who comes to the Helix schools twice yearly.

The high school has a part time librarian, and some library arts are taught to the librarian helpers. Library facilities in the elementary school are handled from a central library by the individual teachers.

Psychology, as a subject area, is not offered; counseling is accomplished by the individual faculty members in their own rooms and by the respective administrators.

Athletic and physical education subjects for the high school boys are all handled by the combination coach and physical education instructor. The high school girls' physical education program is handled by one of the female high school faculty members. The elementary school's physical education program has been carried out in the years prior to this study by the responsible individual teachers. The investigator recognized that at least three areas (noted by an asterisk) were not indicated as having been previously taught, which quite possibly should have been indicated by more teachers. English, elementary school physical education, and reading are most certainly taught by all teachers in the elementary school. This should have
brought a tabulation of six teachers for each of these subject areas, as all six elementary teachers had had previous experience on the elementary school level.

Evidence that information can be obtained on subject areas where there are teachers who could teach them, either from past professional experience or competence, was available from the secured data. Further investigation would have to be made to decide if there was actually sufficient experience or competence to warrant a revision in staff assignments and subject area offerings. However, an indication of experience and competence in subject areas can be determined.

VI. RELATION OF SUBJECTS TO RESOURCE USE

Are, there particular subject areas which present a greater feasibility for utilization of resources from contributing teachers?

From information obtained on the evaluation sheets (Appendix D) a compilation of subject area data showed the statistical application of specialties and materials. This was drawn into Graph II.
SUBJECT AREAS

Science and Mathematics

Social Studies

Physical Education

Music

Health

GRAPH II

NUMBER OF TIMES SPECIALTIES USED IN SUBJECT AREAS

Experiences

Materials
Physical education was the subject most used, and visitations with music areas was second largest.

Social studies was the area where the most teacher material sources were used; science and mathematics being the only other area in which there was usage of teacher material resources.

Further study is needed to discover why certain areas seem more feasible for an exchange program and to determine if these subjects would consistently be the most feasible for an exchange program.

The data lead to the conclusion that there are particular subject areas more feasible for resources exchanges.

VII. RELATION OF NEED TO RESOURCE USE

Will resources, identified as the program progresses, tend to be used because they are discovered and brought out by felt needs?

Figure I showed that there were thirteen entries of teacher experiences added to the original list obtained from the first compilation of data on the sheets for gathering information on teacher resource visitors.

Out of the thirteen new entries, ten were utilized at some time by requesting teachers. In these ten cases there was a first need felt by some teacher for a particular type of resource. The list of available resources did not provide a lead to where they could be obtained. Thus the teacher inquired of other staff members as to whether they might be able to provide such a resource. So, first, a need was felt. Then a source was sought out. Third, the contribution was made to the requesting teacher.

The three new entries not used were listed by
contributing teachers who felt that they could contribute to some other teacher. However, the need of using these resources was never felt by requesting personnel.

These data show that areas of resource help will become apparent when teachers realize their individual needs, and that other staff members will contribute when there is an awareness of that need.

Research needs to be conducted to determine if there are ways in which teachers may become cognizant of the needs of other teachers and if this awareness will further the utilization of the staff.

VIII. TEACHER AWARENESS OF PROGRAM NEEDS

Do teachers' backgrounds of experience and education contribute to an awareness of their own and other teachers' needs?

Graph III shows that the experiences and materials were divided among the elementary and secondary teachers. The elementary faculty had available thirty-six experiences which could have been used as resource visits and thirty-one separate types of materials which could have been used in classes. The secondary teachers had available fifty-two experiences and only six material choices.

Graph IV shows that more total years of teaching experience had been accomplished by the elementary than by the secondary teachers. There were fifty-eight total years of experience, an average per teacher of 9.6 years for the six elementary school teachers. The secondary school teachers had a total of twenty-two years teaching experience, an average per teacher of 3.6 years of teaching experience.

The two extremes noted were that of the elementary school teacher who had a total of twenty years of teaching
experience and the secondary person who had just begun teaching. There were two extremes in the amount of experiences and materials available by individual contributing teachers on the elementary level. Teacher MC offered neither experiences nor materials while teacher LM offered thirteen experiences and twenty types of materials.

The secondary teachers offered more available experiences that did the elementary teachers but had very few materials to offer (only six).
<table>
<thead>
<tr>
<th>ELEMENTARY TEACHERS</th>
<th>SECONDARY TEACHERS</th>
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</tr>
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<td></td>
<td>GR</td>
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<td></td>
<td>AW</td>
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<td></td>
<td>MH</td>
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<td>GC</td>
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<tr>
<td></td>
<td>RW</td>
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</tbody>
</table>

**Number of Experiences and Materials**

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<th>2</th>
<th>3</th>
<th>4</th>
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</tbody>
</table>

**GRAPH III**

**NUMBER OF TEACHER EXPERIENCES AND MATERIALS AVAILABLE BY INDIVIDUAL PARTICIPATING TEACHERS**

________ Experiences   - - - - - - Materials
| ELEMENTARY TEACHERS |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|                     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AD                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| MC                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| JR                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| EB                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| LM                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| UN                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

<table>
<thead>
<tr>
<th>SECONDARY TEACHERS</th>
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</tr>
</tbody>
</table>

GRAPH IV

NUMBER OF YEARS OF PROFESSIONAL EXPERIENCES AND NUMBER OF PROFESSIONAL ASSIGNMENTS

--- Professional Experiences
--- Professional Assignments
Graph IV shows that eight different kinds of professional experiences such as classroom teacher, principalship, coach, or superintendent had been the assignment at some time or other by the six elementary teachers. A total of thirteen different kinds of professional experiences had been the lot of the six secondary teachers.

Chart XIII presents a statistical comparison between the number of years of teaching experience per teacher with number of resources they used, number of resources they gave to others, and the total number of resources that they as individuals had available for utilization by others.

The data gathered shows that teacher LH, with the least years of teaching experience (3 years) on the elementary staff, gave the second largest amount of resources (8) and had the most resources available (33), while he was second in the number of resources used (33). It is noted that teacher LM was the investigator of this study and therefore probably more motivated toward the use of resources than other members of faculty.

Teacher JR with the next fewer years of teaching experience (6 years) was fourth in the number of resources used (16), fourth in the number of resources given (4), and third (12) in the number of resources she had available for others.

Teacher MC was third in the number of years of teaching experience (9 years) and was fifth (5) in the number of resources used, last in the number of resources given (0), and last in the number of resources available (0).

Teachers AD and UN both had the same number of years of teaching experience (10 years). Teacher AD was last in the number of resources used (4), third in the number of resources given (5), and tied for fourth in the number of resources available (6). Teacher UN was first in the number
of resources used (19), first in the number of resources given (10), and third in the number of resources available (10).

In comparing the above two teachers there seems to be no correlation, except for the number of resources available, between any of the items of value with the comparable factor of the total years of teaching experience.

Teacher EB had the largest number of years of teaching experience (20 years). She was third in the number of resources used (9), fifth in the number of resources given (2), and tied with teacher AD for fourth in the number of resources she had available (6).

Comparing the elementary teachers with themselves gives inconclusive data as to whether there is any correlation between the number of years of teaching experience and the awareness of their own and other teachers' resource needs.

Further research into this aspect seems desirable.

The data gathered for the secondary school personnel shows that teacher MH, in his first year of teaching, and teacher RW, who had eight years of teaching experience, tied for the first and only place in the number of resources used (2). Teacher MH was fourth in the number of resources given (2), and tied with teacher GR, who had three years of teaching experience, for fifth place in the number of resources available (6).

