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Community Resources Workshop, Kalamazoo Michigan, 1971: A Descriptive Study of a Pilot Project

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COMMUNITY RESOURCES WORKSHOP, KALAMAZOO
MICHIGAN, 1971: A DESCRIPTIVE
STUDY OF A PILOT PROJECT

by

Mary Hurlbut Cordier

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
August, 1972

ACKNOWLEDGEMENTS

A group of twenty-three teachers explored a concept--the Community Resources Workshop. They implemented this concept in their classrooms during a school year marked by change and challenge. This descriptive study of their efforts, made possible by their continued cooperation in the Study, is a tribute to their success.

To the Director of this Community Resources Workshop, Dr. David R. Taylor, my appreciation for his cooperation, constructive criticism, and continued support. A special thank you goes to Dr. Robert Brashear for his cheerful guidance. My thanks to Dr. Dorothy McCuskey for her many years of professional associations, her continued interest, support and friendship.

To my colleague and friend, Dr. Mary Lou Stewart, appreciation for her listening ear and questioning mind. To my husband, Dr. Sherwood S. Cordier, and our daughters, Ann and Gail, my gratitude for their indispensable faith, hope and love.

Mary Hurlbut Cordier

MASTERS THESIS

M-3756

CORDIER, Mary Hurlbut

COMMUNITY RESOURCES WORKSHOP, KALAMAZOO
MICHIGAN, 1971: A DESCRIPTIVE STUDY OF
A PILOT PROJECT.

Western Michigan University, Ed.S., 1972
Education, teacher training

University Microfilms, A XEROX Company, Ann Arbor, Michigan

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CHAPTER I

THE COMMUNITY RESOURCES WORKSHOP, KALAMAZOO

Introduction

Throughout the history of American education, the community has been involved in the institution, control and enrichment of the schools. While communities were small in territory and population, and relatively homogeneous in ethnic and/or cultural outlook, the resources of the schools and the community were closely linked and mutually supportive. As communities expanded in size and scope, the resources of the community and of the schools became either remote, or, became increasingly more parochial and insulated through lack of interactions beyond the immediate neighborhood.

Today, in a time of increased geographic size of school districts and communities, and enlarged school populations, the schools are charged by the State of Michigan with certain goals that seek to bring the resources of the community and the schools together.

The Common Goals of Michigan Education, adopted September 1971 by the State Board of Education, are concerned with the relationship of the schools and the community:

II. Democracy and Equal Opportunity. . . .

Goal 1--Equality of Educational Opportunity
. . . accommodate the diverse values of our society and
make constructive use of the values for the betterment
of society. . . .

.

Goal 5--Parental Participation

. . . develop effective means for involving parents in the educational development of their children and encouraging them to meet their responsibilities in this regard.

Goal 6--Community Participation

. . . develop effective means for utilizing community resources and making these resources available to the community.

III. Student Learning. . . .

.

Goal 2--Preparation for a Changing Society

. . . encourage and prepare the individual to become responsive to the needs created and opportunities afforded by an ever-changing social, economic, and political environment both here and throughout the world. An appreciation of the possibilities for continuing self-development, especially in light of increasing educational and leisure-time opportunities, will encourage him to pursue his chosen goals to the limits of his capabilities under such changing conditions.

Goal 3--Career Preparation

. . . provide to each individual the opportunity to select and prepare for a career of his choice consistent to the optimum degree with his capabilities, aptitudes, and desires, and the needs of society. . . .

.

Goal 9--Occupational Skills

. . . provide for the development of the individual's marketable skills so that a student is assisted in the achievement of his career goals by adequate preparation in areas which require competence in occupational skills.

Goal 10--Preparation for Family Life

. . . each individual will grow in his understanding of and responsiveness to the needs and responsibilities inherent in family life. Joint efforts must be made by school, parents, and community to bring together the human resources necessary in this endeavor.

Goal 11--Environment Quality

. . . the knowledge and respect necessary for the appreciation, maintenance, protection, and improvement of the physical environment.

Goal 12--Economic Understanding

. . . gain a critical understanding of his role as a producer and consumer of goods and services, and of the principles involved in the production of goods and services.

Goal 13--Continuing Education

. . . promote an eagerness for learning which encourages every individual to take advantage of the educational opportunities available beyond the formal schooling process.¹

In support of these above stated goals, the Community Resources Workshop is a unique facet of in-service education for teachers in that it is based on three-way communication among the schools, the university and business. From this cooperative foundation of mutual involvement comes a common commitment for enrichment of education for the students of the community. Although this purpose of commitment for enrichment of education is hardly unique to the Community Resources Workshop, the means of implementation calls for further involvement and interaction among the various entities of the community.

Description of the Community Resources Workshop

The beginnings

Planning for the Kalamazoo, Michigan Community Resources Workshop began during the 1970-71 school year, stemming from the interest of Mr. Lester Hess, Division Manager, Westab, Incorporated. Mr. Hess

¹Michigan Department of Education, The Common Goals of Michigan Education. Lansing, Michigan: Michigan Department of Education, 1971. Pp. 4-11.

contacted Dr. David R. Taylor, Department of Teacher Education, Western Michigan University, to explore the interest and potential contribution of the University. Thus the industrial and university links were joined. The contact with the Kalamazoo Public Schools followed through the office of Dr. William Cansfield, Director of Curriculum. The planning evolved to include the Kalamazoo County Chamber of Commerce, and specifically, Mrs. Sandra Stinson of that office. Thus the three-based foundation of the Community Resources Workshop was established with the university, the schools, and business and industry.

A Steering Committee was developed with members from business, industry, the public schools, and the university. During the winter months of 1971, they laid plans for the initial Community Resources Workshop for Kalamazoo Public School teachers, with Dr. David R. Taylor as director, Mrs. Sandra Stinson as co-director, and with various members of the Kalamazoo County Chamber of Commerce as the vitally interested supporters.

The Division of Continuing Education, Western Michigan University, offered the Community Resources Workshop for four hours graduate credit, Teacher Education 502, Curriculum. The University paid the director's salary and secretarial assistance during the planning stages and throughout the Workshop.

The Kalamazoo Public Schools provided the meeting place for the Workshop in South Junior High School, various resource persons during the Workshop, and their inter-school mail service.

The business and industrial resources for the Workshop were

considerable. The tuition for each teacher in the Kalamazoo Public Schools was paid in full by business and industry. Printing costs of the Workshop log and a resource trip guide were assumed by the sponsors. The final luncheon for the participants and the sponsors was contributed by business sources. Business and industry cooperated in planning for field trips and resource speakers for the workshopppers, and later for their students. The participation of the Kalamazoo County Chamber of Commerce enhanced the development of further meaningful dialogue between the schools and commerce of this community.

The characteristics of the Community Resources Workshop

The formation of the Kalamazoo Workshop parallels other such workshops that were first begun in 1952, in Middletown, Ohio, under the sponsorship of the American Iron and Steel Institute and the School of Education at Miami University, and offered to the teachers of Butler County, Ohio. A workshop has been offered in Middletown every summer since 1952 for the teachers of the Middletown School System, and more recently, to teachers from other nearby communities.²

The general characteristics of Community Resource Workshops are similar, although each workshop has its own particular features.

²Capehart, Bertis E. "The Community Resources Workshops for Teachers--A Way to Make Effective Use of Community Resources," Impact, V (Spring 1970), 18.

The characteristics held in common include the following:

1. Planning is done at the local level through an advisory or steering committee with representatives of business, the schools, and the university. Any one of these representatives may begin the planning.
2. Credit is granted by the university or college involved.
3. Because the Workshop costs more than other classes, the additional funds are provided by the community, including in many cases, tuition for the teachers.
4. The participants themselves are "resources" through sharing and working together on common concerns, and enriching each other's experiences.
5. Group planning is the foundation of the content and processes of the workshop, with the director and his staff as the facilitators.
6. Through group processes, the problems, purposes, and scope of the workshop are defined.
7. Committees of varying size and responsibility carry out the business of the workshop.
8. General sessions of the workshop involve group planning, problem solving, resource speakers, evaluation processes, and other activities deemed appropriate to the purpose of the participants.
9. Field trips aid the participants in developing an understanding of the resources of the community, aid in planning for utilization of community resources with their classes,

and lay the foundations for better cooperation between the community and the schools.³

The activities of the Kalamazoo Community Resources Workshop

Based on the planning of the Steering Committee and instituting the above characteristics, the initial Community Resources Workshop of Kalamazoo, Michigan was in operation for four weeks, July 12 to August 6, 1971. Twenty-three teachers from the Kalamazoo Public Schools were the voluntary participants. Seventeen of the participants were elementary teachers, four were junior high teachers, and two were high school teachers.

As an organization, the Workshop had a number of committees whose functions and responsibilities were to plan, carry-out, and evaluate the activities deemed important by the workshopers. The field trip committee gathered the ideas, needs, and requests of the participants, and organized these interests into a four-week series of twenty-eight field trips, plus numerous resource speakers from education, business, and industry. They made countless phone calls and personal contacts to assure that a wide variety of resources would be available to the participants.

The coffee pot was an essential contribution to the Workshop by the social committee. The social committee also made lunch arrangements on many occasions.

³loc. cit., pp. 18-19.

With the help of a part-time student typist, the correspondence committee wrote follow-up and thank you letters to those individuals and organizations who aided the workshoppers. The materials committee assembled the audio-visual equipment, booklets, and other materials for use by the workshoppers. The evaluation committee assessed the quality of the activities of the Workshop and gathered recommendations for the future workshops.

The log committee kept minutes of each day's activities, and assembled other materials into a composite account of the Workshop with copies for all the participants. The actual distribution of the logs was delayed until funds were made available through contributions for its printing. Although this cost had been budgeted, University financial cut-backs made it necessary for the funds to come from business sources. The logs were distributed in December 1971.

In addition to the committee work, each individual had the responsibility of producing a project for his own use with his class. The projects took many different forms. Some were visual aids such as posters on economic education for early elementary grades; 35 mm. slide-tape set showing how the basic human needs of food, clothing, and shelter are met by the community; and photographs of the wide variety of community resources available within the school neighborhood. Other projects took the form of displays of information and models concerned with such topics as housing, the police force, drug information and guidance, and sources and uses of spices. Career education, its place in the total school curriculum and in the

community became the thesis of some projects and provided the stimuli for a resolution supporting this goal presented by the workshopers to the School Board of the Kalamazoo Public Schools in late August, 1971.

A small group of participants revised and expanded by one hundred contacts, the Manufacturing Section of The Educational Trips and Resource People, a guidebook of the Kalamazoo Public Schools. Contributions from industry paid for the printing of this new section of the guidebook.

Through the various field trips, speakers and other activities of the Workshop, the participants had the opportunity to observe the resources and structures of the community. The complexity and interdependence of business and industry were noted through several activities. The dispatch room of a motor freight company, essentially carriers for southwest Michigan, was seen as part of the web of trucking concerns throughout the nation. The nuclear reactor tower was observed as a part of the power hook-ups blanketing the country. In downtown Kalamazoo, the banks, department stores, and small and large businesses were seen not as separate entities within themselves, but as concerns linked through federal and state regulations, diversification of investments and interests, and through the interdependence of the producers and the consumers. The Benton Harbor Wholesale Market illustrated the complex interdependence of the fruit and vegetable producers, restaurants, supermarket chains, canneries, and the individual consumer.

A different kind of interdependence of people was observed and

felt during the tour of the tax-supported Kalamazoo State Mental Hospital.

Through the sprawling organization of a pharmaceutical company with its world-wide markets and sources of materials, the scope and breadth of locally situated business was observed. In the paper finishing industry, it was noted that the paper used came from many different producers from Maine to Washington, from North Carolina to Canada, thus indicating not only the far-reaching sources of the paper industry, but also, the implementation of anti-monopoly measures.

In the vast field of communications, television, and radio demonstrated the links to the local community, the nation, and even to the moon. The newspaper also showed these links, plus local editorial commentary, and the special features such as syndicated columns and comics.

The participants observed first-hand the meaning of research and development. Many new products of the paper finishing industry were shown to and shared with the participants. As part of a tour through a winery, the participants had the opportunity to sample the products, including a new blend of bubbling white wine and cranberry juice. The group saw innovation in the processes and products of the concrete construction industry, including the finished product being prepared for local industrial expansion.

At the computer center where most of the local and regional banking transactions are processed, the participants saw the vast application of computers as record keepers. They observed that the computer performance, whether in a large center or an individual

office machine, was no better than the quality of its program designed by a human being.

Although automation has taken over an increasing amount of tasks, the participants observed that on the assembly line the quality of the finished product was dependent not only on the machine, but also on the person operating the machine. Visiting a blueberry farm, it was noted that a picking machine manned by three persons can do the work of 300 field workers. However, blueberries after being picked by machine must still be sorted by hand.

Throughout the Workshop activities, the participants observed that efforts were made not only to produce materials effectively and efficiently, incorporating recycling processes in many ways, but also to make business and industrial sites attractive and pleasing to the workers and the passers-by. This concept was aptly illustrated by the charming setting of the retail store of a winery. The visitors' center of the nuclear power plant presented a striking multi-media history and resumé of the applications of nuclear generated power. The nuclear power plant has a handsome building and gardens for the visitors' pleasure. Great efforts have been made to preserve the character of the lake shore setting by the use of locally indigenous plants, shrubs, and trees in the landscaping.

Interior landscaping was observed in offices and enclosed shopping malls. The downtown Kalamazoo Mall with its ever-changing outdoor array of trees, shrubs and flowers for the shoppers' pleasure showed the results of a cooperative venture involving city government and merchants that has been emulated by many communities.

Throughout the Workshop activities, the participants learned from each other as they shared experiences, know-how, concerns about quality education from nursery school through high school and beyond. In working together, the participants developed an esprit de corps which served to enhance the Workshop experiences.

The participants observed pride and dedication in product, service, and accomplishment. For example, the quality control technician described with great enthusiasm the processes and products of the dairy. The staff of KAL-CAP, the community action program, discussed with the participants its many services for citizens of all ages. The director of the Planned Parenthood Association described the goals, services, and accomplishments of that organization. A panel of social service professionals from public, private and church based social agencies, described their programs and discussed the participants' questions. The retirees who were the guides at the meat processing plant not only knew the processes of the plants, but shared their pride in product with the workshopppers. The volunteers at the hospital spoke about the varied medical services of the facility, and described the cooperative planning among the local hospitals and many educational institutions. The participants observed pride in product among the farmers bringing produce to the Benton Harbor Wholesale Market where a historical marker cites this unique facet in the legacy of free enterprise.

The workshopppers looked for potential careers and employment for their students as they toured businesses, factories, and offices. They met many enterprising young people such as two young men selling

flowers on the Mall, and the young brother and sister who run a tour car and gift shop at the family's blueberry farm. For these young people, however, their jobs were summer jobs or temporary employment. The participants were concerned about how the schools could begin to prepare students for the world of work at a time when school budgets face difficult adjustments to economic problems and high taxes.

After the Workshop

As the Workshop closed in mid-August, the teachers had not yet received their school assignments for the opening of school in fall when the school system would be reorganized on the basis of a desegregation plan designed by citizens and educators. This plan, based on socio-economic criteria as well as racial factors, was to be implemented by court action against the wishes of the newly elected majority of the School Board. In effect this plan had established the elementary schools as either upper elementary, grades four through six and including the neighborhood kindergartens, or early elementary school, kindergarten through grade three. Changes in junior high and high school districts were also implemented. The plan then not only redistricted school children, K-12, but also the teachers, especially those in the elementary schools. Among the participants of the Workshop, ten out of twenty-three changed schools or grades.

The Kalamazoo Public Schools also faced the opening of the school year with defeated millage proposals. In September the rumors of impending disaster appeared to have much credence as the shrunken

budget caused all untenured teachers to be notified that their services would be terminated on October first. Among the participants of the Workshop were five untenured teachers.

This crisis date was then postponed by court action brought by the National Association for the Advancement of Colored People. Meanwhile, the School Board, members of the Kalamazoo County Chamber of Commerce, and others from the community worked diligently with the State Legislature seeking a special dispensation that would allow the Kalamazoo voters one more chance to support their public schools.

The State Legislature allowed Kalamazoo to have a special millage vote. After the passage of the millage on November 22, 1971, the climate of uncertainty diminished.

It was into this setting that the participants of the first Kalamazoo Community Resources Workshop brought their concepts and projects, aimed at understanding the complex interdependencies of their community.