Teachers CC and AW tied for second place in the number of years of teaching experience (2). These teachers, as well as teachers GR and GC, used no resources. Teacher CC was first among the secondary teachers in the number of resources given (12), third in the number of resources available (12). Teacher AW gave no resources but was fourth in the number of resources available (9).
Teacher GR was third in the number of resources given (6), and tied with teacher MH for the number of resources available (6).

Teacher GC placed fifth in the number of years of teaching experience (7 years). She used no resources, placed next to the last (only teacher AW who gave no resources contributed fewer) in the number of resources given (1), and second in the number of resources available (13).

Teacher RW placed sixth in the number of years of teaching experience (8 years). As pointed out earlier, he and teacher MH were the only secondary teachers who used resources (2 each). He placed second in the number of resources given (8) and first in the number of resources available (14).

In comparing the secondary teachers among themselves data shows there is some correlation between years of teaching experience and number of resources available. Teachers RW and GC, who had eight and seven years of teaching experience in that order, were first and second in the number of resources available. The close third of teacher CC, who had taught only two years, removes some of the validity of this correlation.

Other data seem to be so inconclusive that a positive statement regarding the hypothesis seems impossible. But neither is a negative statement in order, for there are some indications that further research might reveal a correlation between experience and awareness of resource needs.
### Chart XIII

**Statistical Comparison Between Professional Training-Experiences with Usage, Contribution, and Availability of Resources**

<table>
<thead>
<tr>
<th>Elementary Teacher</th>
<th>Years of Experience and Number of Professional Experiences</th>
<th>Training</th>
<th>(1) Number of Resources Used</th>
<th>(2) Number of Resources Given</th>
<th>(3) Number of Resources Available</th>
<th>Total of 1, 2, and 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>AD</td>
<td>10-1 Education</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>MC</td>
<td>9-1 Education</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>JR</td>
<td>6-1 Education</td>
<td>6</td>
<td>4</td>
<td>12</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>EB</td>
<td>20-2 Education</td>
<td>9</td>
<td>2</td>
<td>6</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>LM</td>
<td>3-2 Academic</td>
<td>14</td>
<td>8</td>
<td>33</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>UN</td>
<td>10-1 Education</td>
<td>19</td>
<td>10</td>
<td>10</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td><strong>57</strong></td>
<td><strong>29</strong></td>
<td><strong>67</strong></td>
<td><strong>153</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Secondary Teacher  | Academic                                                     | 0        | 12                          | 12                          | 24                             |                     |
| CC                 | 2-3                                                         | 0        | 6                           | 6                           | 12                             |                     |
| GR                 | 3-2                                                         | 0        | 6                           | 6                           | 12                             |                     |
| AW                 | 2-2                                                         | 0        | 0                           | 9                           | 9                              |                     |
| MH                 | 0-1                                                         | 2        | 2                           | 6                           | 10                             |                     |
| GC                 | 7-2                                                         | 0        | 1                           | 13                          | 14                             |                     |
| RW                 | 8-3                                                         | 2        | 8                           | 14                          | 24                             |                     |
| **Totals**         |                                                             | **4**    | **29**                      | **60**                      | **93**                         |                     |
IX. RELATION OF PROFESSIONAL PREPARATION
TO RESOURCE USE

Will teachers with preparation in "education" use and contribute more resources than teachers with "academic" preparation?

Again Chart XIII, illustrates the data to help answer this hypothesis. Five elementary teachers had professional training primarily in education. The six secondary teacher and one elementary had professional training of an academic nature.

The five elementary teachers with backgrounds of educational preparation used a total of forty-three resources (average of 8.6 usages per teacher) and the secondary teachers, plus one elementary teacher, who had backgrounds of academic preparation used a total of sixteen resources (average of 2.3 usages per teacher).

The five elementary teachers contributed a total of twenty-one resources (average 4.2 contributions per teacher) while the secondary teachers and one elementary teacher contributed a total of thirty-seven resources (average 5.3 contributions per teacher.)

These data then show conclusively that teachers with a background in education subjects tend to use more resources than the teachers with a background in academic subjects.

Just the opposite conclusion is made regarding the contribution of resources. Here data show that the teachers with academic preparation tend to contribute more resources than those who have studied subjects primarily in education.

A study of why this difference exists might be significant.

X. RELATION OF GRADE LEVEL TO RESOURCE USE
Will teachers tend to contribute resources on a grade level closely aligned with their own?

Tables I and II supply data on the contributions made by teachers in the elementary school and high school on various grade levels of primary, intermediate, junior high, and high school.

Visitation made as contributing teachers were accomplished one grade level and one grade above by teacher UN. Teacher LM contributed on one grade level below, one grade level above, and on his own grade level. Teachers EB and JR contributed one grade level below and on their own grade level.

Materials loaned as contributing teachers were accomplished by teacher AD on her own grade level and each of two grade levels above her own. Teacher LM contributed on a grade level below his own, his own grade level, and each of two grade levels above his own. Grade school teacher UN contributed materials two grade levels below her own.

The secondary teachers followed the pattern, with teachers GR and CC contributing visitations to each of two grade levels below their own. Teacher MH contributed one grade level below his own level while teacher RW contributed on a grade level three levels and two levels below his own and also on his own.

Teacher GC and GR contributed materials one grade level below their own level, and teacher RW contributed two grade levels below his own and one grade level below his own.

Table III shows for the elementary level, that out of the sixteen visitations contributed thirteen were on the same level or one level below or above that of the contributing teacher. This table also shows, for the elementary level, that out of the eleven materials contributed seven were on the same level or one level below or above that of the contributing teacher.
For the secondary level there were twenty-five visitations, twelve on the same grade level as the contributing teacher or one grade level below. On this same secondary level there were no contributions of materials on the same grade level as the contributors and none one grade below. Four contributions were made two grade levels below their own.

These data indicate that the elementary school teachers contribute both visitations and materials on a level closely aligned to their own. The secondary school teachers do not contribute either visitations or materials on a grade level close to their own level.

Again there is a need for further study into the question of why a difference exists in the grade level contributions of elementary and secondary teachers.
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Sex</th>
<th>Grade</th>
<th>College Preparation</th>
<th>Contribution Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>AD F</td>
<td>1st</td>
<td>Educ. None</td>
<td>None</td>
<td>1 Prim.</td>
</tr>
<tr>
<td>MC F</td>
<td>2nd</td>
<td>Educ. None</td>
<td>None</td>
<td>2 Interm.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2 Interm.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 Interm.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3 Interm.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 JH</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2 SH</td>
</tr>
<tr>
<td>UN F</td>
<td>7th</td>
<td>Educ. None</td>
<td>None</td>
<td>3 Prim.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 Prim.</td>
</tr>
<tr>
<td></td>
<td>8th</td>
<td>Educ. None</td>
<td>None</td>
<td>2 Interm.</td>
</tr>
<tr>
<td>Teacher Sex</td>
<td>Teaching Position by Grades</td>
<td>College Preparation</td>
<td>Contribution Pattern</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------</td>
<td>---------------------</td>
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</tr>
</tbody>
</table>

TABLE II
INDIVIDUAL FACULTY MEMBER'S EDUCATIONAL BACKGROUND AND GRADE LEVEL CONTRIBUTION PATTERN

SECONDARY SCHOOL'S FACULTY

College Preparation | Contribution Pattern

<table>
<thead>
<tr>
<th>Major</th>
<th>Minor</th>
<th>Degrees Received</th>
<th>Number Visits</th>
<th>Level</th>
<th>Number Materials</th>
<th>Level</th>
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<tbody>
<tr>
<td>Math.</td>
<td>Math.</td>
<td>B.A.</td>
<td>3</td>
<td>JH</td>
<td></td>
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<tr>
<td>Latin</td>
<td>Latin</td>
<td>B.A.</td>
<td>1</td>
<td>JH</td>
<td></td>
<td></td>
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<tr>
<td>Music</td>
<td>Music</td>
<td>B.A.&amp;M.A.</td>
<td>2</td>
<td>Interm. 1</td>
<td>JH</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>B.A.</td>
<td>7</td>
<td>Interm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>B.A.</td>
<td>3</td>
<td>Prim. 1</td>
<td>Interm.</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>B.A.</td>
<td>1</td>
<td>Interm.</td>
<td>JH</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>B.A.</td>
<td>2</td>
<td>SH</td>
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</table>
TABLE III
HELIX SCHOOL'S FACULTY GRADE LEVEL CONTRIBUTION PATTERN

<table>
<thead>
<tr>
<th>Contribution by Visitation</th>
<th>Contribution by Materials</th>
</tr>
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<tbody>
<tr>
<td>Levels Below</td>
<td>Same Level</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
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<td>3</td>
<td>4</td>
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SECONDARY LEVEL
(grades 9-12)

<table>
<thead>
<tr>
<th>Levels</th>
<th>Same Level</th>
<th>Levels Above</th>
<th>Levels</th>
<th>Same Level</th>
<th>Levels Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>None</td>
<td>3</td>
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<tr>
<td>3</td>
<td>10</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

XI. EVALUATION OF RESOURCE USE

Can the frequency of use be a basis for evaluating the worth of these resources?

A recognized maxim is that there is tremendous difficulty involved in evaluating the outcome of any program believed to further the learning of people.

Certainly the data submitted in Charts I through XII give evidence as to the usage made of the visitations and resources. There were forty visitation specialties used, for a total of 1,208 visits. There were twenty-one uses of teacher resource materials on a loan basis.

Ten teachers were contributors to visitations, while two were not. Eight teachers were requestors of visitations, while four were not.
Six exchanges were made where teachers exchanged classes temporarily.

Eight teachers contributed resource materials, while four did not. Eight teachers requested resource materials, while four did not.

The amount of usage of visitations and materials during the period of investigation was not compared with the amount of usage before the investigation. There is belief that there was a definite increase, but there is no evidence to substantiate this.

The amount of usage, however, is a factor, and any further investigation of this type of teacher exchange should probably be set up on a control basis so that this measurement might be used.

From this evidence it can be inferred that usage can be a factor in evaluating such a program although there are no definite conclusions regarding usage as an instrument of evaluation for this particular study. This maxim has been recognized in the limitations set forth in Chapter I.

As previously covered in Chapter II, there is a lead given to some point of evaluation in the handbook, "Teaching Oregon's Children," which states: "As people continue to work together for the welfare of children, mutual respect and confidence in each other's abilities and ideas will be developed" (18:211).

The method of evaluating a project (such as the one under investigation) where teachers are working toward the better learning environment of children seems to lie in determining the gain in mutual respect, confidence in others and their abilities, and the ideas which have developed.

In comparing the data gathered from the tape recordings of the introductory meeting and the evaluative meeting, there is evidence that there were changes in attitudes on the part of the teachers regarding their respect for each other and
there was renewed confidence in individual staff members. The answers given by teacher UN and JR to question four (Excerpt II) indicate the prevalent attitudes—that this type of exchange program has merit and there is a desire to carry it on. Confidence in others seems to have been developed through a closer awareness of each other's abilities, evidenced in the answers that teachers UN and JR gave to question three (Excerpt II).

When compared to the negative response of teacher MH to question six (Excerpt I) of the introductory meeting, there is reason to believe that the teachers developed more respect for each other as a team as the program progressed.

The writer assumes that other, less objective forms of evaluation such as the one covered earlier under this question might best be used.

XII. IMPROVED STAFF UTILIZATION THROUGH EXCHANGE OF RESOURCES

Is there feasibility in furthering staff utilization through an exchange program of teacher resources?

What is the role of the teacher today? Trump (19: 82) reminded us, in the chapter on review of the literature, that "The teacher today is more a guide and consultant with respect to an ever increasing amount of knowledge than he is an individual who knows all and communicates all to a learner in a relatively limited environment." He also recognized that the teacher might play the wrong role. This "wrong role" playing was recognized by the Helix teachers in the introductory meeting of this study (teacher MH in answering question six). This was the reason that resources had to be carefully identified and selected before their usage in requesting teachers' rooms.
Venn (20:22) told that the use of many human experiences and skills is not researched enough as a means of improving instruction. He stated that fear on the part of the teachers that their weaknesses might be brought out was the biggest block in using human resources as a means of instructional improvement.

Was the fear of the teachers overcome? The data presented in Excerpt III, of the representative reactions of the teachers from their evaluation sheets (Appendix D) shows conclusively that any fear represented in the early stages of the study was overcome and replaced with confidence in what was accomplished.

Attention is directed to the representative reactions of faculty members to results which they believed occurred: (1) increased pupil participation and discussion, (2) furthered understanding of the area of study, (3) continued appreciation of other people's backgrounds, (4) developed and improved attitudes, (5) helped establish the principle being taught, (6) allowed students to feel they were participating, and (7) helped the students to gain supplemental knowledge.
EXCERPT III

REPRESENTATIVE REACTIONS OF FACULTY MEMBERS FROM EVALUATION SHEETS

Science and Mathematics

1. Ways in which visitors or materials increased pupil participation and discussion.

EB "Science became a study of everyday things." (elementary science)

JR "Encouraged questions and discussion through demonstration." (elementary science)

2. Ways in which visitors or materials aided the students' understanding of the area.

MC "Pictures gave description of color and appearance of birds." (bird pictures)

UN "Measured distances by metric system." (metric system)

3. Ways in which visitors or materials contributed to the students' appreciation of other people's backgrounds.

MH "Background appreciation of resource visitors as having had first hand experience." (atomic energy)

LM "The many phased occupational needs for airline support were realized." (airplane pictures)

4. Ways in which visitors or materials developed new or improved attitudes and helped build character.

MH "Demonstrated that while the awesomeness of A-energy is something to fear, there is much hope for its peaceful control and usage." (atomic energy)

5. Ways in which visitors or materials helped the student learn the principle being taught and how they applied to their own environment.
JR "Through models showing size, vastness, and distance." (universe)

MC "Helped in observing and comparing birds which they saw." (bird pictures)

MH "Chemistry and the atom became more realistic as a study." (atomic energy)

6. Ways in which visitors or materials allowed students to feel they were participating in the event.

JR "By helping in actual demonstration." (universe)

UN "By reading and discussing system and then working problems." (metric system)

7. Ways in which visitors or materials helped the students to gain supplemental knowledge which they might not have gained otherwise.

EB "The contributing teacher gave them more time than I could have." (elementary science)

JR "Stimulating observation and desire to experiment." (electricity)

MC "Some birds were seen only in pictures, but were thereby encouraged to do some research." (bird pictures)

Social Studies

1. Ways in which visitors or materials increased pupil participation and discussion.

UN "By telling of his actual experiences in Germany." (Germany)

UN "By giving class chance to see articles from Japan and to compare articles sent us for commercial purposes and articles purchased in stores in Japan." (Japanese materials)

2. Ways in which visitors or materials aided the students' understanding of the area.

RW "It made the material more understandable because it was up to date." (Air Force propaganda manuals)
3. Ways in which visitors or materials contributed to the students' appreciation of other people's backgrounds.