Statement of the Problem

The purpose of the study

The purpose of this study is to explore four questions which are basic to an understanding of the value of the Community Resources Workshop:

1. What community resources were used by the participants during the school year before the Workshop?
2. What contacts with community resources were made during the Workshop by the participants?

3. What use of community resources was made by the Workshop participants during the school year after the Workshop?
4. From the responses to questions 1, 2, and 3, above, what recommendations could be made for future community resources workshops?

Assumptions underlying the questions

All of the questions are based on the assumptions that it is of value for teachers and their students to be aware of the resources of their community in order that the needs of the students be met in meaningful and relevant ways; that those resources may aid in directing and enriching the educational investigations and the skill development of the teachers and their students; and that such relationships with the community resources may further the cooperation among the many facets of the community toward the betterment of education for all the children, youth and adults of the community.

Question one seeks to establish the base line dimensions from which changes in teacher behavior can be observed. It may be assumed that prior to the Workshop, the participants may have shown interest in using the resources of the community for instructional purposes. In the spring of 1971, as the courts ordered the implementation of the desegregation plan for the opening of school in fall, 1971, there may have been some recognition among the participants of the need to be aware of a broader view of community resources than they held in conjunction with the generally homogeneous school districts of 1970-71. It is necessary to find out where they were in the use of community

resources prior to the Workshop in order to judge if that in-service experience had any impact on the teachers' practices following the Workshop.

Question two assumes that exposure to community resources during the Workshop may have led to further use of those resources by the participants. Therefore, it was necessary to assess the contacts the participants had with the resources of the community during the Workshop.

Question three assumes that the use of community resources by the participants following the Workshop will indicate change and impact on teaching practices that resulted from the Workshop.

Question four seeks to discover areas where the Workshop had positive influences on the participants. It also assumes that there will be certain shortcomings or omissions identified during the study that may be improved in future workshops.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The literature about the Community Resources Workshops seemed to fall into two periods: 1952 to early 1957, and the late 1960's to the present. The first period emerged in the post-Korean conflict era when national attention and local attention was focused once again close to home and community. The literature dropped off sharply after mid-1957, coinciding with the advent of Sputnik. The international ideological and technological impact on American public education apparently left little room for local concerns.

The second period made its appearance in the late sixties at the time of marked disillusionment flowing from the Vietnam experience. With the détente in the Cold War, more attention was directed towards the local community. Also in the late sixties, the problems of desegregation were being faced at all levels from the local school district to the Federal government, with the local community ultimately responsible for implementation of change. Along with the local community's increased awareness of responsibility, came the local community's concern for local control, local identity, and local problem solving. The Brownsville struggle for autonomy within the vast metropolitan complex of New York City illustrated this concern.

Movements that Link the Schools and the Resources of the Community

It is apparent that the Community Resources Workshop movement is not the only movement to enhance the relationships of the schools and the community. Within the past twenty to thirty years, several closely related projects have emerged, each with its own particular goals and message, and each dedicated to improve the education of the nation's children through acquaintance with the "real" world. In order to more clearly delineate the scope of this study, two other similar movements shall be briefly defined. These related movements are Outdoor Education, including Conservation Education and Resource Education; and Community Schools and Community Education. The descriptions illustrate how these concerns are related to one another and are different from the Community Resources Workshops.

Outdoor Education, including Conservation Education and Resource Education

The historical foundations of Outdoor Education stem from the concerns at the turn of the century for the health of children. In Charlottenburg, Germany, a suburb of Berlin, an "open-air-recovery school" was founded in 1904 ". . . to create a school where children could be taught and cured at the same time. . . ." ¹

The schools were ". . . designed for backward and physically

¹ Ayres, Leonard P., Open-Air Schools. New York: Doubleday, 1910. P. 3.

debilitated pupils who could not keep up with the work in the regular schools and were not so mentally deficient that they were fit subjects for the classes for subnormal pupils."² In the next decade, similar schools were established in London, 1907; San Juan, Puerto Rico, 1904; Boston, New York, Chicago, Pittsburgh, and elsewhere shortly after.³

The open-air schools survived and expanded during the next two to three decades. The shift in focus emerged from that of schools where unhealthy children could learn with a maximum contact with fresh air, to that of schools or facilities where all children could learn for various periods of time with maximum contact with the outdoors.

In 1947, the Battle Creek Public Schools leased Clear Lake Camp, an open-air school prior to World War II, for use by the students of the Battle Creek Public Schools. In 1957, the property was given to the school system by the W. K. Kellogg Foundation, along with substantial grants to build dormitories, enlarge the kitchen, and other improvements to the facilities.⁴ The emphasis and purpose of Clear Lake Camp and other Outdoor Education programs directly linked to school systems have been to give children and others the opportunity to learn in the outdoors those things that most appropriately could

² loc. cit., p. 7.

³ ibid.

⁴ _____, "Foundation Will Give Camp to Schools." Battle Creek Enquirer and News, LVIII (August 11, 1957), 1.

be learned in the outdoors. These learnings, however, range from discovery of a conservation concept to discovery of self.

With the shift of emphasis from unhealthy children to all children, the Outdoor Education movement became closely allied to Conservation Education and Resource Education. Both of these movements have been mainly concerned with natural resources such as soil, forests, wildlife, and mineral resources. An example of this aspect of education may be illustrated by the Iowa Teachers Conservation Camp, originated in 1950, by Dr. Gilbert W. Mouser and associates from the University of Northern Iowa (formerly Iowa State Teachers College) and the State Conservation Commission of Iowa.

The philosophy of the Iowa Teachers Conservation Camp centered on the following:

1. Teachers of pupils do not become interested in conserving something until they have an acquaintance and understanding of it; therefore, knowing and recognizing the various aspects of nature is basic in the camp program.
2. An awareness of the interdependence and the interrelationship in nature is essential for understanding wise resource management; thus, ecology is stressed in the camp teaching.
3. 'Learning by doing' is a good education procedure; therefore, emphasis is given to field trips, individual observation, and simple experiments in which the campers participate.
4. Teachers must know how to teach conservation; consequently, stress is placed upon curriculum development, conservation materials that are usable in the classrooms, audio-visual aids, use of resource leaders, simple demonstrations and experiments that can be performed by youngsters, and the actual construction of teaching aids.⁵

⁵Bredbenner, Novella D., A Study of Conservation Education Presented at the Iowa Teachers Conservation Camp from 1950 through 1953. Des Moines: State Conservation Commission, State of Iowa, 1955, p. 20.

Outdoor Education, Conservation Education and Resource Education, remain alive but in various states of health at the present time. The ebb and flow of concern for the environment and for ecology have at times been attractive educational band-wagons. The actual application of the concepts in classrooms continues to depend on the expertise and knowledge of the classroom teachers. Perhaps of all these overlapping concerns, Outdoor Education remains the strongest by virtue of the breadth of concerns it encompasses. The title is a sort of umbrella that can take in environmental, conservation and natural resource concerns in varying degrees depending on the local needs. However, there appears to be no one program or set of concepts that specifically describes all Outdoor Education. Outdoor Education is generally defined in terms of the local setting.

The Community School and Community Education

The Community School is a concept in the best traditions of our nation and should have the support of us all. We must regard the school as more than a classroom. It is a vital and integral part of our community life.⁶

Community School Education serves all the people of the community in a way in which the resources of the community can be used constructively in the solution of community problems. Its beginnings centered on recreation and enrichment for the community, along with basic education, high school completion, and self-improvement opportunities

⁶Church, Frank, U. S. Senator, "A National Viewpoint of Community Education." Community Education Journal, I (November 1971), 39.

to all segments of the community, year around, and virtually around the clock.⁷ This concept, as developed in Flint, Michigan, has spread to over three hundred school districts throughout the nation. In this growth of an idea, development has taken place not only in the size of the program but also the depth and scope of the total movement, as described in this current view of the purposes of Community Education:

1. A means for putting the ideas, wants, and needs of the people back into the education system that serves them.
2. A means for providing vocational, academic, recreational, enrichment and leisure time educational experiences to community members of all ages.
3. A means for cooperating with other educational agencies serving the community toward common goals and identify overlapping of responsibilities and voids in services provided.
4. A means for community members to understand, evaluate and attempt to solve locally, such basic problems as: environmental, criminal rehabilitation, health, personal anonymity and probably the biggest of all, man getting along with his fellow men.
5. A working model for faculty and community members to use as a springboard for evaluating, restructuring, and making more relevant the regular school programs incorporating the maximal use of facilities, human resources and cooperation between educational agencies.⁸

Community Education seeks to serve the people of the community by involving them in helping themselves. The specific shape of a

⁷Community Education Center, "Community Education." Kalamazoo, Michigan: Community Education Center, Western Michigan University, undated. Unpaged. (Mimeographed)

⁸Clark, Phillip A., no title, National Community School Education Association News, May 1971. Reprinted by the Community Education Center, Western Michigan University, Kalamazoo, Michigan, 1971.

Community Education program depends on the needs of the community. The program generally makes maximum use of the public schools as community centers towards the end of preventing and/or solving urban problems.

Community Resources Workshops

In contrast to Outdoor Education and Community Education, the Community Resources Workshops are concerned with developing cooperation among the schools, the university, industry and business towards the end of mutual benefits and understanding for the community. This goal is very similar to that of Community Education, but the means of implementation is the difference. Although the aspects of Outdoor Education are becoming broader in scope so as to include the urban problems, the Community Resources Workshop concerns itself with both urban and rural settings as they influence the quality of life and education of the people within these communities. To simplify some of the differences, it can be observed that Community Education brings the community to the school; Outdoor Education takes the students outdoors in a variety of environmental situations; Community Resources Workshops link the schools, the university, and business through input from all. All of these movements seek to better education for children, youth, and adults while improving the community.

The Period of the Early 1950's

The education workshops of Kelley and associates during the late

40's laid a foundation for the new methods of in-service education. The Workshop Way of Learning⁹ described workshops devoted to ". . . an interest in children and in the improvement of teaching methods"¹⁰ and with the burden of the objectives of the workshop placed directly on the students, who were in-service teachers, and their needs. Kelley recognized the use of resource persons and field trips as a means to solve problems identified by the workshop participants. However, field trips and resource persons in and of themselves were seen to have questionable value, and perhaps were detrimental to the purposes of the groups. "This is an escape from the real business in hand, a shift of responsibility from the group members to someone else. . . ." ¹¹

The operation of a large number of miscellaneous field trips has ruined many a workshop. The learnings are scattered. . . . There is value in one's knowing his community, and it is valid to organize a learning experience centered around this. But it is best, then, not to attempt any group work. This would not be a workshop as we define it, because the heart of the workshop is the interest group, where a small number of people attack a problem of common interest.¹²

Within Kelley's definition of the processes of the workshop as based on the common interests and needs of the enrollees, there appears to be ample room for in-service teachers to identify the use

⁹Kelley, Earl C., The Workshop Way of Learning. New York: Harper and Brothers, 1951.

¹⁰loc. cit., p. 2.

¹¹loc. cit., p. 59.

¹²loc. cit., pp. 61-62.

of community resources as their common problem.

In the follow-up evaluations of Kelley's workshops,¹³ efforts were made to assess the ways in which participants had changed their style of teaching or of administration. Although the returns cited specific practices, the improvement of teaching practices was conveyed ". . . by statement of the teacher."¹⁴

Mackenzie and Cammarata¹⁵ concluded from the literature to 1954, that the need for school and community to work together was recognized and was being studied by groups of school administrators, teachers and members of the community. In this review of the literature, however, the authors cited sources on the early efforts towards the community school, efforts in school camping, and assessments of demonstrated community leadership by teachers and administrators. Mackenzie and Cammarata's study indicated that by early 1954, the Community School movement, Outdoor Education experiences, and efforts toward utilization of community resources were largely intermingled.

In 1957, Ayars described the Community Resources Workshops as a "growing movement."¹⁶ He reported his findings that teachers,

¹³loc. cit., pp. 84-103; 107-109.

¹⁴Curtis, Dwight K., "Preservice and Inservice Education of Elementary- and Secondary-School Teachers." Review of Educational Research, XXVIII (June 1958), 217.

¹⁵Mackenzie, Gordon N., and Cammarata, Gloria C., "Schools for Adolescents: Community Relations." Review of Educational Research, XXIV (February 1954), 91-99.

¹⁶Ayars, Albert L., "Community Resources Workshops--A Growing Movement." Audio-Visual Instruction, II (March 1957), 80-81.

principals and supervisors affirmed the practices of making greater use of the community resources and improvement in their teaching methods as a result of the workshop. At the same time, Strohbehn¹⁷ attributed the "rediscovery" of Butler County, Ohio to the Community Resources Workshops in that area.

Olson and Bharnuratna¹⁸ reported on various projects involving the utilization of community resources up to 1956. Part of the value of their contribution was their definition of community: "If the community is people, then what people are, what they think, what they do, and how they act alone and collectively provide clues to community resources."¹⁹ The authors concluded that:

Community resources, therefore, are complex potentials, as challenging as man himself in his universe. Furthermore, education itself is not static, but is affected by many social forces; therefore, a static blueprint for the use of community resources would have little value. . . .²⁰ Community resources are related to the needs and the goals of the groups involved; the procedures employed are related to group decisions; and the principles or criteria for further operation are related to the evaluation of the experience involved in action and the results obtained therein.²¹

As a case in point, they referred to Seay and the Sloan Experiment in Kentucky.²²

¹⁷Strohbehn, Earl F., "Butler County Rediscovered." Audio-Visual Instruction, II (March 1957), 81-83.

¹⁸Olson, Clara M., and Bharnuratna, Sai, "Community Resources." Review of Educational Research, XXVI (April 1956), 157-170.

¹⁹loc. cit., p. 158.

²⁰loc. cit., p. 159.

²¹loc. cit., p. 161.

²²loc. cit., p. 164.

Olson and Bharnuratna, in their synthesis of the literature to 1956, identified the significance of local autonomy for groups within large school systems as a means to make ". . . use of the talent, initiative, and resourcefulness of thousands of the people of the community."²³ They further detailed problems of alienation, fragmentation and lack of community identity as the basis for study of the use made of community resources ". . . particularly if the human personality is central to the development of democratic values."²⁴

Curtis²⁵ found that the extra load of in-service education was a frequently identified problem for teachers. Credit for in-service education represented an incentive to teachers inasmuch as salary increases were often based on credits earned. The author reported one study by Daines in which major needs of elementary teachers included ". . . developing feelings of confidence, security, and belongingness in children."²⁶ This identified need could be read as a need for developing a sense of community among and within children. The author found that teachers reported in-service education influenced their teaching, but, ". . . research has not been reported which was designed to determine the actual effectiveness of particular in-service procedures in improving teacher competence other than by

²³loc. cit., p. 166.

²⁴loc. cit., p. 167.

²⁵Curtis, op. cit., pp. 208-221.

²⁶Curtis, op. cit., p. 216.

statement of the teacher."²⁷ The needed research, as identified to 1958 by Curtis, was ". . . isolating and attempting to determine the relative value of course content, methods of instruction, direct experiences with children and youth, and inservice procedures related to the improvement of instruction in public education; or broadly, as related to assisting the teacher to assume his role in society."²⁸

The Sixties to the Present

Ten years after the first Community Resources Workshop, Macomber,²⁹ who had helped establish the first workshop, visited Butler County, Ohio and several other Community Resources Workshops. His observations included these points: (1) participants should continue to decide what problems to tackle, including social and political concerns in addition to business and industry; (2) three or four weeks may be inadequate if the workshop is broad in scope, therefore, an advanced workshop could offer more depth for the participants; (3) industry must continue to bear a large portion of the financial burden, but also must be more involved in the planning; (4) the growth of the program is attributed to control of the curriculum by the participants and the university; and (5) that the workshops helped to eliminate stereotypes of politicians and

²⁷Curtis, op. cit., p. 217.

²⁸ibid.

²⁹Macomber, F. Glenn, "Wide Angled View for America's School Windows." Steelways, (November 1962), 20-23.

businessmen. Macomber cited numerous examples of positive reactions from businessmen and teachers, but made no attempt at objective evaluation.

Although the literature directly related to Community Resources Workshops is scant, there is ample literature on how teachers or schools have used the community for instructional purposes. From the period, 1964-1971, Cordier and White³⁰ cited over one hundred entries in a selected, annotated bibliography limited to utilization of community resources by elementary teachers. Although such literature gives ample rationale for the existence of Community Resources Workshops, it does not relate to the implementation of such in-service education.