EB "Led to an appreciation of our present day life and dress." (heritage pictures)

5. Ways in which visitors or materials helped the student learn the principle being taught, and how they applied it to their own environment.

UN "Compared our homes, schools, etc. with those of China." (Chinese materials)

7. Ways in which visitors or materials helped the students to gain supplemental knowledge which they might not have gained otherwise.

UN "The hangings were used as samples for our art class." (Japanese materials)

**Physical Education**

1. Ways in which visitors or materials increased pupil participation and discussion.

LM "Everyone gained self-confidence through usage." (wrestling)

2. Ways in which visitors or materials aided the students' understanding of the area.

UN "By actual demonstration." (tumbling)

3. Ways in which visitors or materials contributed to the students' appreciation of other people's backgrounds.

LM "the non-swimmers wanted to be like the swimmers." (swimming)

4. Ways in which visitors or materials developed new or improved attitudes and helped build character.

JR "Developed patience, courage, and sharing." (trampoline)

5. Ways in which visitors or materials helped the student learn the principle being taught, and how they applied to their own environment.
MC "Skills were practiced and enjoyed during school intermissions." (trampoline)

UN "By showing and letting students do the stunts." (tumbling)

6. Ways in which visitors or materials allowed students to feel they were participating in the event.

MC "Pupils demonstrated their skills before an audience at a basketball game during intermission." (trampoline)

7. Ways in which visitors or materials helped the students to gain supplemental knowledge which they might not have gained otherwise.

LM "Ways to tone up muscles through practical exercise." (physical conditioning)

Music

1. Ways in which visitors or materials increased pupil participation and discussion.

AD "Reluctant to participate at first (especially boys) but after they caught on--very enthusiastic." (singing)

2. Ways in which visitors or materials aided the students' understanding of the area.

LM "Because familiar with part singing and harmony." (singing)

MC "Pupils had the calls given, explained, and demonstrated." (folk dancing)

3. Ways in which visitors or materials contributed to the students' appreciation of other peoples' backgrounds.

JR "Children learned ways of living and playing of other times." (folk dances)

MC "A large and varied selection of songs were sung. One song was sung in Spanish." (singing)

4. Ways in which visitors or materials developed new or improved attitudes and helped build character.
LM "Emphasized background of entertainment and culture of our pioneer forefathers." (Folk dances)

5. Ways in which visitors or materials helped the student learn the principle being taught, and how they applied to their own environment.

JR "By demonstration, by enthusiasm of teacher, using it in everyday play." (folk dances)

6. Ways in which visitors or materials allowed students to feel they were participating in the event.

LM "Sang parts and solos." (singing)

LM "By entertaining others--feeling of accomplishment developed." (band)

7. Ways in which visitors or materials helped the students to gain supplemental knowledge which they might not have gained otherwise.

AD "I neither sing nor play the piano; use record player, while useful, a poor substitute." (singing)

Health

3. Ways in which visitors or materials contributed to the students' appreciation of other people's backgrounds.

LM "Health workers and researchers were seen as very valuable people to their personal and public health." (4-H health)

6. Ways in which visitors or materials allowed students to feel they were participating in the event.

LM "By reporting, working in groups, and displaying their notebooks." (4-H health)
From the excerpts of these reactions there is evidence to support the hypothesis that there is a furtherance of staff utilization through an exchange program of teacher resources. The acid test to the feasibility of this type of program would be to examine its success in other school districts.

Dr. John I. Goodlad, in his workshop on the Nongraded Elementary School at Central Washington College in Ellensburg, Washington, July, 1960, gave three basic steps educators must consider in initiating a curriculum change. These areas were visualized by Dr. Goodlad in the following manner:

Basic Factors Which Must Be Considered by Educators in Initiating A Curriculum Change

1. Learner
2. Content or subject matter
3. Learning processes which provide for
   a. cognitive behavior
   b. psycho-motor skills
   c. affective behavior

In designing a program of greater teacher service, then, there are elements potential users must consider. First, there will be student objectives and a consideration of what the end product of education should be. The areas which will lead to a fuller realization of the educational product will be considered secondly. And third, the processes for preparing the learner as an active contributor on a productive basis will be recognized and made available.

A summary and conclusions regarding the hypotheses are presented in Chapter V. Areas of further study are also included.
CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The purpose of this investigation was to explore whether exchange of teacher experiences and materials in the Helix, Oregon, Unified School District could further staff utilization. A program of identification, classification, and utilization of teacher visitations and teacher resource materials was set up and evaluated in terms of increased participation and positive attitude changes among the Helix staff.

I. SUMMARY

Importance of the Study

New productive ways of increasing teacher utilization are needed. An awareness of this need is recognized when considering the increased national emphasis upon the public schools and the schools' responsibility of preparing youthful citizens for a more productive life in our democratic society.

Current educational literature indicates that any methods of furthering staff utilization must come from individual schools experimenting with ways most feasible and useful for their own situations.

Such a "grass roots" investigation was carried out in this study.

Basic Hypotheses Examined

The twelve basic hypotheses examined in this investigation concerned the school district at Helix. They were verbalized as follows:
1. Can Helix, as a small unified school district, utilize an exchange program of teacher resources?

2. Would the close working relationship of the staff in the Helix district add to the feasibility of this program?

3. Can teacher resources be identified, cataloged, utilized, and evaluated?

4. Can curricular areas and their frequency of coverage by the Helix staff be determined.

5. Can subject areas where there is evidence of teacher experience and/or competence be determined?

6. Do particular subject areas present a greater feasibility for utilization of resources from contributing teachers?

7. Will resources, identified as the program progresses, tend to be used because they are discovered and brought out by felt needs?

8. Do teachers' backgrounds and years of experience contribute to an awareness of their own and other teachers' needs?

9. Will teachers with preparation in "education" use and contribute more resources than teachers with "academic" preparation?

10. Will teachers tend to contribute resources on a grade level closely aligned with their own?

11. Can the frequency of use be a basis for evaluating the worth of these resources?

12. Is there feasibility in furthering staff utilization through an exchange program of teacher resources?

Related Literature

It is evident in the literature that renewed attempts at staff utilization have become recognized by educators as a means for curriculum improvement, alleviating crowded
classrooms, and increasing teacher effectiveness. Any good program for furthering desirable educational goals through a more nearly ultimate employment of teachers' talents and background necessitates planning, follow-through activities, and evaluation.

Identification is a prerequisite to employing the available resources.

Fear of change and the almost equal fear of criticism and loss of professional standing are real problems which have to be approached and overcome.

Organizing the staff as a team of experts involves effective communication between individuals and groups.

Several methods for gaining increased teacher participation have been tried with varying degrees of success. Team teaching, specialist's contributions, co-ordinate teaching, core programs, and correlation of subjects are just a few of these recognized procedures.

The role the teacher and administrator must play are variable, with the teacher assuming the area of contributing consultant and the administrator performing as a guide toward desirable educational experiences on the part of the students involved.

Recognition of the people participating in an educational program is a necessary psychological boost for overcoming any real or imagined fear that might be evidenced.

The challenge for the improved usage of resources lies in increasing the welfare of the students through the whole educational process in which they will be involved.