During 1966 and 1967, the National Council for the Social Studies included in their How To Do It Series, three pamphlets related to the use of community resources: How to Utilize Community Resources;³¹ How to Use Local History;³² and How to Conduct a Field Trip.³³ Other

³⁰Cordier, Mary Hurlbut, and White, Deborah, "The Community: An Extension of the Elementary Classroom--A Selected, Annotated Bibliography." Kalamazoo, Michigan: Department of Teacher Education, Western Michigan University, 1972. Unpublished manuscript.

³¹Collings, Miller R., How to Utilize Community Resources, No. 13, How To Do It Series. Washington, D.C.: National Council for the Social Studies, 1967.

³²Brown, Ralph A., and Tyrrell, William G., How to Use Local History, No. 3, How To Do It Series. Washington, D.C.: National Council for the Social Studies, 1966.

³³Bye, Edgar C., How to Conduct a Field Trip, No. 12, How To Do It Series. Washington, D.C.: National Council for the Social Studies, 1967.

than how-to-do-it articles in periodicals, and brief descriptions in a few social studies methods books,³⁴ little else appears in the social studies literature of this period related to utilization of community resources.

The new directions of the social studies seemed concerned with the universal and somewhat illusive "truths" of mankind, with focus on world affairs. Materials from Glen Falls, New York published by the National Council for the Social Studies in 1968³⁵ ". . . require a reorientation of teaching 'toward an attitude of world understanding'". The sample lessons in Bringing the World Into Your Classroom included one lesson for intermediate grades that examines the resources of the community.³⁶ Most of the other lessons included concepts of international interrelationships. A few lessons seemed to

³⁴ Representative examples of utilization of community resources are to be seen in the following works:

Michaelis, John U., Social Studies for Children in a Democracy: Recent Trends and Developments, Third Edition. Englewood Cliffs, New Jersey: Prentice-Hall, 1963, pp. 506-514.

Preston, Ralph C., Teaching Social Studies in Elementary School, Revised edition. New York: Holt, Rinehart and Winston, 1964, pp. 122-125.

Wesley, Edgar B., and Wronski, Stanley P., Teaching High School Social Studies. Fifth edition. Boston: D.C. Heath and Co., 1964, pp. 327-330.

³⁵ Renaud, Mary (Ed.), Bringing the World Into Your Classroom--Gleanings from Glen Falls. Washington, D. C.: National Council for the Social Studies, 1968.

³⁶ _____, "A Small Community Can Serve the World," loc. cit., pp. 46-47.

reinforce narrow stereotypic views of other cultures.³⁷

In 1967, Newmann and Oliver³⁸ commented:

A large portion of school training is separated from, and has no significant effect on students' behavior outside of school mainly because of the isolation of the school establishment from problems, dilemmas, choice, and phenomena encountered beyond school walls. . . . There is a sense of unreality inherent in living in two discontinuous worlds, if one is to take both seriously.³⁹

The authors addressed themselves to a concept of the "missing community." The characteristics described were: (1) fragmentation of life; (2) change of depth and scope that challenges stability among people and aggravates generational differences; (3) "Ideological and aesthetic bankruptcy" leading to conspicuous consumption and reverence for material things; (4) depersonalization through mobility, separation of producer and consumer, and preventing the development of meaningful interpersonal relationships; and (5) the feeling of powerlessness as the individual sees his remote influences on decisions which have profound effects on his life.⁴⁰

Based on these observations, Newmann and Oliver contended that the education systems were public monopolies patterned after corporations with a "research and development mentality" that was out of

³⁷ _____, "An Introduction to Greece," loc. cit., pp. 37-38; _____, "Peer Gynt Introduces a Primary Grade to Norway," loc. cit., p. 22; and, _____, "A Primary Grade Looks at Mexico," loc. cit., p. 23.

³⁸Newmann, Fred M., and Oliver, Donald W., "Education and Community." Harvard Educational Review, XXXVII (Winter 1967), 61-106.

³⁹loc. cit., p. 77.

⁴⁰loc. cit., pp. 66-67.

touch with the intangibles of human learning. Public education systems should not be the only sources of education but should be only a part of the total education of people. The authors recommended numerous proposals and descriptions of working plans involving education and community. Those proposals were centered around three different contexts: "The 'school' context, the 'laboratory-studio-work' context, and the 'community seminar' context."⁴¹ They indicated a practical awareness of problems of finance and logistics, but cited:

. . . The major issue is whether or not we can find people willing to begin serious discussion on premises and ideas rather than only on blueprints and programs. The next step lies not in a more concrete plan, but in a search for a group of people, some 'missing community', with the courage and energy to re-examine how education, most broadly conceived as the interaction between reflection and action, can invigorate the lives of all its citizens.⁴²

The National Business Education Association Yearbook of 1969 included a chapter titled, "Community Resource Utilization."⁴³ In their assessment of the professional literature, Reed and Kocylowski confined themselves to those articles and other publications cited in the Business Education Index for a sixteen year period, 1950-66. From their search of this literature, they concluded ". . . that most

⁴¹loc. cit., p. 95.

⁴²loc. cit., p. 104.

⁴³Reed, Jeanne and Kocylowski, Mary, "Community Resource Utilization." National Business Education Association Yearbook, Vol. VII. Washington, D.C.: National Business Education Association, 1969. pp. 180-188.

writing done by business teachers is concerned with specific business education course offerings."⁴⁴

The authors summarized the results of a questionnaire sent to 125 teachers in the Detroit area, presumably secondary level business education teachers. They found that about half of those responding (96 total respondents), reported having a Career Day, with 39 per cent reporting that experience to be a successful one. Although enthusiastic student response was indicated, the ". . . teachers indicated that more students participate when the Career Day program takes students into the community than when the community is invited into the school."⁴⁵ This questionnaire reported by Reed and Kocylowski also found that about half of the teachers responding had used ". . . community and business leaders as speakers."⁴⁶ "Speakers in the suburban classrooms were predominately [sic] local, small businessmen, while speakers from large companies and corporations were utilized most frequently in the city schools."⁴⁷ The practice as reported would seem to indicate the need for more depth of understanding of community resources and of career education.

In response to the question about utilization of field trips, the authors found that more trips were taken by the suburban teachers

⁴⁴loc. cit., p. 181.

⁴⁵loc. cit., p. 184.

⁴⁶ibid.

⁴⁷ibid.

whose ". . . comments . . . suggest that they felt their students had fewer opportunities to view actual business situations than did the children in the city."⁴⁸ However, the Detroit teachers apparently planned their trips ". . . for the purpose of acquainting students with the city itself, such as the Civic Center, theaters, and other cultural points of interest."⁴⁹

Reed and Kocylowski further commented that trends in the utilization of the business community were coming from the ". . . guidance personnel and educational generalists. . . ." ⁵⁰ They cited the family as a significant influence in ". . . raising the occupational aspirations and competencies of their children. . . . If students, especially those from under-privileged areas, are to meet business standards in patterns of speech, dress, attendance, and social customs, we [business educators] must help them and their parents understand what these patterns are."⁵¹ The authors indicated that ". . . business educators can also assist in planning programs that permit an interchange of ideas and understanding among business people, students and parents."⁵² There appears to be need for business educators to share in this ". . . interchange of ideas and understandings. . . ."

⁴⁸loc. cit., p. 185.

⁴⁹ibid.

⁵⁰loc. cit., p. 187.

⁵¹ibid.

⁵²ibid.

The authors indicated their awareness of the vast untapped community resources that could be utilized in the business education programs. "If business education practices are to be improved, the school administration, the individual teachers, the students, and the business community have a tremendous challenge to plan cooperatively for programs that become more than a disruption of the daily routine."⁵³

The spring of 1970 found the New York State Association for Supervision and Curriculum Development devoting an issue of their journal, Impact to the theme, "Schools and their Communities: Imperatives for Involvement." Within this issue of the journal, Bertis E. Capehart, Director of the Education Department of the American Iron and Steel Institute, traced the history of the Community Resources Workshop.⁵⁴ He then described their general characteristics and goals (See Chapter 1, pp. 5-7). Within this journal other authors, Toepfer,⁵⁵ Anderson,⁵⁶ and Lusk,⁵⁷ commented on the need for schools and communities to work together. In Gall's article, "Impact of the Community Resources Workshop on School Community Relations," he

⁵³loc. cit., p. 188.

⁵⁴Capehart, Bertis E., "The Community Resources Workshop for Teachers--A Way to Make Effective Use of Community Resources." Impact, V (Spring 1970), 15-20.

⁵⁵Toepfer, Conrad F., Inc., "Schools and Their Communities: Imperatives for Involvement." Impact, V (Spring 1970), 3-4.

⁵⁶Anderson, Vernon E., "Community Involvement is for Real!" Impact, V (Spring 1970), 5-8.

⁵⁷Lusk, Robert C., "And the Schools Here are Excellent." Impact, V (Spring 1970), 5-8.

described the results of six years of Community Resources Workshops in Kokomo, Indiana.⁵⁸ Most of the outcomes coincide with those cited by Ayars⁵⁹ ten years earlier. The article does not reveal the source or method of this research cited by Gall.

In the fall of 1970, an article, "Community Resources Workshops", appeared in Balance Sheet.⁶⁰ The author, Marianne Solomon, a member of the staff of the Education Department of the National Association of Manufacturers, described the concepts and goals of the Community Resources Workshops. She also outlined the role of the National Association of Manufacturers in this venture as ". . . the development of sound programs to advance education, economic well-being, and social progress . . . to encourage greater understanding of the motivation of business and industry, and to help make students and teachers more aware of the opportunities available in business. NAM supports the workshop as a most effective means toward achieving this end."⁶¹

In 1971, Rubin concluded that:

. . . in-service education has indeed been virtually a lost cause. . . . Teacher professional growth has not been taken seriously, it lacks a systematic methodology, and it has been managed with astonishing clumsiness. It is not surprising,

⁵⁸Gall, Morris, "Impact of the Community Resources Workshop on School Community Relations." Impact, V (Spring 1970), 22-25.

⁵⁹Ayars, op. cit.

⁶⁰Solomon, Marianne, "Community Resources Workshop." Balance Sheet, LII (November 1970), 113-115.

⁶¹loc. cit., p. 115.

therefore, that teachers have grown accustomed to its impotence, and that administrators have come to regard it as a routine exercise in futility.⁶²

As editor of Improving In-Service Education, Rubin identified "Operational Implications" from each article as it ". . . describes the margin between what now is and what could be."⁶³

In this volume, Thelen proposed:

. . . that knocking about the city, experiencing the environment, is almost certain to contribute to one or more of the following adult preceptions and traits of just about anyone:

- (a) An awareness, through consciousness of one's likes and dislikes, of one's own ideal for proper living. . . .
- (b) A realization that there are many ways of life, and many types of persons, and that all of them have a right to be alive and to strive for life, liberty, and the pursuit of happiness. . . .
- (c) A consciousness that one is himself still able to be moved by sights, arrested by stinks, frightened by strangeness, and piqued by fragments. . . . The consciousness of alternatives to everything one usually takes for granted may stimulate some worthwhile thinking. . . .
- (d) The ability to make an assessment of the town's role and resources: What are all the materials, personnel, and messages that come into town; what are the ones that go out; what is the connection between input and output; or, as far as the rest of the world is concerned, what is the function of my town?
- (e) Awareness that the community is alive with many groups, each of which, like the class room, is a microcosm of the larger society; . . . participate in different groups for different purposes, and compare them with each other and your own class room

⁶²Rubin, Louis J. (Ed.), Improving In-Service Education--Proposals and Procedures for Change. Boston: Allyn and Bacon, 1971. p. 245.

⁶³loc. cit., p. xi.

- (f) Most of all, a feeling of moral sensitivity to the larger community: Here, laid out for all to see, with no explanation or apology possible, is the physical record of the collective efforts of your fellow citizens. . . .

The community is a midway point between the nation and the classroom. It is there to be experienced directly, endlessly, freshly. No environment smaller than the community, or even the megalopolis, can provide the stage for a man's life. To understand the full human being means to understand his relationship to the environment with respect to each of the transactions that constitute life. And once the teacher begins to see life's ecology, he can extend it to the larger society experience symbolically and existing only in the mind. He can also begin to see what kind of meaning the classroom, as a now rather empty corner of the child's environment, may be capable of having.⁶⁴

Rubin responded to Thelen with these "Operational Implications":

1. Classrooms frequently lack relevance to life itself. Acquiring teaching methods that result in a stronger connection between the subject matter of the classroom and life outside should be a major goal of professional growth programs.
2. The continuing education of teachers should provide opportunities for increasing understanding of the changing society. The training program should promote activities that give the teacher greater contact with his social environment.
3. Some of the knowledge teachers acquire is most easily obtained by interacting with others in a group situation. Groups of teachers, engaged in a mutual and open analysis of their functions represent an effective instrument of professional growth.⁶⁵

The implications of this book for in-service education, including Community Resources Workshops, are many. The literature of Community

⁶⁴Thelen, Herbert A., "A Cultural Approach to In-Service Teacher Training," in, Rubin, Louis J. (Ed.), Improving In-Service Education--Proposals and Procedures for Changes. Boston: Allyn and Bacon, 1971. Pp. 94-96.

⁶⁵loc. cit., p. 104.

Resources Workshops seems to support Rubin's contention that ". . . historically, the matter of in-service education has been treated either cavalierly or not at all. The need for experimentation, therefore, and for a rigorous effort to learn from trial and error is very great."⁶⁶ It is not enough to report that an effort is good for teachers, and that they enjoyed the workshop experiences. Rubin and associates have demanded a high level of commitment, expertise, and humanistic understandings among the educational professionals and other members of the community towards the end of changing schools through continuing education of teachers.

Etzioni concluded in his article "Human Beings Are Not Very Easy to Change After All", that ". . . education will become more effective when it works together with other societal changes--which, of course, means that, by itself it is not half so powerful as we often assume."⁶⁷ He further asserted that ". . . once we cease turning to ads, leaflets, counselors, or teachers for salvation, we may realize that more can be achieved by engineers, doctors and public interest groups; and the educators will find new and much-needed allies."⁶⁸ The search for these "much-needed allies" represents a major goal of the Community Resources Workshops.

⁶⁶loc. cit., p. xii.

⁶⁷Etzioni, Amitai, "Human Beings Are Not Very Easy to Change After All--An Unjoyful Message and Its Implication for Social Programs." Saturday Review, (June 3, 1972), 45-47.

⁶⁸loc. cit., p. 47.

This survey of the literature ends with the May 1972 issue of Educational Leadership, journal of the Association for Supervision and Curriculum Development. Among the announced themes chosen for the 1972-73 journals, are "Use of Local Resources" and "Education for Career Development."⁶⁹

The concerns expressed earlier by Newmann and Oliver,⁷⁰ the observations and guidance of Capehart⁷¹ and Macomber,⁷² and the early assessment by Ayars⁷³ may continue to expand with greater purpose and vision through professional support. Professional organizations such as the Community Resources Workshops Association, National Association of Manufacturers, the Chamber of Commerce, and the American Iron and Steel Institute, to name but a few, are supportive of the Community Resources Workshops. The key to successful implementation of the goals of Community Resources Workshops resides, however, with the individual classroom teacher and his receptivity to alternatives, to others and to self as a part of the ongoing interrelationships called community.

⁶⁹Educational Leadership, XXIX (May 1972), 663.

⁷⁰Newmann and Oliver, op. cit.

⁷¹Capehart, op. cit.

⁷²Macomber, op. cit.

⁷³Ayars, op. cit. See also, Macomber, F. Glenn and Ayars, Albert L., "Hometown Becomes a Classroom." School Executive, LXXIV (August 1955), 41-44.

CHAPTER III

THE METHOD OF INVESTIGATION

In order to establish the base line dimensions of teacher behavior, the Survey of Use of Community Resources (Appendix A) was administered to the teacher-participants of the Workshop during their first meeting, July 10, 1971. The information sought from this small, total population (N=23), consisted of the following areas of concern:

1. Demographic data was gathered on each participant.
2. Data concerning the status of use of community resources were assessed prior to the workshop in these areas:
 - a. on the school property
 - b. within walking distance of the students from the school
 - c. within the greater Kalamazoo area with transportation by bus or other vehicles
 - d. beyond the greater Kalamazoo area with transportation by bus or other means
3. Data were collected concerning the people who assisted the teacher as teaching aides, as resource persons, as chaperones on field trips and in other ways. Salaried teacher aids were not included.
4. Data were sought as to whether rules, regulations and/or restrictions, including budgetary restrictions, were present concerning the use of the above listed concerns. Also, the teachers' evaluation of these conditions was assessed.

5. In addition to the data listed above, open-ended questions were included in all parts of number two and number three.

The Survey of Use of Community Resources was again administered to the participants during May, 1972, when it was sent to the participants via Kalamazoo Public Schools mail delivery with a covering letter (Appendix B). The surveys were returned by means of the Kalamazoo Public Schools mail delivery. The use of the Kalamazoo Public Schools mail delivery, and having the returns sent to an office in the schools' Administration Building, may have implied certain restrictions for some of the participants. Therefore, the participants' names were not included in the surveys.

At the end of each week of the Workshop, the evaluation committee constructed a form for obtaining feedback about that weeks' activities. At the end of the Workshop, they administered an evaluation of the total Workshop (Appendix C). In March 1972, this evaluation form was again sent to the participants with a covering letter (Appendix D), by the same means as described above. This evaluation was also returned in the same manner as described above. The evaluation included three open-ended questions seeking responses to these areas of concern: what was of most value; what was of least value; and recommendations for future workshops.

The sponsors and the Steering Committee members were contacted by mail, asking for their opinions and suggestions concerning contacts with the participants during and after the Workshop. They were also asked for other comments about the Workshop, its implementation and continued dialogue between education and business and industry

(Appendices E and F). Due to the fact that the Community Resources Workshop represented the pilot project in Kalamazoo, it appears appropriate to handle the data collected in a descriptive manner, relating the data to recommendations on how to make the next workshop of value to its participants. The data obtained and analyzed descriptively, then can be used for "forward-looking purposes."¹

Descriptive studies of this type may have potential as tools and techniques for gathering evidence for other Community Resources Workshops or similar in-service education programs in this community as well as in other areas. The application of these methods of gathering and interpreting information would be a more valid use of this study² than to assume that the findings based on this small population " . . . would hold true for teachers in any other school--now, in the past, or in the future."³ "When a field of knowledge is being analyzed to identify problems for study, the particular research area should be sufficiently limited to serve effectively as sources of specific problems for investigation. . . ."⁴ Inasmuch as " . . . descriptive-survey studies are accurate only for the time and sample represented, and that many experiments should be repeated under the

¹Good, Carter V., Essentials of Educational Research. New York: Appleton-Century-Crofts, 1966, p. 192.

²loc. cit., p. 193.

³Van Dalen, Deobold B., and Meyer, William J., Understanding Educational Research. New York: McGraw-Hill, 1972, p. 204.

⁴Good, op. cit., p. 62.

same or different conditions for purposes of verification",⁵ this study may serve as the ground-work for further investigations in the value of Community Resources Workshops.

⁵Good, loc. cit., p. 63.

CHAPTER IV

PRESENTATION OF THE DATA

Introduction

Inasmuch as the many influences on teaching behavior are inter-related, it is difficult to link precisely changes in teaching behavior with the Community Resources Workshop. It becomes evident, however, that the data reveal certain demonstrated changes that were related to the content, methods, and philosophy of the Workshop. These changes have occurred in the increased use of business and industrial resources; increased use of walking field trips, local bus trips and carryover activities; and positive changes in purposes for using community resources. These changes occurred although there was a decline in available school funds for field trips and administrative permission for teachers to raise money for field trips.

The Participants

The twenty-three teachers who voluntarily enrolled in the Workshop were predominantly women elementary teachers. Six of the twenty-three were secondary teachers; two were high school teachers; and four were junior high school teachers. Of the three men enrolled, one was a high school teacher; two taught in junior high school.

The participants' ages were evenly distributed from the twenties past fifty years of age. Their years of professional experience, also quite evenly distributed, ranged from one through fifteen years,

with one teacher having more than twenty years of teaching experience. One teacher did not teach during the school year following the Workshop.

Use of Community Resources by the Participants

Based on the total of twenty-three participants, the Follow-Up Evaluation of the Use of Community Resources (Appendix A) has a 78 per cent return. In order to compare the pre-Workshop responses and the post-Workshop responses, the data in Tables 2, 4, 6, and 8, and in Figures 1-4, are recorded as per cents. These per cents were based on the pre-Workshop total N=23; post-Workshop N responding =18.

In Tables 2, 4, 6, and 8, and Figures 1-4, the responses were pooled so that the first two responses to a multiple choice item were designated as positive (+). The last three answers to such an item were designated as negative (-). The percent of "no answer" responses were included.

Use of the school site

The purposes cited for using the school site, Table 1, indicated two purposes not cited prior to the Workshop. These purposes were to repair fences and walls, and motivation for creative writing. The overall view of the post-Workshop purposes for using the school site showed lack of range and decline of purpose.

Table 1

Purposes for Using Community Resources:
The School Site

Pre-Workshop		Post-Workshop	
Number	Purpose	Number	Purpose
20	Science, Ecology, Conservation	30	Science, Ecology, Conservation
3	Recreation		
2	Fire and Safety Rules		<u>Purposes Not Cited Before the Workshop:</u>
2	Listening Skills		
2	Mathematics		
1	Art	2	Repair Walls and Fences
1	Sharing Experiences	1	Motivation for Creative Writing
1	Student Demonstrations and Discussions		
1	Collecting Materials for Social Studies		

The responses shown in Table 2 indicated a slight decline in the use of the school site. The rules for using the school site were seen as slightly more favorable after the Workshop.

Walking trips for utilization of resources

The purposes cited for taking walking trips, Table 3, changed in several ways. The citation of recreation did not appear in the post-Workshop entries. Trips to the mail box and to the fire station also disappeared. The six new entries include four that may be related to the Workshop: community resources projects, media unit,

Table 2

Use of the School Site as a Resource
(Responses Shown in Per Cents)

Use of Resource				Evaluation of Ease of Use			Evaluation of Rules for Use			Use of Carryover Activity		
+ - no ans.				+ - no ans.			+ - no ans.			+ - no ans.		
Pre	65	35	0	56	4	40	26	9	65	56	4	40
Post	50	50	0	50	0	50	39	11	50	50	0	50

retail store, and shoe repair shop. There was also an increase in walking trips for the purpose of newspaper study. Presumably this newspaper study involved the Kalamazoo Gazette, a Workshop contact. Table 4 indicated that the use of walking trips increased from 39 per cent to 67 per cent. The post-Workshop evaluation of the rules associated with walking trips represented an increased positive view, 26 per cent to 56 per cent.

Use of bus trips in Kalamazoo for utilization of community resources

The use of bus trips in Kalamazoo expanded after the Workshop as did the range of purposes for bus trips, and the use of carryover activities in the classroom following the bus trip. Although some of the purposes listed in Table 5 were cited in vague terms, they convey some general concepts about the purposes for bus trips in

Table 3

Purposes for Using Community Resources:
Walking Trips

Pre-Workshop		Post-Workshop	
Number	Purpose	Number	Purpose
12	Recreation	7	Art Appreciation, Enrichment
7	Science, Ecology, Conservation	6	Science, Ecology, Conservation
2	Going to the Mail Box	4	Food and Health Studies
2	Fire Station	4	Newspaper Study
2	Art Appreciation and Sketching		<u>Purposes Not Cited Before the Workshop:</u>
2	Neighborhood Walks for Enrichment and Motivation	4	Community Resources Project
2	Foods Study	3	Library
	Buy Cookies for Party	3	Museum
	Buy Groceries for Preparing Breakfast	1	Media Unit
	Buy Halloween Pumpkins	1	Retail Store
	Apartment Complex for Enrichment	1	Shoe Repair Shop
	Craft Demonstration		
	City Government		
	Study of Savings and Security		
	Newspaper Study		

Kalamazoo. Some of these identified purposes related to the concepts of the Community Resources. They were community resources projects, KAL-CAP, food processing, study of the working world and the newspaper. Other stated purposes that seemed to be related to the socio-economic and racial changes of the schools were multi-cultural enrichment and to encourage integration of the class during a trip

to see a Christmas tree exhibit.

Table 4

Walking Trips for Utilization of Resources
(Responses Shown in Per Cent)

Use of Resource				Evaluation of Ease of Use			Evaluation of Rules for Use			Use of Carryover Activity		
+ - no ans.				+ - no ans.			+ - no ans.			+ - no ans.		
Pre	39	30	31	52	9	39	26	9	65	48	9	43
Post	67	28	5	61	6	33	56	12	32	56	11	33

The uses of bus trips in Kalamazoo, shown in Table 6, represented increased use of bus trips. The data also indicated that all bus trips in Kalamazoo were followed by carryover activities in the classroom.

Bus trips out of town for utilization of resources

The use of bus trips out of Kalamazoo showed a decline in range of purposes, amount of trips, evaluation of the ease of use, and the amount of carryover activities. The stated purposes, Table 7, showed two new entries, study of electricity and nuclear power, and study of the working world. Both of these purposes may be related to the Workshop content and field trips. Only the

Table 5

Purposes for Using Community Resources:
Bus Trips in Town

Pre-Workshop		Post-Workshop	
Number	Purpose	Number	Purpose
8	Science, Ecology, Conservation	5	Science, Ecology, Conservation
3	Theater Appreciation	2	Museum
3	Recreation	2	Food Processing
2	Art Appreciation	2	Planetarium
2	Christmas Customs	1	Recreation
2	Planetarium	1	Art Appreciation
2	Museum		
1	Newspaper		<u>Purposes Not Cited Before the Workshop:</u>
1	City Hall		
1	Food Processing		
		5	Creative Dramatics
		4	Multi-cultural Enrichment
		3	Community Resources Projects
		2	Social Studies Enrichment
		2	Study of the Working World
		1	Encourage Integration of Class During Trips to see Christmas Tree Exhibits
		1	Health Department
		1	Get Materials for Class
		1	Library
		1	Newspaper

Table 6

Bus Trips in Town for Utilization of Resources
(Responses Shown in Per Cents)

Use of Resource				Evaluation of Ease of Use			Evaluation of Rules for Use			Use of Carryover Activity		
+ - no ans.				+ - no ans.			+ - no ans.			+ - no ans.		
Pre	52	43	5	52	13	35	52	22	26	34	13	53
Post	72	28	0	57	11	32	50	28	22	72	0	28

evaluation of the rules for use of bus trips out of town, shown in Table 8, stayed about the same.

Availability of funds for field trips

The decline in available school funds for field trips did not appear substantial, being 87 per cent to 78 per cent. A greater drop, 74 per cent to 33 per cent occurred in the administrative permission for teachers to raise money for field trips. It can be determined that the availability of school money and permission to raise money varied from school to school within the total Kalamazoo Public School System. In both the pre- and post-Workshop questionnaires, the participants wrote comments summarized in Table 9 about other sources of funds and means of raising money for trips. The lack of entries on how to obtain money other than school funds, seemed to indicate that field trips were either paid for by school funds or there were no field trips.

Table 7

Purposes for Using Community Resources:
Bus Trips Out of Town

Pre-Workshop		Post-Workshop	
Number	Purpose	Number	Purpose
8	Science, Ecology, Conservation	2	Science, Ecology, Conservation
5	Social Studies, History	1	Plank Road Farm
2	Recreation	1	Foreign Language Enrichment
2	Vocations		
1	Foreign Language Enrichment		<u>Purposes Not Cited Before the Workshop:</u>
1	Foods Study		
1	Plank Road Farm	4	Study of Electricity and Nuclear Power
		2	Study of the Working World

Table 8

Bus Trips Out of Town for Utilization of Resources
(Responses Shown in Per Cents)

Use of Resource				Evaluation of Ease of Use			Evaluation of Rules for Use			Use of Carryover Activity		
+ - no ans.				+ - no ans.			+ - no ans.			+ - no ans.		
Pre	48	48	4	39	13	48	34	26	40	43	9	48
Post	44	56	0	28	6	66	33	11	66	28	0	72

Table 9

Means of Obtaining Funds for Field Trips
Other Than School Funds

Pre-Workshop		Post-Workshop	
Number	Purpose	Number	Purpose
2	Combine with Another Class	3	Combine with Another Class
1	PTA	2	PTA
1	Mother's Study Group	1	Sold Vegetables from Teacher's Garden
1	Sold Pies, Rolls, Ties and Candles	1	Westab Corporation
		1	Creative Dramatics Class, Western Michigan University

Pre-workshop and post-workshop contacts with community resources

An examination of the contacts with community resources by the participants before, during, and after the Workshop, further delineates the impact of the Workshop on teaching behavior. Table 10, Summary of Use of Community Resources, presented an overview of these contacts with community resources. Appendix G detailed each section with specific entries.

The largest number of Workshop contacts seen was in Table 10, Section I, Business and Industry. Also, the largest number of post-Workshop contacts (46) was indicated in this category. This doubled the number of pre-Workshop contacts (23). It appeared significant that a workshop based largely on content and concepts about business

Table 10

Summary of Use of Community Resources Totals
(Number of Contacts Shown)

	Pre-Workshop			Workshop	Post-Workshop			
Resource	Trip	Resource Person	Totals	Totals	Individual Project	Trip	Resource Person	Totals
1. Business and Industry	17	6	23	44	11	29	6	46
2. Nature-Related and Natural Resources								
A. Without Staff	36	9	36	0	1	35	0	36
B. With Staff	20	5	25	0	0	9	1	10
Total	56	5	61	0	1	44	1	46

Table 10 (continued)

Resource	Pre-Workshop			Workshop	Post-Workshop			
	Trip	Resource Person	Totals	Totals	Individual Project	Trip	Resource Person	Totals
3. Cultural Events and Places	7	2	9	1	0	17	2	19
4. Public and Municipal Resources	8	6	14	4	3	7	3	13
5. Historical Sites and Reconstructions	10	1	11	0	0	7	0	7
6. Social Services	0	0	0	8	0	1	0	1
7. Medical Services	0	1	1	4	0	2	4	6
8. Other People as Resources to the Workshop and to Classroom	0	12	12	8	0	0	4	4

and industry should show its largest observable changes in that area.

In Section II, Nature-Related and Natural Resources, the responses were reported in two parts: those without staff and those with a staff. The large number of trips, both pre- and post-Workshop, without staff, refer to the use of the school site and the neighborhood adjacent to the school. The Kalamazoo Nature Center and the Kellogg Bird Sanctuary both have professional staffs, require bus transportation to visit, and charge fees. Trips to such nature-related areas with staffs, declined sharply, 25 to 10, reflecting the financial difficulties of the school system.

Although there were no Workshop contacts with cultural events or places, this category showed an increase. It appeared evident that a traveling exhibit, the Art Train, attracted many walking and bus trips. One class made five trips to the Western Michigan University campus to participate with creative dramatics classes, with the University supplying the bus transportation (See Appendix G).

Public and Municipal Resources, and Historical Sites and Reconstructions showed little change and little Workshop contact.

Although several Social Service Agencies were visited by the participants, there was only one post-Workshop contact. Early elementary children collected food and out-grown clothes and took them to KAL-CAP.

Contacts with medical services appeared to be somewhat the same. The small difference in numbers (pre = 4; post = 6), included three parents as post-Workshop resource speakers to classes. They were a

dentist, an ophthalmologist and a veterinarian. Parents were not seen as resource persons in this category before the Workshop.

In the category, Other People as Resources, a decline is found. The pre-Workshop citations included several school staff members such as diagnostician, lunch room supervisor, and school librarian. Also, the "rocket lady", Mrs. Harwood, utilizing working models of the United States' space program, was a resource speaker three times prior to the Workshop and only once following the Workshop.

Among the resource speakers to the Workshop were several whose topics concerned teacher education. The feedback information does not indicate whether these speakers' comments or information was implemented during the following school year. As with many in-service education projects, the actual gain in concepts from resource speakers or other activities was difficult to measure because of the many incidental learnings the participants gained from each other and from the total Workshop experience.

Summary of changes in utilization of community resources

Summarized in Figures 1-4, are the pre- and post-Workshop responses concerning the participants use of resources, evaluation of ease of use, evaluation of associated rules, and use of associated carryover activities. The greatest increases in positive responses were shown in the utilization of walking trips, Figure 2, and bus trips in town, Figure 3. This demonstrated change in the participants' responses seems to indicate change in teaching behavior.