Investigation Setting and Analysis Procedures

This investigation was made in the Helix, Oregon, Unified School District, which has a combined enrollment of approximately 135 in grades one through twelve. The
elementary school, one building housing grades one through eight, had a teaching staff of six teachers. One teacher taught a combination room of grades four and five and another teacher had a combination seventh and eighth grade. The sixth grade teacher was also the elementary school principal.

The high school contained grades nine through twelve in a separate building adjacent to the elementary building. There was a teaching staff of six teachers, one of whom served as district superintendent.

The community containing the district under consideration was a rural wheat raising community, with about two hundred people living in the town itself and another two hundred living on farms.

During the first one-half of the school term (1959-1960) in which the investigation was conducted, there were attempts made only to initiate the program, identify and inventory the resources, and catalog the available resources into a usable form.

A tape recording of answers given to investigator-structured questions was made at the introductory meeting of the combined faculty. This recording was transcribed into written form to ascertain the attitudes of the teacher members before the investigation and to compare these representative reactions to a similar tape recording in the evaluative meeting at the end of the school term.

Data-gathering questionnaires were filled out by all twelve teachers to determine areas of resource specialties; past education, experiences, activities; and areas of study covered in their teaching assignments. These questionnaires were studied to identify and inventory the areas of experiences and materials which could be used as teacher exchange resources in comparison to the experiences and competencies and the areas which they pursued. Ready references were
thus available to (1) potential teacher resources, (2) teacher areas of experiences and competencies, and (3) actual areas of study among the faculty members' classes.

Classification of each speciality was done on duplicate record cards (kept in each school's office) under the categories of demonstrations, illustrated talks, activities, or materials. The cataloging was done by topic title and placed alphabetically in the record card file. This record card contained information on (1) the subject of the speciality, (2) description of the speciality, (3) classification, (4) participating teacher, (5) grade levels applicable, (6) areas of study applicable, (7) materials requesting teacher must supply, and (8) time of day when resource was available and the time required to present. Also included on the reverse of the record card was an area for recording information in regard to the specialty's usage. This information included (1) date used, (2) group used with, (3) subject tied in with, (4) length of presentation, (5) requesting teacher, and (6) suggestions. This reverse side of the record card was used during the second semester of the school year to record the actual utilization phase of the study.

Teacher resource kits containing (1) the list of available resources, (2) an outline of the problem and definitions of the terms used, (3) request forms and (4) evaluation sheets were provided each teacher. These provided a ready reference for the classroom teacher in carrying out the exchange program.

During the second semester of the school term in which the investigation was made, records were kept as to the actual utilization of the resources which, earlier in the school year, had been identified, inventoried, classified, and cataloged. The request forms supplied in the resource kits, along with verbal requests, were submitted to
potential contributing teachers by requesting teachers to obtain assistance.

Evaluation sheets were filled out by each requesting teacher following the contribution of a visiting teacher. Excerpts of representative reactions to these visitations were transcribed from the evaluation sheets into subject areas for evaluative purposes.

Usage-grams were drawn to pictorially portray the actual usage and contribution of visitations and resources by the individual teachers. These gave a quick analysis of the persons who did or did not contribute or request resource aid.

Grade level contribution patterns were organized into a table to see if teachers contributed to grade levels in close alignment with their own.

Graphs were drawn to show the relationships between (1) subject areas in which the greatest usage of resources were accomplished, (2) the number of specialties available by individual teachers, (3) the grade levels and the resource usage they enjoyed, and (4) the teachers' professional experiences and assignments by individuals.

A chart (showing a statistical comparison of the teachers' professional backgrounds to actual usage, contribution, and availability of resources) was drawn to determine if there was a correlation between these backgrounds and the realization of the needs of other staff members and themselves.

A second tape recording was made to investigator-structured questions during the evaluation meeting at the school year's culmination. This data were transcribed to excerpts in writing and used as a comparison between attitudes expressed at the investigations' beginning.

Thus the data were summarized into tables, graphs,
and charts to analyze the utilization and evaluation of the exchange program.

II. CONCLUSIONS

As a result of this investigation the following conclusions can be made to the basic hypotheses raised at the beginning of this study:

**Helix, as a small unified school district, can utilize an exchange program of teacher resources.** Forty specialty areas were used for a combined total of 1,208 visitations. There were twenty-one uses of teacher materials. Ten teachers contributed by way of visitation with some specialty area and eight teachers were requesting for specialty visitations.

Eight teachers were contributors of materials and eight teachers were requestors of materials at least once during the study.

**Teacher resources can be identified, cataloged, utilized, and evaluated.** To the 112 separate teacher resources originally identified, thirteen were added as the investigation progressed.

These resources were cataloged, and eleven areas of specialties were recognized as being duplicated by subject but not by content.

Data indicated the grade level, subject area, and individual utility of the available resources. The intermediate grades made the most use of specialty visitations while the intermediate and junior high grades tied for the greatest usage of materials. Physical education was the subject area in which the most visitation was accomplished, while social studies had the most usage of resource materials. The usage-grams indicated that all but one participated to some extent in the 1,208 actual visitations and
twenty-one materials loaned.

Data secured from the excerpts of the tape recording sessions along with data from the evaluation sheets gave enough evidence to presume that evaluation on an objective basis can be made.

**Curriculum areas and their frequency of coverage by the Helix staff can be determined.** A total of 232 curricular areas were recognized from the subject classification forms for the various grade levels. Out of these, 106 areas are covered by only one teacher (not the same one). This leaves 126 areas where two or more teachers cover the same subjects with different intensities and diversities. Five of the areas were not indicated on the questionnaires, possibly because of an oversight on the part of some teachers who actually cover topics in these areas.

**Subject areas where there is evidence of teacher experience and/or competence can be determined.** In twenty-one areas identified by the questionnaire method, at least one teacher felt competence due to past training, and in twenty-eight areas at least one teacher or more had previous teaching experience. Comparisons were made of these areas and the subjects actually offered. Some weaknesses were seen to exist where there was no attempt to utilize teacher backgrounds in areas where they had relative strengths.

**There are particular subject areas which present a greater feasibility for utilization of resources from contributing teachers.** As determined by the compilation of data on a graph physical education was first and music second in number of visitations. Social studies used the most teacher materials. Science and mathematics was the only other subject area using materials supplied by participating teachers.
Resources, identified as the program progressed, tend to be used because they are discovered and brought out by felt needs. Thirteen new entries were added to the original list as the investigation progressed. Out of these thirteen there were ten cases where a felt need on the part of a requesting teacher enlisted the help of a contributing teacher. The need was recognized, then a source was found, and a contribution was made.

Teachers with a preparation in "education" use more resources than teachers with "academic" preparation. Data obtained from questionnaires and record cards show that five elementary teachers with training primarily in education used an average of 8.6 resources per teacher in comparison to the six secondary teachers and one elementary teacher with training primarily in academic subjects, who used an average of 2.3 resources per teacher.

Teachers with a preparation in "academic" subjects contribute more resources than teachers with an "education" preparation. The data obtained from record cards and questionnaires indicated that the seven teachers with an academic preparation contributed an average of 5.3 resources per teacher while the five elementary teachers with backgrounds in education contributed 4.2 resources per teacher.

Elementary teachers tend to contribute resources on a grade level closely aligned with their own while secondary teachers do not. Tables supplied data on the contributions which teachers in the two schools made. Out of the sixteen kinds of visitations the elementary teachers contributed, thirteen were on the same grade level or one level removed from that of the contributors. Seven of the eleven materials were contributed by the elementary teachers on their own grade level or one grade level removed.
Of the twenty-five visitations made by secondary teachers, twelve were on the same grade level as the contributors or one grade level removed. There were no contributions made by the secondary teachers on their own level or one grade below.