In Figure 1, Changes in Utilization of the School Site as a

Community Resource, the positive responses indicated that the pre- and post-Workshop uses of the school site were similar.

The changes shown in Figure 2 represented positive change in teaching behavior as related to the use of walking trips, the evaluation of ease of use, and the evaluation of the rules. Although the amount of change in use of carryover activities was slight, the purposes for use changed substantially. (See also, Table 3, page 49.) The greatest changes in teaching behavior were in the amount of use of walking trips and the evaluation of associated rules. Both categories showed substantial increases in positive responses. The responses shown in Changes in Use of Bus Trips in Town for Utilization of Resources, Figure 3, indicated that all such bus trips were followed by carryover activities in the classroom. This change in response seems to indicate change in teaching behavior. The evaluation of ease of use and the associated rules remained similar to the pre-Workshop ratings.

Bus trips out of town, Figure 4, were evaluated as the most difficult means of utilizing community resources. The post-Workshop evaluation of ease of use and associated rules, and the use of carryover activities was 28 per cent, 33 per cent and 28 per cent, respectively. In each of these categories, the percentage of "no answer" was at least twice the amount of positive responses. (See also, Table 8, page 53.) The decline in available school funds and administrative permission for teachers to raise money for trips was a probable factor in the lack of positive responses to these items.

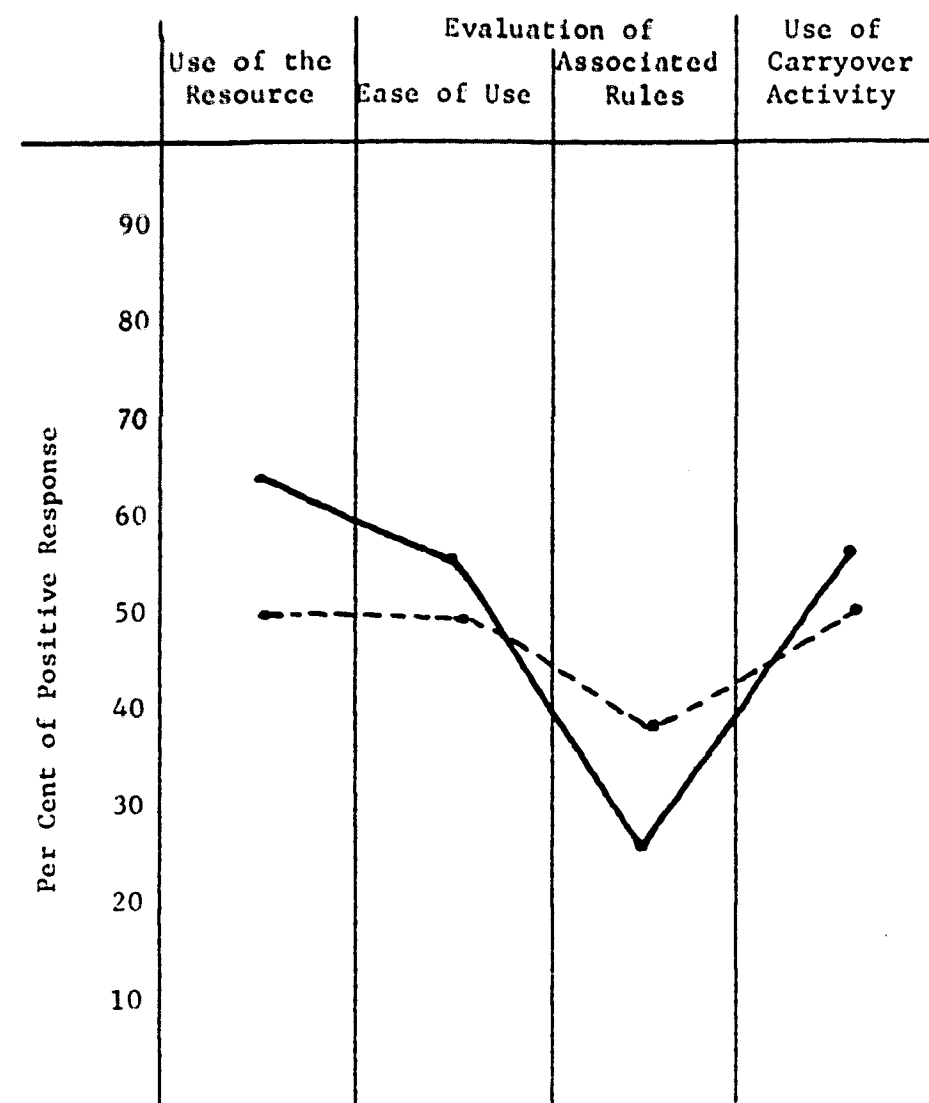


Figure 1

Changes in Utilization of the School Site
as a Community Resource

———— Pre-Workshop Response
 ----- Post-Workshop Response

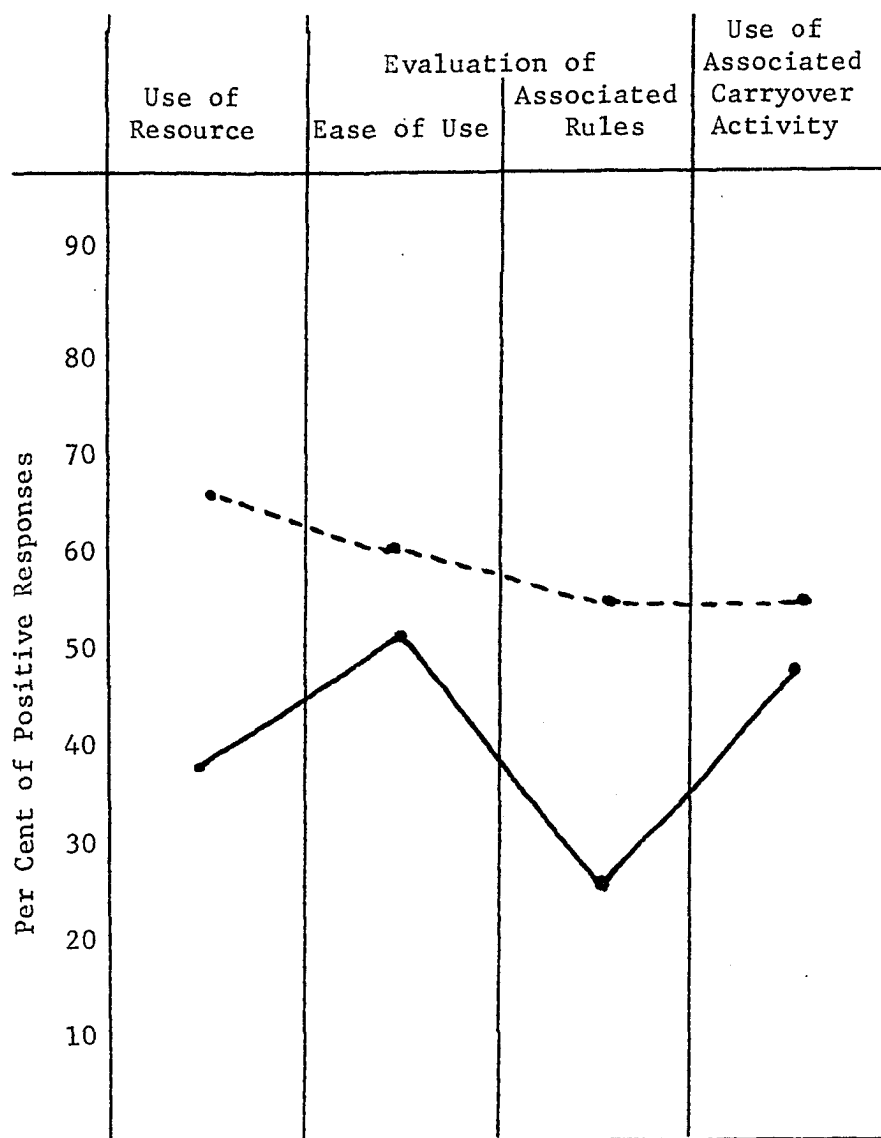


Figure 2

Changes in Use of Walking Trips for
Utilization of Resources

———— Pre-Workshop
----- Post-Workshop

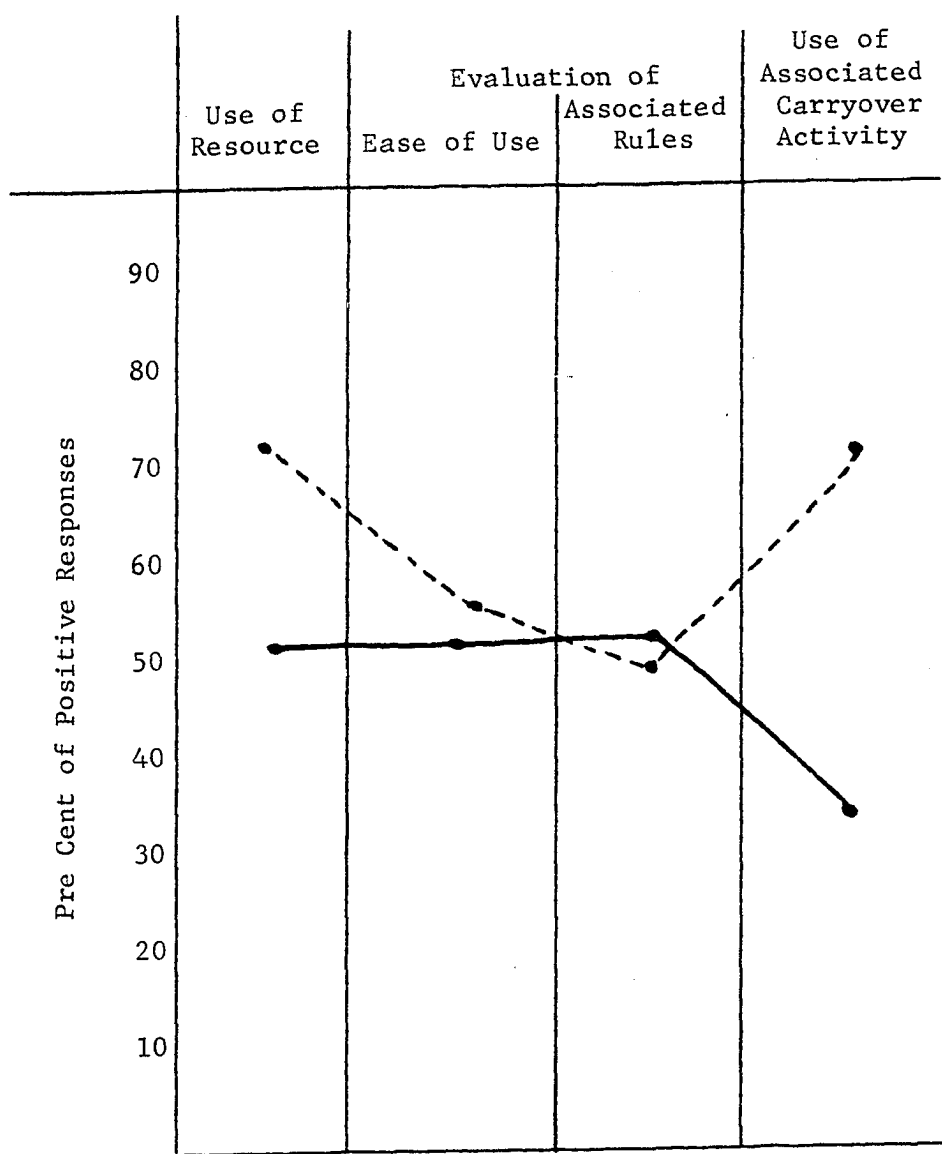


Figure 3

Changes in Use of Bus Trips in Town for
Utilization of Resources

———— Pre-Workshop
----- Post-Workshop

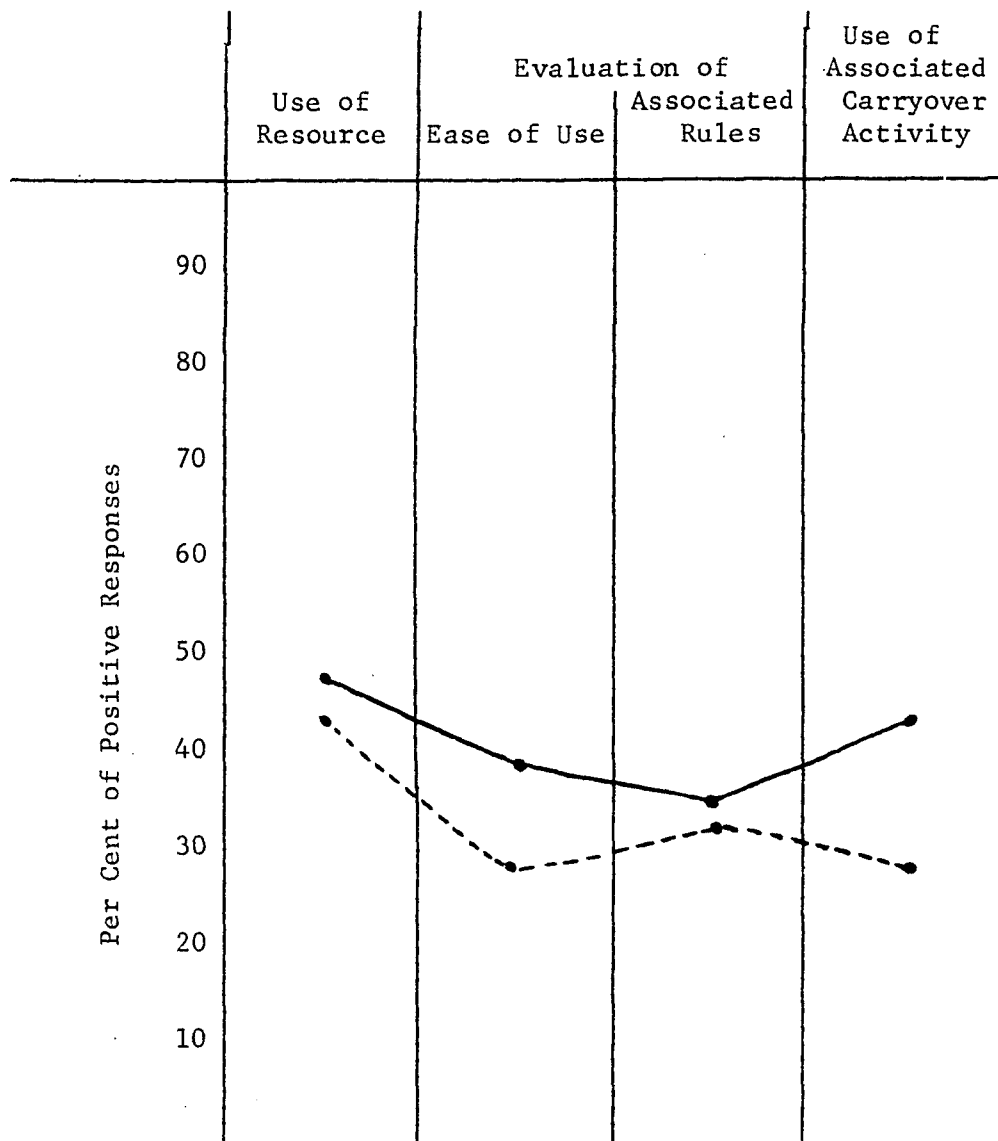


Figure 4

Changes in Use of Bus Trips Out of Town
for Utilization of Resources

———— Pre-Workshop
----- Post-Workshop

Evaluation of the Workshop

According to the log, First Annual Kalamazoo Community Resources Workshop, 1971, the objectives of the Workshop were:

- A. An appreciation of contemporary local businesses, industries, institutions, jobs, and human resources which may be transmitted to the pupils they teach.
- B. First hand knowledge of community resources which can supplement and enliven the curriculum.
- C. Strategies for utilizing community resources in the classroom.
- D. Professional help in developing or constructing materials relevant to their own classrooms and also relevant to the community about which they teach.¹

It appears justifiable at this point to conclude that the Workshop seems to have accomplished some of its goals as shown in the growth of the post-Workshop contacts with business and industry; the increased use of walking field trips, local bus trips, and carryover activities; and the positive changes in purposes for use of community resources. It was a well-attended Workshop with no pressures for attendance or enrollment. In light of the observable changes in teaching behavior, the evaluation of the Workshop may provide clues to the factors underlying its impact.