Usage of resources can be a factor for evaluation. While there was no comparison made between the amount of usage of resources by the Helix staff before the investigation and during the investigation; data submitted in the usage-grams show that usage can be measured. When usage can be measured on a comparable basis, it is a factor for evaluating an exchange program.

There is feasibility in furthering staff utilization through an exchange program of teacher resources. An examination of excerpts taken from the tape recording of the evaluative meeting shows conclusively that a wish to continue such a program is felt by some of the participators. While each participating teacher did not actually state his positive reactions to furthering this program, he also did not offer negative feelings to discourage the program's continuation.

III. INCONCLUSIVE EVIDENCE

Results of this investigation failed to offer conclusive evidence to the following hypotheses raised at the beginning of this study. Suggestions are offered by the investigator as to why the evidence was inconclusive.

Would the close working relationship of the staff in Helix district add to the feasibility of this program? While subjective evidence from excerpts of the discussion carried on during the evaluative meeting suggests a close working relationship by the staff, there is no objective
data to conclusively prove this hypothesis. The investiga-
tor assumed that the minuteness of the staff gave more op-
portunities for closer sociability, but actual data did not
further these assumptions.

Do teachers' backgrounds of experience and education
contribute to an awareness of their own and other teachers'
needs? While considerable efforts were made to gather data
in the form of charts and graphs, the evidence gave incon-
clusive means to support the hypothesis. Some teachers
with a wider variance of teacher assignments and depth of
experiences contributed and used more resources than those
with a lesser depth of background. But some teachers with
less professional experience and number of teaching assign-
ments used more resources and contributed more resources.
Thus the evidence gives neither a positive nor negative
conclusion.

Can the usage of resources be a conclusive factor
in evaluation? As concluded under the hypothesis which
appeared positively proved, the usage of resources is a
factor for evaluation. However, the data from this inves-
tigation is not an objective means of evaluating. Other
less objective means, such as attitude changes on the part
of the teaching staff, seem more feasible as indicators of
increased staff utilization in the Helix study.

IV. IMPLICATIONS FOR ACTION AND
FURTHER STUDY

If this investigation were to be conducted again,
certain areas should be recognized as desirable for either
original or further study.

The actual learning gained on the part of students
should be measured and compared on a control basis.
Curricular objectives need to be formulated and familiarized so that each staff member is aware of the overall goals for which the schools are striving.

Teachers should be better informed as to the needs of other teachers through a familiarization of units of study each staff person covers. Methods for developing this familiarization are needed.

A longer longitudinal survey of this exchange program in Helix should be carried out to substantiate the data. This is particularly so since some identified specialties could not be used in the latter term of the school year because units in which they might have been used were seasonal or introductory to other units of study.

Other dimensions for further study which have been recognized in this investigation are presented here:

What are some objective means which might be used in evaluating an exchange program?

Why is there a noticeable difference in the grade level contributions between elementary and secondary school teachers? Is this difference caused by their educational backgrounds or their teaching experiences, both, or some other not yet identified factors?

Why is there a noticeable difference between the usage and contribution of teachers on the two school levels? Would a larger sampling of teachers show conclusive evidence regarding this difference?

Why do certain subject areas demonstrate greater usage of visitation and resources than do others? Are the specialty offerings responsible for this degree of usage?

When experiences and competencies of a staff can be identified, further investigation is needed to determine if a more productive use of these backgrounds can be made in actual teaching assignments. An investigation of the utilization of professional experiences and competencies in
comparison with actual teaching assignments might reveal the apparent waste or productivity of the schools' available resources.

Can other school districts with different size staffs and unique utilization problems use a teacher exchange program of experiences and materials?

Do smaller schools, similar in size to Helix, have a closer working relationship with one another which could be a supportive factor in using an exchange program?

Is one of the main problems for utilizing available resources in getting them, getting them at the right time, or knowing what is available and how to get them?

Can this type of program be fostered through the guidance of some staff person who has an awareness of furthering the potential of a team of teachers? If so, should this person be the audio-visual coordinator, librarian, curriculum director, principal, classroom teacher, or some other faculty member? How much time per day should this responsible person be given to devote to guiding and implementing an exchange program?

The investigator looks back over the year of investigation with the feeling of accomplishment. In one more school the teachers have come to recognize each other as people--people working together as a team for the good of children. A teacher exchange program is not the only answer to giving children the best possible education, but there is reason to believe that it is one answer. This investigation has shown that a teacher exchange program of resources does further desirable educational objectives. There is a desire on the part of the writer that other schools may attempt a similar program. Some day, we as educators will be much closer to knowing how we can best help students learn. Until then many varied approaches will lead us step-by-step to the glistening goal of educating each person to his fullest potential.
BIBLIOGRAPHY


10. Laing, James M. "A Saga of the 'Specialist Misconception,'" Educational Administration and Supervision, Volume 45, Number 2, March, 1959.


APPENDIX A

DATA SHEET FOR COMPILING INFORMATION ON
TEACHER RESOURCE VISITORS

Helix Unified School District Number 1

+-----------------------------------------------+
| Name ___________________________ Date __________ |
| Home Address ______________________ Home Tel. No. ________ |
| School ___________________________ School Tel No.________ |

EDUCATIONAL RECORD:

<table>
<thead>
<tr>
<th>High School</th>
<th>Major Field</th>
<th>Program</th>
<th>Minor Fields</th>
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<table>
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<tr>
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<tbody>
<tr>
<td>Type of Training</td>
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<table>
<thead>
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<th>Other Schools</th>
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</table>

<table>
<thead>
<tr>
<th>Graduate School</th>
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<tbody>
<tr>
<td>Area of Specialty</td>
<td>Degree</td>
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</table>

TEACHING EXPERIENCE RECORD:

<table>
<thead>
<tr>
<th>Place</th>
<th>Type of Position</th>
<th>Subjects or Grades Taught</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
SPECIAL AREAS OF TRAINING:

Special Fields i.e. photography, remedial reading, first aid

EXTRA-CURRICULAR ACTIVITIES: (clubs, lodges, organizations, fraternal groups, service groups, societies)

During High School

During College

Post-College

AWARDS AND CERTIFICATES: (i.e. Eagle Scout, Purple Heart, Distinguished Citizen, Father of the Year)

SPECIAL AREAS OF INTEREST: (self-learned i.e. flower raising, rock collecting, star gazing)

TRAVEL EXPERIENCES: (states, areas, parks, foreign)

Civilian
Films, slides, pictures, literature ____________________________

Military ________________________________________________

Films, slides, pictures, literature ____________________________

SUMMER EMPLOYMENT:

<table>
<thead>
<tr>
<th>Type of Work</th>
<th>Company</th>
<th>Place</th>
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HOBBIES AND COLLECTIONS:

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
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<td></td>
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</tbody>
</table>

MATERIALS ON SUBJECTS (i.e. films, pictures, literature, maps, artifacts)

<p>| |</p>
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MUSICAL INSTRUMENTS:

<p>| |</p>
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</tbody>
</table>
UNUSUAL EXPERIENCES: (i.e. escape from burning building, ride in a jet plane, beauty contest judge)
APPENDIX B

GENERAL INFORMATION DATA SHEET
ON TEACHER EXPERIENCES AND Activities

Name ___________________________ Date ____________

Present Teaching Position ____________________________

Major _______________ Minors ____________ Teaching Field

Insert the number of years you have taught previous to this year in front of the positions which are applicable.

___ Nursery School  ___ Seventh Grade
___ Kindergarten  ___ Eighth Grade
___ First Grade  ___ Junior High Department
___ Second Grade  ___ Senior High Department
___ Third Grade  ___ Elementary Principal
___ Fourth Grade  ___ Secondary Principal
___ Fifth Grade  ___ Supervisor
___ Sixth Grade  ___ Other ____________________

Indicate the special subjects which you have taught by placing a "T" in front of them and the special subjects in which you feel competent either through training or experience by placing a "C" in front of them.

___ Fine Arts...(level)__________________________

___ Industrial Arts...(level)_______________________

___ Home Economics...(level)_____________________

___ History...(level)____________________________

___ Geography...(level)_________________________
_Social Studies...(list).....................................................
_Mathematics...(list)........................................................
_Physical Science...(level).................................................
_Biology...(level)....................................................................
_Foreign Language...(list)......................................................
_Music...(list).........................................................................
_Voice...(level)........................................................................
_Piano
_Orchestra...(level)..................................................................
_Band...(level)........................................................................
_Bookkeeping
_Typing
_Shorthand
_English...(level)......................................................................
_Journalism...(list)...................................................................
_Dramatics...(list)....................................................................
_Speech Correction
_School Library...(level)...........................................................
_Remedial Room...(list)............................................................
_Boys' Counsellor...(level)......................................................
_Girls' Counsellor...(level)......................................................
_Audio-Visual Aids...(list).......................................................
Girls' Athletics...(list)

Football...(level)

Basketball...(level)

Track...(level)

Tennis...(level)

Elementary School P.E...(grades)

Recreation...(types)

Outdoor Education...(types)

Swimming...(levels)

Folk Dancing...(grades)

First Aid...(training)

Driver Training

Please list others and indicate by "T" or "C" as before.
APPENDIX C

SUBJECT CLASSIFICATION FORM

PRIMARY GRADES AREAS OF STUDY

Name __________________________ Date ___________________

Present Teaching Position ________________________________

Subjects You Teach____________________________________

Place an X in front of the areas of study which you cover in your teaching assignment and add any not listed.

AIRPLANES
ANIMALS
ARITHMETIC
BIRDS
BOATS AND BOATING
CHILDREN
CHINA
CIRCUS
CLOTHING
CONSERVATION
COWBOYS
DAIRYING
EARTH
FAIRS
FAIRY TALES
FAMILY
FARM LIFE
FIRES
FORESTS
FOLKLORE
FOOD
GAMES

GUIDANCE
HEALTH
HOLLAND--SEE NETHERLANDS
HOUSES
INDIANS OF NORTH AMERICA
MACHINES
MAIL
MANNERS AND CUSTOMS
LINCOLN
MEXICO
MUSIC
NATURE STUDY
RAILROADS
RHYTHM
RODEOS
SAFETY
SEASONS
SHIPS
SWIMMING
SPAIN
TRAINS--SEE RAILROADS
TRANSPORTATION
TREES
VOCATIONS
SUBJECT CLASSIFICATION FORM
INTERMEDIATE AREAS OF STUDY

Name ________________________________ Date ____________

Present Teaching Position ________________________________

Subjects You Teach ________________________________________

Place an X in front of the areas of study which you cover in your teaching assignment and add any not listed.

ACCIDENTS    CAMPING    ELECTRICITY
AFRICA       CANADA     ENGLAND
AIRPLANES     CENTRAL AMERICA ESKIMOS
ALASKA        CHILDREN    ETIQUETTE
AMERICA       CHILE       FAIRS
ANIMALS       CHINA       FAMILY
FARM ANIMALS  CIRCUS      FARM LIFE
PETS          CITIES      FIRES
WILD ANIMALS  CLOTHING    FISH AND FISHING
ARABIA        COLONIAL PERIOD FLAGS
ARTIC REGION  COLUMBIA    FLOWERS
ARGENTINA     COLUMBIA RIVER FOLKLORE
ARITHMETIC   CONSERVATION FOOD
ART           COTTON      FORESTS AND FORESTRY
ASTRONOMY     COWBOYS     FRANCE
AUSTRALIA     CREATIVE WRITING FRONTIER & PIONEER LIFE
AUTHORS       CRUSTACEA   GERMANY
BANKING       DAIRYING    GOVERNMENT
BIOGRAPHY     DAMS        GREAT BRITAIN
BIRDS         DANCING     GREECE
BOATS AND BOATING DESERTS GUIDANCE
BOLIVA        DICTIONARIES HAWAII
BONNEVILLE DAM DISEASES    HEALTH
BRAZIL        EARTH      HEAT
BRITISH ISLES EGYPT
<table>
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SUBJECT CLASSIFICATION FORM
JUNIOR HIGH AREAS OF STUDY

Name ___________________________ Date ________________

Present Teaching Position ________________________________

Subjects You Teach ______________________________________

Place an X in front of the areas of study which you cover in your teaching assignment and add any not listed.

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<td>BLIND</td>
<td>ING</td>
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<tr>
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<td>BOLIVA</td>
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<td>BOOK SELECTION</td>
<td>CONSERVATION</td>
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<td>CITIES &amp; TOWNS</td>
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PLASTICS
POETS
POLITICAL SCIENCE
PORTUGAL
POTTERY
PREHISTORIC TIMES
PRESIDENTS--U.S.
PUBLIC OPINION
PUBLIC SPEAKING
PYGMIES
RACE PROBLEMS
READING
RELIGIOUS LIBERTY
RENAISSANCE
REPTILES
RIVERS
ROCKS
ROME
RUSSIA
SAFETY
SCHOOLS
SCIENCE
SCOTLAND
SEASONS
SEEDS
SEWING
SOAP
SOILS
SOUTH, The
SOUTH AMERICA
SOUTH PACIFIC
SPAIN
SPEECH
SPORTS
STUDY
SWEDEN
SWITZERLAND
TEACHING
TEXTILE INDUSTRY & FABRICS
TIDES
TOOLS
TRADE
TRANSPORTATION
TRAPPING
TREES
TURKEY
UNITED NATIONS
UNITED STATES--CONGRESS
UNITED STATES--GEOGRAPHY
U.S.HISTORY, Colonial Period
U.S. HISTORY, Revolution
U.S. HISTORY, 1812-1860
U.S. HISTORY, Civil War
U.S. HISTORY, 1865-1898
U.S. HISTORY, 1898 to Present
U.S. POLITICS & GOVERNMENT
U.S. TERRITORIAL EXPANSION
URUGUAY
VENEZUELA
VETERINARY MEDICINE
VISUAL INSTRUCTION
VOCATIONAL GUIDANCE
VOICE
VOLCANOES
WASHINGTON, D.C.
WASHINGTON STATE
WATER
WATER POWER
WEATHER
WEIGHTS & MEASURES
WEST, THE
WOODWORKING
APPENDIX C

SUBJECT CLASSIFICATION FORM

SENIOR HIGH AREAS OF STUDY

Name ___________________________ Date ____________

Present Teaching Position ____________________________

Subjects You Teach ____________________________

Place an X in front of the areas of study which you cover in your teaching assignment and add any not listed.