At the end of the Workshop, in August 1971, the evaluation instrument constructed by the Evaluation Committee (Appendix C) was

¹Log Committee, First Annual Community Resources Workshop, 1971. Kalamazoo, Michigan: 1971. Unpaged. Mimeographed.

administered to the participants. At that time the responses to the sixteen yes-no items about the quality of the Workshop were 97 per cent favorable. The following March 1972, the evaluation instrument was sent by Kalamazoo Public School mail. It had a 100 per cent return, including a response from the one teacher who had not returned to the classroom. This follow-up response was 88 per cent favorable.

The most evident change in response was to item four: "Will (have) you utilize(d) the Community Resources more since you have completed the Workshop experience?" Table 11 indicated the drop in favorable responses was from 22 to 11.

Table 11

Increased Utilization of Community
Resources after the Workshop
(Item 4, Workshop Evaluation)

Response	At the End of the Workshop, August 1971	After the Workshop, March 1972
yes	22	11
no	0	9
no answer	1	0
maybe	0	2

Item three asked a similar question but with a different response: "Will (have) you draw(n) on your Workshop experiences in

your classroom?" (Emphasis added). Table 12 indicated the continued high level of favorable response.

Table 12

Use of Workshop Experience in the Classroom
(Item 3, Workshop Evaluation)

Response	At the End of the Workshop, August 1971	After the Workshop, March 1972
yes	23	21
no	0	1
no answer	0	1

The phrase "in your classroom" apparently is the key to the different responses to the similar questions. The information on availability of funds for field trips would support this assessment made by the teachers in item 4. The responses may point out a misconception on the part of the teachers, that community resources can only be utilized by means of field trips.

The two items relating to projects made by the participants showed a slight decline in acceptability. It was the individual's responsibility to select and develop his own project. Five participants indicated that they had not made their projects available to their colleagues. Of the fifteen group and individual projects, seven were 35 mm. slide sets, some with accompanying cassette or reel

tape recordings. Although several schools have slide projectors of the type where each slide is manipulated separately, there was only one carousel projector to be used by all the elementary schools. Slide-tape sets cannot successfully be utilized without a means of rapidly projecting the slides. To link this factor of lack of adequate equipment with which to use a project, and the responses from three participants who did not find their projects of value, gives adequate reason for this apparent decline associated with projects. In addition, one participant indicated that she had designed her project for early elementary grades, and was then transferred to upper elementary making her project inadequate. Of the group projects, there were not funds available to duplicate the Supplement to the Manufacturing Section of the Educational Trips and Resource People until late in fall. The distribution of the Supplement to the Manufacturing Section to the school buildings, libraries, and resource centers was apparently slow and inconsistent. Various participants and other teachers were unable to locate the Supplement to the Manufacturing Section in their schools as late as May 1972.

Item 14 of the Evaluation of the Workshop asked "Was group planning adequately used?" The responses were consistently 18 yes and 5 no. Item eleven used the question, "Was there an adequate use of time?" The 1971 responses were 20 yes, 2 no, and 1 no answer. The follow-up responses were 18 yes, 4 no and 1 no answer. These two items, 11 and 14, can be related to responses to the open-ended questions shown in Table 13. In the comments at the conclusion of the Workshop about aspects of least value, conflicting statements

Table 13

Summary of Response to Open-Ended Questions,
Evaluation of the Workshop

At the Close of the Workshop August, 1971		After the Workshop, March, 1972	
Aspects of Most Value			
Number	Item	Number	Item
20	Field Trips	12	Knowledge of Various Resources in Kalamazoo
8	Working with Colleagues	7	Field Trips and Tours
7	Educational Resources Center, Western Michigan University	7	Dialogue with Businessmen, Chamber of Commerce and Others
4	Meeting with Businessmen	7	The <u>Best</u> Workshop, Recommended Workshop
3	Individual Project	6	Working and Sharing with First-Rate Professional Teachers
3	Committee Work	5	Manufacturing Techniques, Processes, Working conditions
2	Information	4	Individual Project
	Other:	4	Seeing other projects and being able to use them
	Overview of Curriculum	3	Economic Understandings
	Working with People from Different Grade Levels	3	Social Services Available
	Evaluations		
	Job Opportunities		

Table 13 (continued)

At the Close of the Workshop, August 1971		After the Workshop, March 1972	
Aspects of Most Value			
Number	Item	Number	Item
	Contributions to the Community	2	Resource People
	Participants set up own program	2	Should be part of each teacher's experience
	Gibson Tour		Other:
			Discuss where the kids' parents work
			Aware of Job Opportunities
			Field trip experiences valuable to me even though my first graders cannot do them.
			Realize Shortcomings of Textbooks-Oriented Curriculum
			Valuable Ideas for My Classroom
			Revision of Resource Trip Guidebook

Table 13 (continued)

At the Close of the Workshop, August 1971		After the Workshop, March 1972	
Aspects of Least Value			
Number	Item	Number	Item
6	Pacing, Too Rushed	2	Prefer to visit places my early
5	Resource Speakers (Unspecified)		elementary students can go
2	Too Highly Organized	2	Some Speakers (Unspecified)
	Other:		Other:
	Haggling, Wasted Time		Do not want name and phone number dis-
	Tours:		tributed
	2 not for early elementary		Exercise in planning a field trip for
	2 not available for students		specific class
	Specific Tours Cited:		Workshop does not correlate with
	Plastics; Great Lakes Computer		assigned curriculum of the school
	Center; KAL-CAP; Douglass Community		system
	Center; Hospitals		Tour of Service Agencies was not
			necessary--Resource people were
			sufficient
			Log of the Workshop seldom used
			Some Speakers Overlapped (Unspecified)
			Required Project
			Some trips not worthwhile (Unspecified)

Table 13 (continued)

At the Close of the Workshop, August 1971		After the Workshop, March 1972	
Aspects of Least Value			
Number	Item	Number	Item
			Longer trips were a drag Should have been notified that the Log was detained in distribution Have a Get-Together Sooner
Other Suggestions and Comments			
Number	Item	Number	Item
	Committees:	3	Compile List of Resource People for Classrooms
	Need More Time		
	Work loads need to be more evenly distributed	3	Ideas on how to apply information because we're limited to one or no field trips in schools
	Materials Committee:		Practical Applications
	Should make a packet of all handouts		Money-Making Projects for Classes
	Field Trip Committee:		
	Should be formed early to do some pre- planning		

Table 13 (continued)

At the Close of the Workshop, August 1971		After the Workshop, March 1972	
Other Suggestions and Comments			
Number	Item	Number	Item
	Needs list of available tours to avoid the "no" calls		Put more emphasis on Careers in Government, Retail, Outdoors
	Continue practice of listing local companies with description of services and products		More structure in large groups to save time
	Projects:		More instruction in A-V techniques
	Know first week that time will be allowed for individual work on projects		Have Another Workshop
	Block out time on calendar for specific project work time		Contact businesses before Workshop so they would help make trips beneficial and a learning experience
	Schedule specific times for project work at the Education Resources Center, Western Michigan University one day per week; 3 half days per week prescheduled throughout the Workshop		Feel bound to prescribed curriculum, therefore, have not been able to correlate many experiences of the Workshop with my class
			Encourage businessmen who cannot allow small children to visit to make films like Gibson Guitar
			Have definite rules about attendance and participation
			Open Workshop to surrounding communities
			Keep Dr. Taylor and Mrs. Stinson as the Coordinators

appeared: too rushed, too organized, haggling, and wasted time. These comments did not appear in the follow-up responses. In the follow-up comments there appeared to be concern for more structure in large groups in order to save time. More time and instruction in audio-visual techniques and more preplanning for field trips appeared both in Workshop Evaluation and in the follow-up responses to other suggestions and comments.

Item 15 indicated a decline in the acceptability of the facilities, the cafeteria of South Junior High School. In the weekly evaluations summarized in the log, First Annual Community Resources Workshop, 1971, there are comments that support this decline. These concerns sought a more convenient means to contact the part-time secretary of the Workshop whose work was done on the campus of Western Michigan University. The field trip committee in planning for the many trips, felt a need for a phone other than the busy line to the Junior High School. Several requests were made for more time and instruction in audio-visual methods and techniques in the Educational Resources Center, Western Michigan University. Although the participants did not identify the lack of library facilities, this may be another factor associated with the evaluation of the facilities.

The participants consistently found the Workshop of value professionally. They indicated that they would recommend the experience to their colleagues and would participate in such a workshop again if possible. They indicated that they had become more informed teachers and were exposed to aspects of the community that they did not know

existed. They were able to draw on the Workshop experiences in their classroom. The workshopppers indicated that the Workshop was well-organized, the committee work was effective and the field trips were valuable.

The responses to the open-ended questions supported the responses to the yes-no items. There were, however, differences evident in the kinds of comments given at the end of the Workshop and those in the follow-up study. Table 13 summarized these responses. Although the items were more specific in the follow-up evaluation than at the close of the Workshop, they were also more related to concepts than to events. For example, in the follow-up study "manufacturing techniques, processes, and working conditions" constituted a category in addition to that of "field trips and tours". At the end of the Workshop, the category "field trips" was cited with no further specific citations.

In response to Aspects of Least Value, the follow-up study again was more specific than was the 1971 evaluation, but both were mainly concerned with field trips and speakers. At the end of the Workshop, specific field trips were cited as of little value, but no speakers were specifically identified. By the following spring, these complaints were general with no specific people or places cited. The expressed feelings of being rushed at the end of the Workshop diminished with time. Another change in the follow-up study was the inclusion of the request that the participants "get-together sooner". They met for an informal supper in April of 1972.

In the category of Other Suggestions and Comments, there were

apparent differences. The 1971 evaluation centered on concerns about the function of the committees and the need for additional time to work on individual projects. The follow-up study cited suggestions about the practical application of Workshop content and ways to expand the content.

The demonstrated use of community resources and the evaluation of the Workshop seem to indicate that it takes time to recognize and institute concepts gained from a concentrated four-week workshop. One of the participants summed it up in this way in the follow-up Workshop Evaluation:

I strongly feel that the Community Resources Workshop was one of the most valuable experiences I've had in my post-graduate work. It provided me with many experiences and ideas of ways to use the resources around me in my classroom.

Since I've been able to reflect on what took place I have thought of many ways to use my experiences and I'm now working on a slide presentation to go with the third grade Social Studies unit on Kalamazoo, Our City.

This workshop is very valuable to any school teacher and I have strongly recommended it to my fellow teachers.

CHAPTER V

SUMMARY, RESULTS OF THE STUDY AND RECOMMENDATIONS

Summary

The pilot program of the Community Resources Workshop in Kalamazoo was in operation four weeks during the summer of 1971. The Workshop, supportive of The Common Goals of Michigan Education, was jointly planned and sponsored by members of the Kalamazoo County Chamber of Commerce, the Department of Teacher Education of Western Michigan University, and the Kalamazoo Public Schools. The tuition for the twenty-three voluntary participants was paid by the sponsors from business and industry. Various committees of participants planned and executed the activities of the Workshop toward the objectives of increased contact and first-hand knowledge of the community resources of business, industries, institutions, jobs, and human resources; strategies for utilizing community resources in the classroom; and development of teaching materials relevant to the classrooms and the community.

Summary of procedures

In order to determine the effectiveness and impact of the Workshop, an instrument was developed to assess the pre-Workshop and post-Workshop use of community resources by the participants. Inasmuch as this Workshop represented a pioneer effort in Kalamazoo, the data were handled in a descriptive manner in order to determine

implications for Community Resources Workshops, implications for further study, and evidence of change in teaching behavior associated with the impact of the pilot Workshop.

An evaluation instrument was administered at the end of the Workshop and again the following spring. The sponsors and Steering Committee were contacted for suggestions to be implemented in future workshops.

Results of the Study

Pre-Workshop use of community resources

The twenty-three participants, predominantly women elementary teachers, indicated in the pre-Workshop Survey of Use of Community Resources, that they were acquainted with a variety of community resources. They used the school site for activities generally associated with science, ecology and conservation. Nature-related facilities with professional staffs were frequently used. Trips and resource persons associated with business and industry were used for instructional purposes. Cultural events and places, historical sites, and municipal resources were also used for instructional purposes.

Bus trips, both in town and out of town, were used frequently. The school site was used generally for purposes related to science. Walking trips were less frequent than bus trips, and were often associated with a recreational purpose.

Carryover activities were most frequently used when associated with the school site, walking trips and bus trips out of town.

Bus trips in town frequently did not have a carryover activity after the students returned to the classroom.

The school site, walking trips and bus trips in towns were evaluated as generally easy to use by about half of the participants. Bus trips out of town were apparently a little harder to accomplish.

Workshop contacts with community resources

During the Workshop, the major emphasis was placed on the business and industrial resources of the community. Social service, medical services and municipal resources were also contacted but to a far lesser degree. Most of the trips were by private car, except for a one-day bus trip to numerous sites out of town. Purposes for visiting the various resources were based on the expressed interests of the participants. Therefore, purposes may have differed among the participants as they anticipated the needs and interests of their students. There was rarely any formal carryover activity after contact with a resource. However, the five-day-a-week, nine-to-three o'clock schedule afforded ample time for informal discussion and evaluation. There was specific instruction on field trip techniques and general discussion of methods associated with the use of community resources. Each week's activities were evaluated by the total group.

Post-Workshop use of community resources

As indicated in the Post-Workshop Survey of Use of Community Resources, the school year after the Workshop saw several changes in

teaching behavior. The teachers again used the school site for activities generally associated with science, ecology, and conservation. Their use of nature-related facilities having a professional staff was less than half of the pre-Workshop contacts. The decline in available school funds for field trips was apparently linked with this decline in use of the resources requiring both a fee per class and bus transportation.

The amount of post-Workshop utilization of the resources of business and industry doubled the pre-Workshop contacts. The contacts with cultural events and places also doubled, but with some specific differences. The Art Train, traveling art exhibit, was within walking distance of several schools. One class made five trips to participate in creative dramatics classes at Western Michigan University with the University paying for the bus transportation. The use of business and industrial resources had one special circumstance: a local industry paid for the bus transportation so that a class could visit the facility.

The means of utilizing community resources changed with bus trips in town and walking trips used more frequently than before the Workshop. The use of the school site declined slightly. Bus trips out of town were scarce.

The use of carryover activities associated with the use of community resources also changed. Bus trips in town were apparently always followed by related activities in the classroom. Walking trips and use of the school site frequently had associated carryover

activities. The few bus trips out of town were usually followed by carryover activities.

The post-Workshop survey indicated the addition of many new purposes for use of community resources. The new purposes directly related to the concepts of the Workshop were: community resources projects; study of the working world; KAL-CAP; and the study of electricity and nuclear power. Other new purposes appeared to be related to the socio-economic and racial make-up of the desegregated schools. These purposes were multi-cultural enrichment and encouragement of the integration of the class.

Evaluation of the Workshop

There was little change in the evaluation of the Workshop from the close of the session to the follow-up study in spring, 1972. The participants continued to view the Workshop in a positive way. The comments in response to the open-ended question changed in content. At the close of the Workshop, the comments in response to aspects of most value and of least value were generally related to places and events. In the follow-up study, these comments were more related to concepts and content. In the category of Other Comments and Suggestions, the follow-up study indicated concerns about the application and expansion of the Workshop content.

Recommendations

Recommendations for Community Resources Workshops

The evidence of change in teaching behavior of the Workshop

participants seemed to identify and support several recommendations for Community Resources Workshops.

1. The guidelines set forth by the National Association of Manufacturers and described by Capehart (See Chapter 1, pages 5-7) should continue to govern the planning of the Workshop.
 - a. Preplanning should continue to include representatives of business and industry, the university and the schools.
 - b. The specific planning of Workshop activities, goals, and, in some cases, procedures, should be accomplished through various committees and other group processes by the participants with the guidance of the Workshop director and staff.
2. Although the wisdom of experienced teachers may frequently be sufficient for identifying the needs of their classrooms and schools to be studied through in-service education, the responsibility for new skills and content generally lies with the Workshop director and staff.
 - a. The development of teaching materials should include instruction in audio-visual instruction and production.
 - b. Experiences in the community should aid in the development of observation and interpretation skills. These skills are basic to the understanding of the community with its many life styles; materials and resources; consumer-producer dependencies; multi-cultural expressions, neighborhoods and people.

- c. The skills and content should relate to the needs and interests of the school children, the classroom teachers, and the community.
 - d. Skills to be included are those of planning field trips, identifying and working with resource people.
3. Scheduled but unpressured time is needed by the participants in order to absorb, evaluate, plan and relate to the tasks and the people at hand.
- a. Provision for group projects and committees should continue as a means of mutual support and interaction among the participants.
 - b. Time and purpose for interaction among the participants and others should aid in the development of communication skills.
 - c. Three or four weeks duration for the Workshop may be sufficient at one time, but provision for an advanced or follow-up workshop may allow for more depth or study.
4. In order that the concepts and skills of the Workshop be implemented, there should be provisions for continuing support and opportunities to share the new concepts and skills.
- a. The sponsors and Steering Committee responded to a survey (Appendix E) that they desired more contact with the participants in future workshops by means of informal discussion sessions. They also suggested

that a newsletter about school activities related to utilization of Community Resources would be of interest and value to them. Such discussions and newsletter would also be supportive to the goals of the Workshop and the evidence change in teaching behavior by the participants.

- b. An exhibit of the participant's projects would provide a means of informal sharing. Other arrangements to share materials and ideas may be arranged in individual schools.
 - c. Beneficial regulations and monetary support from the public schools for use of community resources and expanded audio-visual equipment would aid in the implementation of the objectives of the Workshop.
5. The purposes, procedures and outcomes of the Community Resources Workshops must continue to be that of improving instruction in the schools through strengthening the bond of understanding between the classrooms and community.

Recommendations for further study

Through the assessment of the data in a descriptive manner, recommendations for further study may be identified. The data seemed to suggest several directions for further study.

- 1. Based on the evidence of change in teachers in behavior during the school year following the Workshop, successive follow-up studies could be pursued with the pilot group of

participants to determine how well these changes last and whether new uses of community resources emerge without further in-service instruction.

2. The data could be expanded to include the participants of subsequent successive workshops so that a larger population could be studied and evaluated.
3. New ways of continuing and expanding support from the schools, business and industry may be explored and evaluated.

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APPENDIX A

Survey of Use of Community Resources

Part I. Identification of the participants:

1. Sex:
 - ☐ female
 - ☐ male
2. Age:
 - ☐ 21-30 years
 - ☐ 31-40 "
 - ☐ 41-50 "
 - ☐ 51 + "
3. Are you in this workshop as:
 - ☐ an individual
 - ☐ a member of an elementary school team
 - ☐ a member of a junior high school team
 - ☐ a member of a high school team
4. Years of professional experience:
 - ☐ 1-3 years
 - ☐ 4-6 "
 - ☐ 7-9 "
 - ☐ 10-15 "
 - ☐ 16-20 "
 - ☐ 21 + "
5. Teaching position at the present time:
 - ☐ early elementary (nursery through grade 3)
 - ☐ later elementary (grades 4-6)
 - ☐ junior high school
 - ☐ senior high school
6. Description of teaching position at the present time:

Elementary:

 - ☐ most subjects, or self-contained classroom
 - ☐ special subjects. Please indicate what subjects and grades taught: (example: Art, gr. K-6)

Junior High School: Please indicate subjects and grades taught:

Senior High School: Please indicate subjects and grades taught:

Part II. Use of Community Resources not requiring transportation

B. Use of field trips within walking distance of the school site

13. In the past school year, 1970-71, have you used the area beyond the school site and within walking distance of your students for instructional purposes:

☐ yes
☐ no

14. If yes, in what way(s) and for what purpose(s)? Please indicate the purpose as one of the following: motivation; enrichment; culmination; recreation; or, other with a brief explanation. Place an X in front of each resource that involved a fee per person or for the group.

Fee	Resource Used	Purpose
<input type="checkbox"/>	_____:	_____
<input type="checkbox"/>	_____:	_____

Use the back of this page for additional entries.

15. In using the above listed resources, was there carryover activity after returning to the classroom:

☐ always
☐ often
☐ occasionally
☐ rarely, if ever

16. Evaluate the ease with which you used the area beyond the school site and within walking distance of your students for instructional purposes:

☐ can be easily used
☐ can be used with some problems and/or restrictions
☐ can sometimes be used but with problems and/or restrictions
☐ can rarely be used because of problems and/or restrictions
☐ can never be used because of problems and/or restrictions

17. In your school, do you have specific rules and regulations concerning use of the area beyond the school site and within walking distance for your students for instructional purposes:

☐ yes
☐ no

18. If yes, evaluate the rules and regulations:

☐ beneficial in organizing and accomplishing the field trip.
☐ usually helpful, but with some restrictions
☐ sometimes helpful, but with restrictions
☐ rarely helpful because of restrictions
☐ prevent walking field trips because of restrictions

Part III. Use of Community Resources requiring transportation

A. Use of community resources within the greater Kalamazoo area (Kalamazoo and its contiguous suburbs):

19. In the past school year, 1970-71, have you used community resources within the greater Kalamazoo area that required transportation:

☐ yes
☐ no

20. If yes, in what way(s) and for what purpose(s)? Please indicate the purpose as one of the following: motivation; enrichment; culmination; recreation; or, other with a brief explanation. Place an X in front of each resource that involved a fee per person or for the group.

Fee	Resource Used	Purpose
<input type="checkbox"/>	_____:	_____
<input type="checkbox"/>	_____:	_____

Use the back of this page for additional entries.

21. In using the above listed resources, was there carryover activity after returning to the classroom:
- ☐ always
☐ often
☐ occasionally
☐ rarely, if ever
22. Evaluate the ease of using community resources within the greater Kalamazoo area requiring transportation:
- ☐ can be easily used
☐ can be used with some problems and/or restrictions
☐ can sometimes be used but with problems and/or restrictions
☐ can rarely be used because of problems and/or restrictions
☐ can never be used because of problems and/or restrictions
23. In your school, do you have specific rules and regulations concerning use of community resources within the greater Kalamazoo area requiring transportation.
- ☐ yes
☐ no
24. If yes, evaluate the rules and regulations:
- ☐ beneficial in organizing and accomplishing the field trip
☐ usually helpful, but with some restrictions
☐ sometimes helpful, but with restrictions
☐ rarely helpful because of restrictions
☐ prevent field trips requiring transportation in the greater Kalamazoo area.

Part III. Use of Community Resources requiring transportation:

B. Use of community resources beyond the greater Kalamazoo area (outside Kalamazoo and its contiguous suburbs):

25. In the past school year, 1970-71, have you used community resources that required transportation beyond the greater Kalamazoo area:
 ☐ yes
 ☐ no
26. If yes, in what way(s) and for what purpose(s)? Please indicate the purpose as one of the following: motivation; enrichment; culmination; recreation; or, other, with a brief explanation. Place an X in front of each resource that involved a fee per person or for the group.

Fee	Resource Used	Purpose
<input type="checkbox"/>	_____:	_____
<input type="checkbox"/>	_____:	_____

Please use the back of this page for additional entries.

27. In using the above listed resources, was there carryover activity after returning to the classroom:
 ☐ always
 ☐ often
 ☐ occasionally
 ☐ rarely, if ever
28. Evaluate the ease with which you used community resources requiring transportation beyond the greater Kalamazoo area:
 ☐ can be easily used
 ☐ can be used with some problems and/or restrictions
 ☐ can sometimes be used but with problems and/or restrictions
 ☐ can rarely be used because of problems and/or restrictions
 ☐ can never be used because of problems and/or restrictions
29. In your school do you have specific rules and regulations concerning the use of community resources requiring transportation beyond the greater Kalamazoo area:
 ☐ yes
 ☐ no
30. If yes, evaluate the rules and regulations:
 ☐ beneficial in organizing and accomplishing the field trip
 ☐ usually helpful, but with some restrictions
 ☐ sometimes helpful, but with restrictions
 ☐ rarely helpful because of restrictions
 ☐ prevent field trips requiring transportation beyond the greater Kalamazoo area

Part III. Use of Community Resources requiring transportation:

C. Mode of transportation and financing.

31. During the past school year, 1970-71, have you used school owned buses for field trips.
 - ☐ yes
 - ☐ no
32. Evaluate the ease with which you used school owned buses for field trips:
 - ☐ can be easily used
 - ☐ can be used with some problems and/or restrictions
 - ☐ can sometimes be used because of problems and/or restrictions
 - ☐ can rarely be used because of problems and/or restrictions
 - ☐ can never be used because of problems and/or restrictions
33. During the past school year, 1970-71, have you used transportation other than school owned vehicles:
 - ☐ yes
 - ☐ no
34. If yes, what kind of transportation was used:
 - ☐ private cars
 - ☐ chartered buses
 - ☐ public transportation, such as regular bus lines
 - ☐ other: _____
35. Evaluate the ease with which you used the transportation listed above. Use the following letters in the brackets below: C for the evaluation of using cars; B for buses; P for public transportation, O for other:
 - ☐ can be easily used
 - ☐ can be used with some problems and/or restrictions
 - ☐ can sometimes be used but with problems and/or restrictions
 - ☐ can rarely be used because of problems and/or restrictions
 - ☐ can never be used because of problems and/or restrictions
36. Are funds available in the school budget for field trip expenses:
 - ☐ yes. To what extent, either in cost or number of trips: _____
 - ☐ no. Comments: _____
37. May money be raised for field trips:
 - ☐ yes
 - ☐ no
38. If yes, by whom:
 - ☐ students with teacher as sponsor
 - ☐ students as individuals
 - ☐ parents
 - ☐ PTA, or other parents' organization
 - ☐ other. Please specify: _____
39. Have you had financial aid for field trips from any sources such as business or industry:
 - ☐ yes. Please cite source: _____
 - ☐ no

Part IV. People, other than teaching staff, as Resources for Instruction

40. During the past school year 1970-71, have you used people as resources for instruction other than the regular teaching staff and the paid teacher aides:
☐ yes
☐ no
41. If yes, in what general capacity:
☐ volunteer teacher aides from the community
☐ college students as teacher aides
☐ resource speakers
☐ other capacities? Please specify: _____
42. Who assists the teacher with field trips not requiring transportation:
☐ no one
☐ parents
☐ volunteer teacher aides
☐ college students
☐ older students from your school
☐ administrative and/or supervisory staff
☐ other. Please specify: _____
43. Who assists the teacher with field trips requiring transportation:
☐ no one
☐ parents
☐ volunteer teacher aides
☐ college students
☐ older students from your school
☐ administrative and/or supervisory staff
☐ others. Please specify: _____
44. Do you have a standing list available in your school of parents and other persons who are willing to assist--
 in the classroom:
☐ yes
☐ no
 on field trips:
☐ yes
☐ no
45. In your school, who is in charge of maintaining the list of assistants cited in number 44? In what capacity does that person or group work with the school: _____
46. In the past school year, 1970-71, have you involved the people who assist with any kind of field trips in any of the following activities: Check the ones that apply:
☐ preplanning for a field trip; for, or, with a resource person
☐ carryover activities following a field trip or resource person
☐ supervision or chaperoning the students while on a field trip
☐ other. Please specify: _____

47. Check the non-professional persons who have aided you for instructional purposes in the past school year, 1970-71. Place an X in front of each response for which a fee was charged for services:

Fee

- ☐ () mothers of children in your classes
☐ () fathers of children in your classes
☐ () other parents from the school community
☐ () volunteers from the community
☐ () college students for participation or student teaching credit
☐ () college students as volunteers
☐ () high school students
☐ () junior high students
☐ () elementary students
☐ () non-teaching school staff, such as janitor, lunch supervisor. Please specify: _____

48. Check the professional persons who have aided you for instructional purposes during the past school year, 1970-71. Place an X in front of each response for which a fee was charged for services:

Fee

- ☐ () administrative and supervisory staff
☐ () college and university instructors
☐ () personnel from education institutions such as the Nature Center. Please indicate: _____
☐ () personnel from business or industry. Please indicate: _____
☐ () personnel from cultural institutions such as the Kalamazoo Symphony. Please indicate: _____
☐ () personnel from civic and public institutions such as city officials, law enforcement agencies, Kal-Cap. Please indicate: _____
☐ () other, Please indicate: _____

49. In your school do you have specific rules and regulations concerning the use of people other than the teaching staff for instructional purposes:

- ☐ () yes
☐ () no

50. If yes, evaluate the rules and regulations:

- ☐ () beneficial in organizing and using the assistance/or resource person.
☐ () usually helpful, but with some restrictions
☐ () sometimes helpful, but with restrictions
☐ () rarely helpful because of restrictions
☐ () prevent the use of people other than the teaching staff for instructional purposes.

Part V. Individual and small group projects produced during the Community Resources Workshop, 1971.

51. During the past school year, 1971-72, have you used your project?

() yes

() no

52. If yes, with whom did you use your project?

() students

() other teachers

() parents

() others -- please specify: _____

53. Have you used a project produced by some other member of the Workshop?

() yes

() no

54. If yes, with whom did you use the project?

() students

() other teachers

() parents

() others -- please specify: _____

55. Please add any additional comments about the use of the Community Resources Workshop projects:

APPENDIX B

Cover Letter for the Follow-Up
Survey of Use of Community
Resources

WESTERN MICHIGAN UNIVERSITY

COLLEGE OF EDUCATION
Department of Teacher Education

KALAMAZOO, MICHIGAN
49001

May 1, 1972

Dear

As you will recall, you answered this same questionnaire on the first day of the Community Resources Workshop last summer. Would you please take time to answer again, this time in terms of what you have done this past school year, 1971-72, and including what you plan to do between now and the end of the school year?

Enclosed is an addressed envelope for the return of the questionnaire. Again, Betty Clark has consented to have the questionnaires sent to her at the Administration Building via public school mail. I'll pick them up there.

Please return the questionnaire by May 15.

Thank you for your assistance and cooperation.

With best wishes for a pleasant summer!

Sincerely,

Mary Cordier
Department of Teacher Education

MC:GG

Enclosures

APPENDIX C

Evaluation of the Workshop

FOLLOW-UP EVALUATION
COMMUNITY RESOURCES WORKSHOP

1. Do you feel the Workshop, as it was conducted, has been valuable to you professionally?
☐ YES ☐ NO
2. Would you recommend the Workshop to a colleague?
☐ YES ☐ NO
3. Have you drawn on your Workshop experiences in your classroom?
☐ YES ☐ NO
4. Have you utilized the Community Resources more since you have completed the Workshop experience?
☐ YES ☐ NO
5. Did the Workshop expose to you aspects of the Community that you did not know existed?
☐ YES ☐ NO
6. Do you consider the project you completed in the Workshop, a valuable teaching aid?
☐ YES ☐ NO
7. Have you made your project available to your colleagues?
☐ YES ☐ NO
8. Do you feel you are a more informed teacher as a result of your Workshop experiences?
☐ YES ☐ NO
9. Was the Workshop well organized?
☐ YES ☐ NO
10. Did you find the committee work effective?
☐ YES ☐ NO
11. Was there an adequate use of time?
☐ YES ☐ NO
12. Were the resource people used valuable to you as a teacher?
☐ YES ☐ NO
13. Were the field trip experiences valuable to you as a teacher?
☐ YES ☐ NO
14. Was group planning adequately used?
☐ YES ☐ NO
15. Were the facilities used adequate?
☐ YES ☐ NO
16. If you had it to do all over again, would you?
☐ YES ☐ NO

FOLLOW-UP EVALUATION
COMMUNITY RESOURCES WORKSHOP

(Continued)

17. List the aspects of the Workshop that have been of most value to you:

18. List the aspects of the Workshop that have been of least value to you:

19. Other comments and recommendations:

APPENDIX D

Cover Letter, Follow-Up Evaluation
Community Resources

WESTERN MICHIGAN UNIVERSITY

COLLEGE OF EDUCATION
Department of Teacher Education

KALAMAZOO, MICHIGAN
49001

March 8, 1972

Dear

As the Michigan winter is beginning to give way to a few signs of spring, would you please take a few minutes to recall last summer and the Community Resources Workshop? In order that we determine specifically what was of value in the Workshop and develop the program in ways that are most beneficial to teachers, I am doing the "follow-up" evaluation this spring.

Enclosed is a copy of the same evaluation form that you answered at the end of the Workshop. We would like to know what you think about these items in retrospect. Also enclosed is an addressed envelope. Betty Clark has kindly consented to have the evaluations sent to her at the Administration Building via Public School mail. I'll pick them up there.

In early May, I will be sending another evaluation form--the same one you did on the first day of the Workshop.

On behalf of David Taylor, Sandy Stinson and myself, thank you! We know this has been an extremely busy year for all of you. We hope that in some way, the Community Resources Workshop of 1971 has been of value to you and your students.

Please return the evaluations by March 23.

Sincerely yours,

Mary Cordier,
Department of Teacher Education

P.S. Please call if you have any questions. Home: 349-7560--after 6:00; Office: 383-6057--a message can be left if I'm not in.

APPENDIX E

Survey of the Sponsor and Steering Committee of the Community Resources Workshop

SURVEY OF THE SPONSORS AND STEERING COMMITTEE
of the
COMMUNITY RESOURCES WORKSHOP

1. Have you received adequate feedback information about the Community Resources Workshop, its purposes, goals, and activities?
☐ yes
☐ no
2. If you answered "No," what kind of information would you like?

3. Did you have adequate contact with the participants in the Workshop last Summer?
☐ yes
☐ no
4. If not, what kinds of contact would you prefer?
☐ informal rap sessions
☐ panel discussions - topic of discussion: _____
☐ luncheon meetings
☐ newsletter about activities in the schools making use of community resources.
☐ yourself, or members of your organization as resources speakers to the Workshop. Topic of discussion: _____
☐ other suggestions: _____
5. Would you like to have increased contact with classroom teachers and other school personnel?
☐ yes
☐ no
6. If yes, what kind of contact would you prefer?
☐ informal rap sessions with school personnel
☐ newsletter about school activities related to use of community resources
☐ yourself, or members of your organization as resources speakers to classrooms, or with teachers. Resource topic: _____
☐ other suggestions: _____
7. Additional comments, suggestions, or recommendations: _____

Return by May 15, 1972 to:

(Mrs.) Mary Cordier
Department of Teacher Education
Western Michigan University
Kalamazoo, Michigan 49001

APPENDIX F

Cover Letter to Sponsors and
Steering Committee

WESTERN MICHIGAN UNIVERSITY

COLLEGE OF EDUCATION
Department of Teacher Education

KALAMAZOO, MICHIGAN
49001

April 24, 1972

Dear

At the present time, I am doing some follow-up studies on the Community Resources Workshop of last summer. I am attempting to evaluate both the quality of the workshop and the amount of actual carryover from the workshop to the classroom. The returns of the evaluation of the workshop are encouraging in that well over 90% of the participants responded. This response indicates a very favorable view of the workshop.

Among the high points of the workshop, cited by the participants, was the meeting of the Kalamazoo County Chamber of Commerce members. This dialogue afforded the opportunity "...to speak with the businessmen in our city about classroom concerns [and] business concerns..." The meeting helped the participants to "...realize the backing available to teachers..." from the business leaders of the community.

The Community Resources Workshop of 1971 was a beginning of the development of increased communication between the business community and the schools. I would like your response to the attached questionnaire plus any additional comments you choose to make. Your responses will be tabulated and used as recommendations for future workshops and for continued communication with the schools.

Thank you for your continued support of the Community Resources Workshop, and for your time in responding to this letter. May I hear from you by May 15th?

If you have any questions, please call me at 383-6057.

Sincerely,

(Mrs. Mary H. Cordier
Department of Teacher Education

MHC:gg

Enclosures: Survey
Stamped Envelope

APPENDIX G

Summary of Use of Community Resources

APPENDIX G

SUMMARY OF USE OF COMMUNITY RESOURCES

Key to Symbols

W = walking trip
 BK = bus trip in the greater Kalamazoo area
 BN = bus trip near Kalamazoo (within 50 miles)
 BO = bus trip outside Kalamazoo area (beyond 50 miles)
 S = use of the school site, playground, school yard

Workshop Contacts

FT = field trip by total group
 SP = speaker for total group
 ISG = individual or small group trip or interview
 P = parent
 * = titles listed below

Titles of Projects

- A. Kalamazoo Water Resources
- B. Community Resources for Children's Summer Activities
- C. Economic Interdependence
- D. What People Do All Day
- E. Roof Over My Head
- F. Banking: An Aim to Better Living
- G. Spices: Yesterday and Today
- H. Why Study Careers
- I. Drugs and the Community's Recognition of Drug Abuse
- J. Creative Writing Experiences through Community Resources
- K. Our Kalamazoo Police
- L. Things, Places, and People: A Mini-Course in Distributive Education
- M. Supplement to Manufacturing Section in Education Trips and Resource People, Kalamazoo Public Schools, 1966.
- N. Producers, Consumers, and a Market Economy
- O. Discovering Kalamazoo: Man's Basic Needs of Food, Shelter, and Clothing

SUMMARY OF USE OF COMMUNITY RESOURCES

I. BUSINESS AND INDUSTRY

A. General

Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
1. Kalamazoo County Chamber of Commerce			FT SP			
2. Museum of Science and Industry, Chicago	1 BO					
3. General Industrial Sites			FT			
4. Others		1	2 SP	10: C,D, E,F,H, J,L,M, N,O*		

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

I. BUSINESS AND INDUSTRY

A. General

Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
Total	1 BO	1	2 FT 3 SP 5	10 proj.	0	0

B. Food Processing and Wholesale Markets

1. B-J. Blueberry Plantation			FT			
2. Benton Harbor Wholesale Fruit Market			FT			

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

B. Food Processing and Wholesale Markets						
Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
3. Bakery	1 W					
4. Bakery, Grand Rapids	1 BN					
5. Be-Mo Potato Chip	1 W		ISG			
6. Eckrich Meat Processing	1 W 1 BK		FT		1 W 3 BK	
7. Harrison Pickle Factory			ISG			
8. Hybell's Produce			ISB			

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

B. Food Processing and Wholesale Markets						
Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
9. Kalsec Co., Spices			ISG			
10. W. K. Kellogg Co., Battle Creek	2 BN				2 BN	
11. Lockshore Dairy			FT		1 W 1 BK	
12. Michigan Wineries, Inc., Juices and Wines			FT			
13. A. M. Todd Co., Spices			ISG			

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

B. Food Processing and Wholesale Markets						
Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
14. Other				1: G*		
Total	3 W 3 BN 1 BK <u>7</u>	0	5 FT <u>5</u> ISG 10	1 proj.	2 W 4 BK <u>2</u> BN 8	0

C. Restaurants and Carry-Out Food

1. Burger King					1 W	
2. Dairy Isle	1 W					

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

C. Restaurants and Carry-Out Food						
Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
3. El Taco					1 W	
4. Food Haven			ISG			
5. Schnitzelbank Restaurant, Grand Rapids	1 BN				1 BN	
Total	2	0	1	0	3	0

D. Retail Stores

1. Farmer's Market, fresh produce, open air	1 W					
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SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

D. Retail Stores						
Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
2. Gilmore Bros., Department Store		1	ISG			
3. Jud Knapper's Men's Clothing Store			ISG			2
4. Thrifty Acres Supermarket			ISG		1 W	
5. Town & Country Supermarket	1 W					
Total	2	1	3	0	1	2

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

E. Housing						
Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
1. Apartments under construction	1 W		ISG			
2. Cherrywood Trace Apartments			ISG			
3. Colonial Hills Cooperative Community Housing			ISG			
4. Home under construction	1 W					
5. Meadowview Trailer Park			ISG			
Total	2	0	4	0	0	0

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

F. Construction						
Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
1. Precast Schokbeton Concrete			FT			
Total	0	0	1	0	0	0

G. Communications						
1. Kalamazoo Gazette	1 W 1 BK	1	FT		4 W 1 BK	
2. WKMI Radio						1

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

G. Communications						
Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
3. WKZO-TV		1	FT		1 W	
Total	2	2	2	0	6	1
H. Paper Industry						
1. Beach Products Paper			FT			
2. Paper Tech. Western Michigan University			FT			

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

H. Paper Industry						
Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
3. Westab, Inc.			FT		2 BK	
Total	0	0	3	0	2	0

I. Computer Services and Business Machines

1. I. B. M. Corp.			FT			
2. Great Lakes Computer Center			FT			
Total	0	0	2	0	0	0

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

J. Motor Freight							
Resource	Pre-Workshop		Workshop		Post-Workshop		
	Trip	Resource Person for class			Individual project	Trip	Resource Person for class
1. Alvan Motor Freight				FT		1 BK	
2. Truck Driver							1 P
Total	0	0		1		0	1
K. Plastics							
1. Fabri-Kal., Corporation				FT			

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

K. Plastics						
Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
2. Michigan Molding Plastics			FT			
Total	0	0	2	0	0	0

L. Small Business						
1. Shoe Repair Shop					1 W	
2. Top-Hat Cricket Farm			FT			
Total	0	0	1	0	1	0

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

M. Others						
Resource	Pre-Workshop		Workshop		Post-Workshop	
	Trip	Resource Person for class			Individual project	Trip Resource Person for class
1. American National Bank	1 W		SP			2 BK 1 W
2. Donald C. Cook Nuclear Plant			FT			4 BO
3. Eaton Corp. Transmission Assembly			FT			
4. General Printing Ink Divi- sion Sun Chemical Corp.			ISG			
5. Gibson Guitar			ISG Movie			1 P

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

M. Others							
Resource	Pre-Workshop		Workshop	Post-Workshop			
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class	
6. Ihling Brothers Everard Co. (uniforms, bank and Masonic)			ISG				
7. Insurance Salesman						1 P	
8. Shakespeare Sports Equipment		1					
9. Upjohn Company Manufacturing Plant		1	FT				

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

M. Others						
Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
10. Upjohn Co., Offices			FT			
Total	1	2	9	0	7	2
Totals for Business and Industry	17	6	44	11	29	6

II. NATURE - RELATED AND NATURAL RESOURCES

A. Without Educational Staff

1. Crane Park	1 W					
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SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

A. Without Educational Staff

1. Parks

Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
2. Kindleberger Park	1 W					
3. LaCrone Park					1 W	
4. Milham Park	2 W 1 BK				1 BK	
5. Park, unnamed	1 W				1 W	
Total	6	0	0	0	3	0

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

A. Without Educational Staff

2. School Property

Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
1. Care of living animals at school					4 S	
2. Garden on school property	2 S				2 S	
3. Playground yards, gardens	24 S				22 S	
Total	26	0	0	0	28	0

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

A. Without Educational Staff

3. Neighborhood

Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
1. Neighborhood yards, gardens	4 W				3 W	
2. Pond					1 W	
3. Other				1: A*		
Total	4	0	0	1 proj.	4	0
Totals for Nature-Related and Natural Resources #A	36	0	0	1	35	0

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

B. With Educational Staff						
Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
1. Biology Department, Western Michigan University	1 BK					
2. Boy's Club Conservorama					1 BK	
3. Boy's Club Farm	1 BN					
4. Kalamazoo Nature Center	9 BK	2			2 BK	
5. Deer Forest	1 BN				1 BN	
6. Detroit Zoo	1 BO					

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

B. With Educational Staff						
Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
7. John Ball Park, Grand Rapids Zoo	1 BN					
8. Kellogg Bird Sanctuary	1 BN	1			1 BN	1
9. Kellogg Experimental Farm					1 BN	
10. Kellogg Forest	2 BN	1				
11. Kingman Museum, Battle Creek, Natural History	1 BN					

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

B. With Educational Staff						
Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
12. Planetarium, Kalamazoo Public Museum	2 BK	1			2 BK 1 W	
Total	20	5	0	0	9	1
Totals for Nature-Related and Natural Resources # A and B	56	5	0	1	44	1

III. CULTURAL EVENTS AND PLACES

A. Arts and Crafts

1. Art Train, Traveling Exhibit					3 W	
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SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

A. Arts and Crafts						
Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
2. Gilmore Art Center	1 W 2 BK		ISG		3 W 3 BK	1
3. Crafts Demonstration, private home	1 W					
Total	4	0	1	0	9	1
B. Theater						
1. Creative Dramatics Classes, Western Michigan University					5 BK	

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

B. Theater						
Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
2. Junior Civic Theater Plays	2 BK					
3. Professional Theater Production, Norrix High School	1 BK					
Total	3	0	0	0	5	0
C. Churches, Synagogue						
1. Churches, Synagogue		1			3 BK	
Total	0	1	0	0	3	0

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

D. Music						
Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
1. Kalamazoo Symphony Personnel		1				1
Total	0	1	0	0	0	1
Totals for Cultural Events and Places	7	2	1	0	17	2

IV. PUBLIC AND MUNICIPAL RESOURCES

1. City Hall	1 W 1 BK	1			1 W	1
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SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

IV. PUBLIC AND MUNICIPAL RESOURCES

Resource	Pre-Workshop		Workshop		Post-Workshop		
	Trip	Resource Person for class			Individual project	Trip	Resource Person for class
2. Fire Exits, Hydrants	2 S						
3. Fire Station	2 W	1					1
4. Kalamazoo Airport			ISG				
5. Mail box	2 W						
6. Police Station		3	ISG			1 W	
7. Public Libraries			ISG		3: B,I, K*	5 W	

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

IV. PUBLIC AND MUNICIPAL RESOURCES

Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
8. United States Post Office		1	ISG			
9. Water Department						1
Totals for Public and Municipal Resources	8	6	4	3	7	3

V. HISTORICAL SITES AND RECONSTRUCTIONS

1. Ford Museum, Dearborn, Michigan	2 BO					
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SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

V. HISTORICAL SITES AND RECONSTRUCTIONS

Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
2. Grand Rapids Museum	1 BN					
3. Greenfield Village, Dearborn, Michigan	3 BO					
4. Kalamazoo Public Museum	2 BK	1			4 W 2 BK	
5. Plank Road Farm	2 BN				1 BN	
Totals for Historical Sites and Reconstruction	10	1	0	0	7	0

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

VI. SOCIAL SERVICES

Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
1. Kal-Cap Community Action Program			4 SP FT		1 BK	
2. Kalamazoo Child Guidance Clinic			ISG			
3. Michigan Department of Social Services			FT			
4. YOU, Inc.			ISG			
Totals for Social Services	0	0	8	0	1	0

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

VII. MEDICAL SERVICES

Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
1. Borgess Hospital Heart Unit Supervision						1
2. Bronson Hospital			FT		1 W	
3. Dentist						1 P
4. Health Department					1 BK	
5. Kalamazoo State Hospital			FT			
6. Ophthalmologist						1 P

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

VII. MEDICAL SERVICES

Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
7. Planned Parenthood Association			FT			
8. Provencial House Medical Care Facility			ISG			
9. School Nurse		1				
10. Veterinarian						1 P
Totals for Medical Services	0	1	4	0	2	4

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

VIII. OTHER PEOPLE AS RESOURCES TO THE WORKSHOP AND TO CLASSROOMS

A. Public School Personnel

Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
1. Counselor		1				
2. Diagnostician		1				
3. Lunch Supervisor		1				
4. School Librarian		1				
5. Blind Student		1				

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

A. Public School Personnel						
Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
6. Mrs. Betty Clark, Resource Teacher, Kalamazoo Public School			SP			
7. George Ossentjuk, Blind teacher		2				
8. Mrs. L. Jameson, Head, Public School Libraries			SP			
Total	0	7	2	0	0	0

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

B. Teacher Education						
Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
1. Archie Watson, A-V Specialist, ERC, Western Michigan University			SP FT			
2. Mrs. Mary Cordier, Department of Teacher Education, Western Michigan University			SP			
3. Dr. Morvin Wirtz, Associate Dean, College of Education, Western Michigan University			SP			
4. Reading Center and Clinic, Western Michigan University			ISG			

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

B. Teacher Education						
Resource	Pre-Workshop		Workshop		Post-Workshop	
	Trip	Resource Person for class			Individual project	Trip
5. Dr. Bill Martin Jr., Author, Educator			SP 1			
Total	0	0	6		0	0
C. Other						
1. Mrs. Harwood, The Rocket Lady		3				1

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

C. Other						
Resource	Pre-Workshop		Workshop		Post-Workshop	
	Trip	Resource Person for class			Individual project	Trip
2. Professional Military Personnel		1				
3. Magician		1				
4. Writing Books						1 P
5. Publishing Books						1 P
6. Western Michigan University employee speaking on careers in a University						1 P

SUMMARY OF USE OF COMMUNITY RESOURCES (continued)

C. Other						
Resource	Pre-Workshop		Workshop	Post-Workshop		
	Trip	Resource Person for class		Individual project	Trip	Resource Person for class
Total	0	5	0	0	0	4
Totals for Other People as Resources to the Workshop and to Classrooms	6	12	8	0	0	4