ACCIDENTS, Prevention

AFRICA

AIRPLANES

ALASKA

ALCOHOL

AMERICA, Discovery & Exploration

ANATOMY

ARABIA

ARTIC REGIONS

ARGENTINA

ART

ARTS & CRAFTS

ASTRONOMY

ATOMIC THEORY

AUSTRALIA

AUTHORS, See Biography

BACTERIOLOGY

BANKS & BANKING

BELGIUM

BEVERAGES

BIOGRAPHY

BIOLOGY

PHYSIOLOGY

PLANT LIFE

BIRDS

BOLIVA

BONNEVILLE DAM

BOOK SELECTION

BRAZIL

BRITISH ISLES, See England

BUYING

CAMPING

CANADA

CANNING & PERSERVING

CELLS

CENTRAL AMERICA

CHEMISTRY

CHICKENS, See POULTRY

CHILE

CHINA

CITIES & TOWNS

COLOMBIA

COLONIAL PERIOD, See U.S. History

COMMERCIAL TRAINING

CONDUCT OF LIFE

CONGRESS

CONSERVATION

COOKERY

COTTON

COURTS

CRUSTACEAE

DAIRYING

DAMS

DANCING

DENMARK

DESERTS

DIAMONDS

DICTIONARIES

DIESEL ENGINES

DIGESTION

DISEASES

DISTRICT OF COLUMBIA

DRIVER EDUCATION

EARTH

EAST INDIES

ECLIPSE

ECONOMICS

ECUADOR

EDUCATION
EGYPT
ELECTRICITY
ENGLAND
ETIQUETTE
EUROPE-HISTORY
FIRST AID
FISH & FISHING
FLAGS
FLOWERS
FOOD
FOREST & FORESTRY
FRANCE
FRANCE-HISTORY-REVOLUTION
FRONTIER & PIONEER LIFE
FUNGI
GENETICS
GERMANY
GLACIERS
GOVERNMENT
Government
GRAND COULEE DAM
GREECE
GUATEMALA
GUIDANCE
HAWAII
HEALTH
HEREDITY
HEAT
HISTORY
HOLLAND
HOME ECONOMICS
HYGIENE
IMMIGRATION
INCAS
INDIA
INDIANS OF NORTH AMERICA
INDUSTRIES
INDUSTRIAL ARTS
INSECTS
ITALY
JAPAN
JAVA
JEWS
JOURNALISM
LABOR RELATIONS
LANGUAGE & LANGUAGES
LEGISLATION
LEWIS & CLARK EXPEDITION
LIBRARY SCIENCE
LIGHT
LITERATURE
LIVESTOCK
LUMBERING
MACHINE SHOP PRACTICE
MACHINERY & MANUFACTURING
MANNERS
MAPS
MARINE LIFE
MATHEMATICS
MEASUREMENTS
MEAT
MECHANICAL DRAWING
MEDITERRANEAN SEA
METALS
METEOROLGY
MEXICO
MICROSCOPIC LIFE
MIDDLE AGES
MINING
MOLECULES
MUSIC
NATIONAL PARKS & RESERVES
NATURAL RESOURCES
NETHERLANDS
NORTHWEST, PACIFIC
NORWAY
NUTRITION
OCCUPATIONS
PALESTINE
PANAMA & THE CANAL ZONE
PAPER
PARAGUAY
PARLIAMENTARY PRACTICE
PERU
PETROLEUM
PHILIPPINE ISLANDS
PHYSICS
PHYSIOLOGY
PILGRIMS
PLANETS
PLASTICS
POETS
POLITICAL SCIENCE
PORTUGAL
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SCHOOLS
SCIENCE
SCOTLAND
SEASONS
SEEDS
SEWING
SOAP
SOILS
SOUTH, THE
SOUTH AMERICA
SOUTH PACIFIC
SPAIN
SPEECH
SPORTS
STUDY
SWEDEN
SWITZERLAND
TEACHING
TELEVISION
TEXTILE INDUSTRY & FABRICS
TILES
TOOLS
TRADE
TRANSPORTATION
TRAPPING
TREES
TURKEY
UNITED NATIONS
UNITED STATES CONGRESS
UNITED STATES GEOGRAPHY
U.S. HISTORY
COLONIAL PERIOD
U.S. HISTORY
REVOLUTION
U.S. HISTORY
1812-1860
U.S. HISTORY
CIVIL WAR
U.S. HISTORY
1865-1898
U.S. HISTORY
1898 to PRESENT
U.S. POLITICS & GOVERNMENT
U.S. TERRITORIAL EXPANSION
URUGUAY
VENEZUELA
VETERINARY MEDICINE
VISUAL INSTRUCTION
VOCATION GUIDANCE
VOICE
VOLCANOES
WASHINGTON D.C.
WASHINGTON STATE
WATER
WATER POWER
WEATHER
APPENDIX D

EVALUATION SHEET FOR RATING

EFFECTIVENESS OF TEACHER

RESOURCE VISITOR OR TEACHER RESOURCE MATERIALS

Subject of specialty ______________ Dates Used ____________

Resource Visitor __________ Resource Materials ________
(check applicable items)

Requesting Teacher ___________ Subject Area ______________

Contributing Teacher ____________________________

Grade or Class Used In ___________ Date Used ____________

1. List ways in which the teacher resource visitor or teacher resource materials increased pupil participation and discussion.

2. List ways in which the teacher resource visitor or teacher resource materials aided the students' understanding of the area of study.

3. List ways in which the teacher resource visitor or teacher resource materials contributed to the students' appreciation of other people's backgrounds.

4. List ways in which the teacher resource visitor or teacher resource materials developed new or improved attitudes and helped build character.

5. List ways in which the teacher resource visitor or teacher resource materials helped the student learn the principle being taught, and how they applied it to their own environments.
6. List ways in which the teacher resource visitor or teacher resource materials allowed students to feel they were participating in the event.

7. List ways in which the teacher resource visitor or teacher resource materials helped the students to gain supplemental knowledge which they might not have gained otherwise.
APPENDIX E

REQUEST FORM FOR USE OF TEACHER RESOURCE VISITOR
OR TEACHER RESOURCE MATERIALS

Subject of specialty ____________________________________________

Requesting teacher ______________________ Contributing teacher_______

Date (s) requested ________ Time (s) requested _________

Room in which visit or materials is requested ______________

Grade level _______________ Number of pupils ____________

Area in which study is being made by requesting teacher ________________

Student's interests in area ________________________________________

__________________________

Students' background in area ______________________________________

__________________________

Learnings that are desired from the visit or materials in area______________

__________________________

__________________________

Equipment which will be provided by requesting teacher ______________

******************************************************************************

Contributing teacher should return this confirmation slip to the requesting teacher as quickly as possible.
CONFIRMATION SLIP ON RESOURCE VISIT OR RESOURCE MATERIALS

Date

The specialty subject and/or materials (are, are not) available on _________ at the place and time (Date requested) suggested.

If it is not available I (can, can not) fill your request on _________.

(Date available)

(Signature of contributing teacher)
APPENDIX F

RECORD CARD OF RESOURCE VISITOR SPECIALTIES

(front of card)

Subject of Specialty

Description

Classification (i.e. demonstration, illustrated talk, materials, etc.)

Teacher Grade Levels Applicable

Areas Applicable

Materials Requesting Teacher Must Supply (i.e. projectors, screen, table, etc.)

Time of Day When Available

Time Required To Present
(reverse side of record card of resource visitor specialties)

Date Used__________

Group Used With ____________

Subject Tied In With ____________

Length of Presentation ____________

Requesting Teacher ____________

Suggestions: