A STUDY TO DETERMINE A SOUND PROGRAM FOR USING
COMMUNITY RESOURCES TO IMPROVE THE
ELEMENTARY SCHOOLS OF
DENISON, TEXAS

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A STUDY TO DETERMINE A SOUND PROGRAM FOR USING
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ELEMENTARY SCHOOLS OF
DENISON, TEXAS

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CHAPTER I

INTRODUCTION

The purpose of this study is to determine a sound program for using the community resources of Denison, Texas, to improve the elementary schools of that city.

The objectives of this study are threefold, as follows: (1) to survey the available community resources, both human and physical; (2) to justify the choice of such resources, democratically, sociologically, and psychologically; and (3) to suggest a program for the extensive use of such resources by the elementary school system.

Definition of Terms and Limitations of Study

The word "community" will be used extensively in this study. This word is used in many ways and conveys many different concepts. It is derived from the same roots as "common" and "communal," the latter suggesting a sharing process. It is a very flexible word, yet it is a tangible concept that can be defined. From the sociological point of view, Lloyd Allen Cook makes this explanation, concluding with the following definition:

Like other common sense words, community needs careful definition. Even in technical usage, it has come to mean a number of different things. It may be
used to designate a special group, such as a grosse familie, a gang or a church. It may be applied to an inclusive racial or cultural group such as the far-flung Jewish people or it may be used in reference to the world as an interacting whole. While these usages are different, and hence confusing, they are rooted in one common element. In each instance, the community indicates a number of persons who feel bound together by common objects of value. For our purposes, the community is simply a particular spatial group plus its culture, an activity circle which embraces the inhabitants of an area and functions in a specific manner. More concretely defined, a community is a population aggregate, inhabiting a contiguous territory, integrated through common experiences, possessing a number of basic service institutions, conscious of its local unity and able to act in a corporate capacity.1

A closer scrutiny of this definition reveals that a "population aggregate" is a broader term than "social group." The size and internal makeup of a population aggregate cannot be accurately estimated in advance. However, this group must be homogeneous enough to function as a unit.

A community must also occupy "contiguous territory." This term means simply that a community must exist at some definite geographical spot. The community differs from political divisions in that its area is neither fixed nor formal and is not sharply delineative. It is a natural area. It should contain lines of communication and transportation. Communities frequently overlap, with families on the outer rim belonging to more than one center of community life.

1Lloyd Allen Cook, Community Backgrounds of Education, pp. 27-28.
"Integrated through common experiences" implies a common historical background. This term further implies that the community members are aware of their historical heritage. To share in this heritage marks one as a true member of the community. These common experiences are synonymous with the group's struggle for existence.

A community must possess a number of basic service institutions. The number of these institutions and the exact kind necessary are not known. The community must contain a sufficient number of such institutions to supply most of the wants of the members of the community. Shops, stores, churches, schools, and agencies of police action would be included in a list of this nature.

"Community spirit" is a term almost synonymous with "consciousness of local unity." This term implies that the various members of the community are aware of being members of that particular community, refer to it by name, keep in touch with it when away, and work for its betterment.

The "ability to act in a corporate capacity" is one of the most infallible tests of a community. When danger threatens the daily existence of the community, the ability to band together and meet the common danger typifies a true community. Fires, floods, racial disturbances, and unemployment are examples of crises to be met.
A large community may be composed of various smaller communities, each fulfilling the basic requirements of a community in most respects. In educational circles, the school district is often synonymous with the word "community." This concept appears to be justified, as the central school system of the district is a focal point of activities in the community. In this study, the term "Denison Public School District" will comprise the greater community of Denison, Texas. This concept of a community is much larger than that of the city proper, including outlying districts eight miles distant. The use of the school district is further strengthened by the fact that Denison is the principal shopping area for the larger Denison Public School District.

The word "resources" is also used frequently in this study. This word will be used in its broadest sense, referring to anything natural or human, which pertains to ordinary living in the community.

This study is limited to the elementary schools of Denison, Texas, both white and colored. There are nine elementary schools in this school district.

An Analysis of the Importance of the Problem

Within the structure of the American system of public education there have been three sharply defined trends in elementary education. The first of these was the academic
school. This school emphasized rote learning with little or no concern for individual differences in backgrounds, needs, or interests.

In this subject-centered school, education and going to school were synonymous. Each subject was taught as a separate, distinct portion of the day's work. The time-honored subjects, reading, writing, spelling, and arithmetic, formed the backbone of the curriculum. If a pupil was unable to master these subjects, he received nothing of lasting importance from the subject-centered school. This type of school held undisputed sway until about 1878. At that time, a man named Francis Parker took over the schools in Quincy, Massachusetts. There he introduced a revolutionary idea in education. He conceived the idea of the child rather than various subjects as the center of the school.

Parker's school was in reality the first truly progressive school. Parker believed that children learned to read and write as naturally as they learned to swim and skate. Much emphasis was placed on first-hand observations, and the pupils were taken on field trips to increase their knowledge of history and geography. Parker himself felt that the social factor in the school was of the greatest importance—more important than teaching or the teacher.
Even more widely known than the Parker School is the Dewey Laboratory School. This school was developed by John Dewey and his wife, Alice, in 1894. Its purpose was to test certain ideas in educational practice. Concerning the operational psychology Dewey was testing, Rugg says,

A child or an adult . . . learns not alone by doing but by perceiving the consequences of what he has done in their relationship to what he may or may not do in the future; he experiments, he 'takes the consequences,' he considers them. . . . Through the consequences of his acts are revealed both the significance, the character, of his purposes, previously blind and impulsive, and the related facts and objects of the world in which he lives.²

The progressive movement in education flourished until the late 1920's.

A natural result of the subject-centered school and the progressive school was the life-centered school. This type of school considers not only the child but the community in which he lives. Progressive leaders were reluctant to grasp this new idea of education, although it is essentially what John Dewey had in mind when he founded the Dewey Laboratory School. One of the earliest proponents of life-centered education was Elsie Clapp. She developed the Roger Clark Ballard Memorial School in Jefferson County, Kentucky, and this was probably the first truly community-centered school. Since that time, many

leading educators have accepted the theory of community-centered education. One of the more prominent is Edward G. Olsen, who has published three books and numerous articles in educational periodicals concerning the school and its relationship to the community.

An early exponent of community-centered education was Joseph K. Hart. He states his philosophy of education as follows:

The community is the true educational institution. Within the community there is work that educates and provides for life; within the community are the roots of the cosmopolitanism that marks the truly educated man; within the community there is room for a noble and dignified culture and leisure for all. Let us become more aware of our community resources, physical, social, moral. Let us recognize the part they play and will always play in the education of our boys and girls. Let us consciously extend their powers within legitimate bounds until our modern education within the community shall be, as completely as possible, natural, immediate, and free. Let us organize our socially supplementary institution—the school—until it shall adequately reinforce the work of education where it is weak and supply it where it is wanting. . . .

The first public schools in America were truly community schools. They were established by the community to serve a definite need, a lack in the lives of the children of the community. Modern schools, in many instances, have drawn away from this basic idea and have set up curricula which ignore the community the school is bound to serve.

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3Joseph K. Hart, Educational Resources of Village and Rural Communities, p. 9.
At a later time, Hart expresses the same philosophy. He says, ". . . education is a function of the whole life of the individual, not merely of the hours spent in the schoolhouse. . . ."\(^4\)

Education begins long before the child reaches school and continues long after formal schooling is completed. In reality, only a fragment of the education of an individual is received in the classroom. The life of the child in the community before and after school hours should occupy a position of prime importance when the curriculum is being planned. Hart continues with these ideas,

Education is the result of the whole community's endless impacts upon the growing individual. If his community is integrated, his education is likely to achieve some final integration. . . .\(^5\)

One of the main objectives of education propounded by leading educators has been the idea of fitting the individual to take his rightful place in society. This society of necessity exists in a community. If the individual has carefully studied the community of which he is a part, he will better be able to discharge his obligations as a community member.

The democratic problem in education is not primarily a problem of training children; it is the problem of


\(^5\)Ibid., p. xvii.
making a community within which children cannot help growing up to be democratic, intelligent, disciplined to freedom, reverent of the goods of life, and eager to share in the acts and tasks of the age. A school cannot produce this result; nothing but a community can do so.  

Education is not apart from life. It is life. It is a transmitting of ideas from an adult generation to a younger one. This transmitting cannot exclude the greeds, traditions, and evils of the adult generation. Schools cannot combat these influences alone and produce a new generation fulfilling the high requirements desired. The community must be taken into partnership with the schools.

Elsie R. Clapp presents her concept of the role of the community school in education in the following statement:

What does a community school do? First of all, it meets as best it can, and with everyone's help, the urgent needs of the people, for it holds that everything that affects the welfare of the children and their families is its concern. Where does school and life outside begin? There is no distinction between them. A community school is a used place, a place used freely and informally for all the needs of living and learning. It is, in effect, the place where learning and living converge.

In earlier times, before extensive industrialization and urbanization, the school was the focal point of the community. The school was directly responsible to the

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6Ibid., p. 356.
7Elsie R. Clapp, *Community Schools in Action*, p. 89.
community in which it was located. Since the structure of early-day communities was much simpler than at present, most children had first-hand information about the community in which they lived. This is no longer the case. The modern child may know only a few people in his neighborhood; he may know very little about the various aspects of community life. If the school is to be truly life centered, then the school must undertake to acquaint the child with the community in which he lives in order that he may some day take his rightful place in society.

Sources of Data and Methods of Procedure

Data for this study were obtained, in part, from elementary teachers in the Denison Public School System. These data were secured through the media of personal interviews with the teachers and a check list submitted to the teachers. This check list, designed by the writer, sought to obtain from each elementary teacher in the system a list of the community resources utilized by that teacher in the past year. Space was provided for the listing of any resources omitted from the list. A copy of the check list appears in the Appendix. Additional data were obtained through library research and a thorough study of literature of the field.

Chapter I of this study has dealt with the purposes of the study, the defining of terms peculiar to the study,
the importance of the problem to be solved, and the principal sources of data.

Chapter II contains studies closely related to the present one. These studies deal with community-centered education.

Chapter III presents criteria of soundness for utilizing community resources. These criteria are from democratic, sociological, and psychological concepts.

Chapter IV reviews the background of the community of Denison and presents a survey, made by the writer, of the available resources of the community. Following the community survey, a program is suggested for the use of community resources by the elementary schools of Denison, Texas.

Chapter V contains certain conclusions and recommendations as results of the study.
CHAPTER II

RELATED STUDIES

The purpose of this chapter is to present related studies in the general field of community-centered education. Special emphasis will be placed on those studies dealing with the utilization of the resources of the community.

A thorough perusal of current literature unearthed voluminous materials on making the school the center of the community and in building the curriculum on the needs of the community. Very few studies were found in which a survey was made of the resources of the community and no actual program for using those resources was discovered. Every school which embraces the tenets of community-centered education has a real need for such a study and for such a program.

Charles B. Pollan (in an unpublished thesis) has written *A Study to Determine a Sound Plan of Using the Ferris Community Resources as Instructional Aids*. The purpose of this study was threefold: first, to discover criteria of soundness relative to the use of community resources; second, to discover local resources which could be
utilized; and third, to determine the best uses of such resources as instructional aids.

A thorough discussion of current literature concerning the community school was given. Pollan also set up three criteria of soundness by which the use of community resources may be justified. These criteria are classified as democratic, psychological, and sociological. A survey was made of the existing resources of Ferris, Texas, which included churches, businesses, professions, recreational resources, human resources, and others.

Pollan reached the following conclusions:

1. Broad needs of pupils are related to the following areas of life:
   a. home living
   b. making a living
   c. living in the community
   d. recreational living

2. Criteria of democratic soundness for using community resources as instructional aids should include the following items:
   a. Democratic education should assure everyone the right to share in determining and selecting the activities in which they participate.
   b. Democracy should regard the welfare of each individual regardless of creed or color.
   c. Democracy should guarantee freedom and equal rights to all individuals.
   d. Democracy should insure cooperative action for the welfare of both the individual and the group.

3. Criteria of psychological soundness for using community resources as instructional aids should include the following items:
   a. From a psychological standpoint, interest indicates growth.
   b. Learning is a process of individual unfolding.
   c. Learning indicates a combination of thought and action.
d. Learning is a creative process.

e. Learning should develop pupils in socially valuable ways.

f. Learning situations should provide for individual differences.

4. Criteria of sociological soundness for using community resources as instructional aids should include the following:
   a. Every pupil should experience the duties and responsibilities of a citizen in a democracy.
   b. Every pupil should receive training in the development of desirable social attitudes and habits.
   c. Each pupil should learn to use his resources, make wise choices, and effect necessary adjustments.
   d. Every pupil should have opportunities to contribute to his group.

5. A survey showed that many businesses, industries, organizations, and professions were represented in the Ferris community. The resources also included all the people of the community.

6. A desirable number of local resources were identified as available curriculum materials suitable for all grades in the public schools.  

There are many similarities between Pollan's study and the one being undertaken. Pollan set up criteria for utilizing community resources; also, he surveyed the community for available resources. He did not attempt a workable program for incorporating these resources into the curriculum in order to enrich the offerings of the school. This study will attempt such a program.

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Ola Mae Davis conducted a study to determine some sound procedures for organizing the community school curriculum. The purpose of this study was to provide sound procedures for the organization of a curriculum around the basic principles of a community school. A survey of material on the ideals of a community-centered school was given. Davis also established standards or criteria of soundness for a community-centered school curriculum. These criteria were classified as democratic, psychological, and sociological.

In her conclusions, Davis emphasized that the needs of the school and the community may be grouped under four large areas of living, as follows: (1) living in the home, (2) leisure or recreational living, (3) living in the community, and (4) making a living (vocation).

It was recommended that the curriculum of the community school be organized around the needs of the members of the community; and since the needs can be grouped under or around the four purpose areas of living, it was further recommended that these areas be utilized as a working basis for organizing the curriculum of the community school.²

Davis' study differs from the present one in that no community survey was undertaken and no program set up for using community resources as an integral part of the curriculum.

In A Study to Determine Sound Administrative Steps in the Organization of a Community School, Clifford D. Allen dealt with the specific role of the school administrator in establishing the community school. His study indicated that a large number of school administrators believe in the concept "community school," but because of some other factors they have not put those beliefs into practice in their own school systems. Allen established criteria of soundness and applied those criteria to five selected schools.

From a careful examination of the principles and practices of certain community schools, Allen concluded that the following administrative steps would be sound as measured by the accepted criteria:

1. A community school should be organized when there is an existing need.

2. To discover the need of a community school is a local situation. It may be pointed out by specialists, but it must be recognized by the people of the community.

3. A survey of resources and limitations of the community should be made by local people, preferably by the students of the existing school.

4. A committee of key persons should be called together to study the results of the survey.

5. The co-operation of the school staff and the community leaders should be enlisted after complete, unbiased presentation of the situation has been made to the people whose aid is sought.

6. All of the available community personnel and resources should be utilized before outside help is solicited.
7. A co-ordinating council composed of equal representation from all of the various agencies of the community should be organized.

8. The organization of the co-ordinating council should guarantee to all members of the community the right to share in determining purposes and policies of the school.

9. A detailed plan, well understood and acceptable to all participating in the program, should be developed.

10. The plan should have as its central purpose the welfare of all the people.

11. The co-ordinating council should encourage and sponsor a large number of interest groups, each of which will be an important part of the whole organization.

12. Interest groups should be organized for effective assumption of their special responsibilities, they should understand the specific responsibilities of the other groups, and should have and make use of channels of communication with each other.

13. The director of the school must be willing to realize that the job belongs primarily to the school itself. He should be willing to share his authority with staff members, committee members, parents, and students.

14. The program for the community school should involve activity, both physical and mental.

15. The program for the community should include some projects which can be accomplished with ease so that the satisfaction of success can be felt.

16. Plans should be made for the community school to begin its responsibility for better living with the immediate school environment.

17. The curriculum of the community school should be sufficiently comprehensive and reliable to facilitate the realization of its group purpose.

18. The community school should develop and use distinctive types of teaching materials.
19. The community school should maintain democratic pupil-teacher-administrator relationship.

20. The community school buildings, equipment, and grounds should be so designed and constructed and used as to make it possible to provide for children, youth, and adults those experiences in community living which are not adequately provided by other agencies.

21. The community school should develop continuous evaluation in terms of the quality of living for pupils, teachers, and administrators for the total school program and for the community. 

Allen's chief concern was the creation of a community school whereas the major concern of the present work is to incorporate within the curriculum the community resources of a specific school district.

Voss, in an unpublished thesis, entitled To Determine a Sound Program for Organizing the Needs of Youth and the Curriculum in the Secondary School, had as her purpose the provision of a sound program for organizing the secondary school curriculum around the needs of youth. She cited data from recent highschool surveys revealing the fact that most high schools are failing to help youth to achieve social competency, either as students or as participants in life. She also developed criteria of soundness for a curriculum based on the needs of youth, democratically, sociologically, and psychologically.

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In her conclusions, Voss made the following statements:

1. All youth need
   a. To develop and maintain good health and physical fitness
   b. To be instructed in the proper use of leisure time
   c. To grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding
   d. A range of personal interests, for esthetic satisfactions
   e. The required knowledge and skills in fundamentals (reading, writing, and others)
   f. A workable philosophy of life
   g. To understand the significance of the family for the individual and for society and the conditions conducive to successful family life
   h. To know how to make and hold friends
   i. To know about boy-girl relationships
   j. To know about sex relationships
   k. To develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work co-operatively with others
   l. To know how to maintain democratic family relationships
   m. To develop standards of personal conduct—finding what kinds of things others in their group think are moral and immoral
   n. To understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation
   o. To cultivate the willingness and the ability to co-operate effectively in democratic institutions
   p. To develop the ability to comprehend and to use the most effective and reliable methods in the solution of social and civic problems
   q. To understand democracy
   r. To know how to participate in civic affairs intelligently
   s. Guidance in choosing an occupation and for vocational preparation
   t. To know about finances—cash, credit, and installment buying—which to use and when
   u. Opportunity to earn money
v. To develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their proposed occupations.

w. To know how to purchase and use goods and services intelligently

2. The needs of youth can be grouped under four areas of living
   a. living in the home
   b. leisure or recreational living
   c. making a living
   d. living in the community

3. It seems to be possible to give the student training in meeting his need in one or more of the areas of living

4. Those needs that do not overlap seem to represent purpose areas. Needs that can be met by a number of purpose areas probably represent tools or instruments of living rather than final purposes. There are four purpose areas identical with the areas of living.

5. It seems to be possible to give youth training in meeting more of his needs in the area of community living than in any other area. The area of home living runs a close second. The areas, "making a living" and "recreational living," give training in meeting similar needs.

6. All of the standard criteria can be met under the areas of community living but not under any other area.4

The above conclusions aid in substantiating the claims of the community school. Voss' study differs from the present one in that the needs of youth were outlined, with

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especial emphasis upon the community as a source of meeting those needs, but no survey of existing resources was made.

The studies reviewed advocated strongly using the community as a source of a full, enriched curriculum. It is concluded that there is a pressing need for a complete survey of the resources of all communities and that as many as possible of those resources be incorporated into a real-life curriculum.
CHAPTER III

CRITERIA OF SOUNDNESS FOR USING
COMMUNITY RESOURCES

The purpose of this chapter is to establish criteria of soundness in developing a program for utilizing community resources to improve the elementary school system of Denison, Texas. These criteria of soundness will be justified from democratic, psychological, and sociological viewpoints. These criteria will be derived from the literature of the field and stated by leading educators in educational theory and actual practice.

A discussion of the evolution of the community school from the subject-centered school was given in the first chapter of this study. It was stated that the community school was life centered. In the following statements, Olsen has pointed out several characteristics of life-centered education which are pertinent to this study:

1. The school should utilize community resources to invigorate the conventional program.

In order to vitalize the curriculum and teaching methods, give depth of meaning to instruction, and provide for direct as well as vicarious experiences, the school should survey the educative resources of its community, catalog them, and utilize them, when appropriate for its established educational purposes.
2. The school should center its curriculum in a study of community structure, processes, and problems.

Every community is a microcosm of human experience, since within it go on the basic processes and related problems of making a living, sharing in citizenship, exchanging ideas, securing education, adjusting to people, maintaining life and health, enjoying beauty, meeting religious needs, engaging in recreation and the like. . . .

3. The school should improve the community through participation in its activities.

Students, teachers, and civic-minded laymen should co-operatively plan and execute various service projects of genuinely civic nature. . . .

4. The school should lead in co-ordinating the educative efforts of the community.

Since all life is educative, the role of the school in the total educational process is primarily a co-ordinating and a residual one. The school, therefore, should lead all the educational agencies of the community into an organized and co-operative program for the more effective education of youth and adults in school and out. . . .

Community-centered education is realistic. It is based on fact rather than fancy. It begins with the smallest unit of government in a democracy, the community. The resources of a community are extensive and diversified. One very important resource often overlooked or neglected is the human element. The participation of non-professional members of the community in the curriculum of the modern school will serve a twofold purpose: (1) it will give the students the benefit of vicarious experiences, or increased technical

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knowledge, depending on the visitor; and (2) it will serve as a very effective agent in improving school-community relations, by acquainting members of the community with actual school life.

Criteria of Soundness

Much has been written in recent years about democracy as the only hope of the present civilization. Most educators firmly believe that the best way to preserve the heritage of democracy is to teach it intelligently to the children in the public school system of the United States and to practice it in all phases of the school program. Teachers must truly understand democracy; schools must be democracies in action before the concepts of democracy can be taught effectively.

Criterion I

Democratic education has as its central purpose the welfare of all the people. Democratic education serves each individual with justice, seeking to provide equal educational opportunity for all, regardless of intelligence, race, religion, social status, economic condition, or vocational status. Democratic education equips citizens with the materials of knowledge needed for democratic efficiency.²

A sound program for utilizing community resources in the school is democratic and is consistent with the above concepts. It offers the same opportunities to all, regardless of race, color, or religion.

Democracy may be said to be a way of social living which enables each person to develop his personality in the light of American ideals and to attain a full measure of individual, family, and group development through the protection of freedoms and rights guaranteed by tradition and by law.

Education in the United States was instituted partly for the preservation of democracy and for the growth and perpetuation of democratic principles. Yet education conceived in this sense is a far broader concept than schooling; that is, formal education commonly provided in a school. Indeed, if one considers man's entire experience toward social betterment since the dawn of time, the school, more particularly the public school, has not had a large part in his advancement. Other institutions, such as the home, the church, and the community, have played and are playing an enormous part in the educational process.\(^3\)

The school deals with living things—pupils, teachers, parents, citizens of the community, and other persons more remotely located. It is an institution set up by living beings, organized into what is sometimes called a society, to further growth of all of these living beings. More especially, it is concerned with the growth of the young—the children, the members of the new generation. But the children

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\(^3\)William A. Yeager, *School and Community Relations*, pp. 5-6.
must grow up in a culture, for without it they could not survive. The adults must also carry on their lives in a culture, for without it they could not exist.

... Every culture contains some basic objects of allegiance which give it coherence and unity. In America, these objects represent a set of beliefs which form the basis of the democratic way of life.4

Some of these beliefs are as follows:

1. Belief in the worth of the individual as a human being.

This belief is in direct contrast to the beliefs of totalitarianism, in which man as an individual is an exceedingly cheap commodity. In this peculiarly American belief, each member of society is encouraged to respect the rights of others, politically, spiritually, and socially.

In a study of the community through its resources, the student will see these concepts in reality, by visiting churches of different denominations; by inspecting educational facilities for those of minority groups; and through associating with visitors from foreign countries.

2. Belief that a person who must abide by decisions should have a part in making them.

This belief has long been a basic criterion of democratic thinking. The Boston Tea Party and the cries of "taxation

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4L. Thomas Hopkins, Interaction, the Democratic Process, p. 93.
without representation is tyranny" were protests against the violation of this principle.

As the students of today reach maturity, they will need to understand the details of voting and of being a citizen in a democracy. Seeing "the wheels turn" is worth a thousand printed words of explanation of governmental function. It is suggested that these future citizens visit the municipal offices of the city. There they may interview the mayor and his associates as to the duties and the requirements of their respective offices. An excellent method of seeing justice at work in a simple form is found in the municipal court. Another desirable outcome of a study of municipal government is that the students would learn that being a citizen carries its proportionate share of responsibilities and that voting is one of the most important. The use of state representatives and state senators as resource visitors in the upper grades would further the principles previously discussed.

3. Belief that the process of living is the interactive process; belief that each individual works with every other individual by sharing and by evaluating individual experience toward commonly recognized ends. These beliefs have been embraced by leading statesmen, educators, and philosophers the world over in recent years. These beliefs are directly opposed to isolationism. They indicate clearly that human beings must learn to live and work with one another in peace and harmony.
The first outside contacts a child has are in the community around him. He soon learns that each family is no longer a self-supporting unit, but that each worker on the community contributes his own individual portion to the life of the community. As the child grows older he learns, through various social and welfare agencies, about the less fortunate members of society and society's obligation to this group.

Criterion II

The community is a great resource for everyone. Every school committed to developing the process of democratic interaction should have an inventory of learning resources both in the school community and in some larger area within a reasonable radius.5

A program for utilizing community resources requires a survey of existing resources before a program can be put into effect. This program would include resources found outside the immediate community but near enough to be incorporated into the program.

The definition of community, given in the first chapter of this study, implies that a community is first of all a group of people living and working together. A community is a small unit of a democracy where the good of the group is foremost. In a discussion following Criterion I, the use of the community as an invaluable source of real life materials was given. In the light of the two foregoing

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5Ibid., p. 340.
criteria, it is concluded that democratic education, as it is commonly defined, is sound from the standpoint of democratic ideals, and that the use of the community as a source of materials is sound democratically. In further substantiation, the following criterion is offered:

Criterion III

Community study challenges the civic patriotism of youth, and thereby develops the significant psychological perception that the community needs service from youth as youth needs opportunity in the community. It strengthens democratic behavior by providing constant experience in planning, executing, and evaluating co-operative group projects, with requisite tolerance and appreciation in the process.

A sound program for utilizing community resources provides ample opportunity for youth to take part in the life of the community through actual participation.

For many years different statements concerning the aims of education have been made. One of the first and most persistent was that the supreme purpose of education was the transmission of abstract knowledge. In recent years, a newer philosophy of education has gained prominence. This philosophy embraces the ideal of fitting children for living, so that they may better be able to take their rightful place in society. This philosophy seeks to integrate school life with outside life; that is, with life as it exists in the community around them. It makes much of the development of

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6 Olsen, op. cit., pp. 36-37.
social skills and social participation. It seeks to bring pupils into intimate contact with life. It uses such agencies as the family, industry, and business. At the present time, this philosophy is gaining prominence both here and abroad.

In the light of the above ideals of sociological education, the following criteria are offered:

Criterion IV

Every pupil should understand our evolving culture.

In every community, the basic social arrangements of our way of life are found in operation, and in each are reflected the climate of opinion and the value standards which dominate American life. While tools, techniques, ideologies, and values may vary somewhat from community to community, the mobility of population, the automobile, the metropolitan newspaper, the national periodical, the radio, and the motion picture have produced a large degree of similarity throughout America. Hence, the community offers the raw materials for an understanding of our total culture. . . . 7

Although communities differ in their respective means of meeting the needs of the members of the community, if a child understands the structure and functions of one community, he will not be adrift when moving to another. In a program utilizing community resources, the pupil would be able to understand the evolving culture as in no other way open to students. This criterion justifies the field trips to the every-day business places of any community.

Criterion V

Every pupil should develop a wholesome framework of values.

As children and youth participate in community activities, they should not only be gaining an understanding of what is, but they should be building a conception of what ought to be. Value standards cannot be established apart from life activities. The guidance of youth in community participation offers excellent opportunities to develop attitudes and ideals commensurate with the democratic way of life. Coming to grips with real problems enables youth to formulate intelligent purposes to which they can dedicate their lives. 8

This criterion has as its ultimate objective the development of competent, participating citizens. When pupils see their local governments in actual operation, their classes in government and civics take on new meaning.

Criterion VI

Every pupil should gain competence in social participation.

As youth gain an understanding of our evolving culture and build a framework of values, they are also acquiring the social competence necessary to participate effectively in the activities of our culture, so that they can achieve the values they deem desirable. . . . The attack upon community problems also gives youth an opportunity to learn to think by thinking. Problems are constantly recognized, analyzed, and defined; relevant data are collected, evaluated, and organized; and appropriate conclusions are formulated, verified, and applied. 9

In the past few years, the pupil's social participation and his development of acceptable social skills have become of prime importance to the educator. The use of

8Ibid., p. 10. 9Ibid.
community resources will encourage the child to think by offering him real-life situations with which to deal.

Since man is by nature a social being, one of the first objectives of education should be to fit him with those tools which would enable him to meet the needs of society. Book learning is of singularly little use to individuals in adjusting to life situations. The curriculum of the public schools should not only contain life-like situations, but it should provide for actual participation through work experiences, service projects, and other activities. The curriculum makers should keep in mind the following Imperative Needs of Youth, proposed by the Educational Policies Commission:

1. All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupation.

2. All youth need to develop and maintain good health and physical fitness.

3. All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their duties and obligations as members of the community and citizens of the state and nation.

4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.
6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.

7. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

8. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.

10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.10

These needs of youth can be met in the area of community living better than in other areas. That the community is the logical source of social values receives further substantiation from Cook.

The community approach to educational problems has two outstanding types of values. From the sociological standpoint, the local social world contains in some form or another all the factors and processes found in the larger society. Unlike this more abstract concept, the community has concrete reality. It is neither too large nor too small, too far away nor too near at hand, to have meaning for the student. Its life and structure can be analyzed with some assurance that the elements will not slip through one's grasp. Finally, it is the place we know most about and in which we are most at home. To be sure, the community does not exist

as a self-contained entity, and hence it must be studied in the light of recent nation-wide trends.\textsuperscript{11}

A study of the community would contribute social understanding, social attitudes, and social skills. It would also achieve the following values:

1. Stimulate a realistic understanding of the natural and social environment, of man's struggle in the past, problems of the present, and perplexities for the future.

2. Heighten awareness of human solidarity through man's persistent processes of living, identifying them as essentially the same throughout history and around the world.

3. Develop sensitivity to the infinite complexity of human affairs, to the interrelation of process and problem, to the growing need for co-operative planning for common welfare.

4. Increase awareness of social lag: of the fact that man's technical progress has far outstripped his social progress, and that in this situation, lies continuous threat to democracy as an organized way of life.

5. Deepen respect for the essential dignity of human labor, whether that labor be primarily physical or mental in nature.

6. Develop desirable personal character traits such as those of initiative, courtesy, self-control, leadership, sympathy, tolerance, and social sensitivity.\textsuperscript{12}

A study of the Denison community reveals the following possible resources justified by the previously listed criteria: All forms of retail and wholesale stores,

\textsuperscript{11}Lloyd Allen Cook, Community Backgrounds of Education, p. 113.

\textsuperscript{12}Olsen, \textit{op. cit.}, p. 36.
newspapers, Chamber of Commerce, civic welfare organizations, municipal offices and office holders, public library, Post Office, social welfare organizations, all industries and businesses contributing to the life of the community, churches and ministers, parks, youth centers, theaters, documentary materials pertaining to any of these, and resource visitors from these organizations.

It is further concluded that a program for utilizing these community resources will enrich the curriculum of the school and make education more interesting and meaningful to the student.

In a study of psychology, as in education, one finds that there have been drastic changes in its basic philosophy in recent years. New concepts of human growth, development, and learning have taken place as results of scientific studies. At one time, the word "learning" was almost synonymous with the acquiring of knowledge; the term is now defined by Hopkins as any change in the behavior of an organism. The organism in which education is most interested is, of course, the child. Since educators no longer embrace the theory that a child is only a mind to be cultivated as one tills a field, what of this child? What should educators know about his basic nature and how he learns?

Olsen lists ten psychological findings concerning growth, development, and learning, as follows:
1. The child is by nature dynamic.
2. The child is a whole being.
3. The child is an intelligent being.
4. The child lives in a culture complex.
5. The child is a creature of habit.
6. The child is creative.
7. The child has interests and purposes.
8. The child's experiences give meaning to his language.
9. The child's growth is related to his maturity.
10. The child is learning to live in his society.¹³

With these basic psychological principles in mind, these criteria of psychological soundness are suggested.

Criterion VII

In order for a child to learn, he must be motivated: this motivation comes from his environment.

A program utilizing community resources will offer many new environmental changes. Such a program will not only take the child into the community of which he is a part, but will give him the benefit of many vicarious experiences through the use of resource visitors. The child will also be constantly learning to live in the society of which he is a member. Maturation and learning are closely related. Maturation is greatly influenced by experiences and different environmental factors. Therefore, the

¹³Ibid., pp. 30-31.
maturity level and learning in general will be increased by offering a closer study of the environment through community study.

Criterion VIII

The school should adopt educational procedures fitted to the needs of the individual.

It is the author's conviction that the following criteria can best be met in the field of community study. The following teaching principles, valid democratically, sociologically, and psychologically, substantiate this conviction.

<table>
<thead>
<tr>
<th>Basic Principles of Successful Teaching at Any Academic Level</th>
<th>How Community-Centered Programs Utilize These Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCATE THE WHOLE CHILD. The child is not just a mind to be instructed: he is a physically, emotionally, ethically, and intellectually growing person.</td>
<td>INTEGRATED LEARNING OCCURS. Well-planned community study projects necessarily involve not only intellectual understanding but, simultaneously, social poise, emotional control, physical activity, aesthetic response, and bodily skills.</td>
</tr>
<tr>
<td>KEEP THE PROGRAM INFORMAL, FLEXIBLE, AND DEMOCRATIC. The classroom atmosphere should be friendly and democratic as well as informal and flexible, and children should not be held in unfair competition with standards of performance beyond their possible ability to achieve.</td>
<td>INFORMALITY, FLEXIBILITY, AND DEMOCRACY ARE ESSENTIALS OF ANY PROGRAM. Interviews, excursions, surveys, service projects, camping, work experiences, and extended field studies cannot be standardized from pupil to pupil, class to class, or from year to year.</td>
</tr>
<tr>
<td>CAPITALIZE UPON PRESENT PUPIL INTEREST. It is of utmost importance that the teacher first discover what interests and</td>
<td>EVERY CHILD IS INTERESTED IN HIS OWN COMMUNITY. The child enjoys talking about conditions in his community. This interest may easily be</td>
</tr>
</tbody>
</table>
purposes his students already have, and use these drives as springboards to further desirable learning.

**LET MOTIVATION BE INTRINSIC.** The strongest incentives for learners are those of real life itself: to explore the new and interesting, to associate actively with other people, to manipulate and construct things, to compare opinions about matters which seem important, and to express one's self artistically.

**MAKE LEARNING EXPERIENCES VIVID AND DIRECT.** Through the media of motion pictures, radio programs, excursions, interviews, service projects, work experiences, and others, children receive more concrete, interesting, and meaningful educational experiences than they would be likely to receive through the printed page alone.

**STRESS PROBLEM SOLVING, THE BASIS OF FUNCTIONAL LEARNING.** Real education comes about when children intelligently attack real problems, think them through, and then do something about them.

**PROVIDE FOR THE ACHIEVEMENT OF LASTING PUPIL SATISFACTIONS.** Students who dislike their work learn little from it, and retain that little briefly. Every effort should therefore be made

channeled into concern about community conditions that need improving.

**THE KEYNOTE IS--LET'S FIND OUT!** Let's find out what a police reporter does... how to interview an employer... Life-centered projects require little artificial stimulation for their initiation and development.

**FIRST-HAND CONTACT IS ULTIMATE REALISM.** Pupils who experience slum housing, or watch a plasterer at work, or who visit the morgue to see what a drunken driver can do to himself are learning vivid lessons they will never forget.

**REAL LIFE ABOUNDS IN PROBLEMS.** These problems may be vast or trivial, personal or social, intimate or remote, but all of them are important to some people in some degree.

**POSSIBLE SATISFACTIONS ARE MANY AND VARIED.** Children who discover for themselves how an elevator works, etc., can experience deep emotional satisfaction as well as increased intellectual understanding. Such
to maintain learning situations wherein children will achieve genuine success, find personal satisfaction therein, and thus grow intellectually, emotionally, and socially. projects bring feelings of success.

LET THE CURRICULUM MIRROR THE COMMUNITY. Learning situations must reflect life in the pupil's own community if they are to be effective.

THE COMMUNITY IS USED AS A LIVING LABORATORY. Within every community, large or small, urban or rural, go on the basic social processes of getting a living, preserving health, sharing in citizenship, rearing children, seeking amusement, expressing religious impulses, and the like.

In conclusion, a program utilizing community resources to enrich the elementary school system of Denison, Texas, appears to be sound, democratically, sociologically, and psychologically.

\(^{14}\text{Ibid.}, \text{pp. 32-35.}\)
CHAPTER IV

THE COMMUNITY

Historical Background

The community of Denison fulfills the basic requirements of a community as defined in the first chapter of this study. Denison possesses many characteristics peculiar to itself, and the purpose of this chapter will be to enumerate some of those characteristics pertinent to community-centered education.

The Denison town site was established by the Missouri-Kansas-and-Texas Railroad in 1873 and was named for George Denison, a director of the railroad. At this time, Denison was the southern terminus of the railroad and, consequently, enjoyed a brisk business in shipping of all kinds, particularly of cattle. From the time of Denison's establishment, the Missouri-Kansas-and-Texas Railroad has greatly influenced the life and economy of this city and the surrounding territory.

Denison has always taken pride in being progressive in both business and education. One evidence of the latter is the fact that the first free school open to all pupils in all grades in Texas was established in Denison in 1873.
Location and Population

Denison is located in the northeastern portion of Texas, five miles from Red River. According to the prevailing manner of dividing Texas into regions according to geographical and geological features, Denison lies in the Eastern Cross-Timbers Belt. Four miles north of Denison lies the Denison Dam and Lake Texoma. This enormous lake offers untold possibilities in recreational and educational facilities.

Denison has a well-balanced, diversified economy. It is surrounded by farms and ranches and is the location of many diverse industries. Perrin Air Force Base is located nearby.

The population of Denison proper is 23,000; the population of the school district is roughly 30,000. Approximately 82 per cent of these residents are white, 17 per cent are colored, and 1 per cent are foreign born. The rather large population of colored residents does not pose an impossible problem, as great strides are being made in providing equal educational and recreational facilities.\(^1\)

The Denison School District is composed of six elementary schools and two high schools. This study will deal only with the elementary schools of Denison. The school district comprises an area of 54.7 square miles. Outlying regions are served by six school buses, which travel approximately 400 miles daily. These buses transport 546 pupils daily. Of this

\(^1\)Chamber of Commerce, *This Is Denison, Texas*. 
number, 289 are elementary students and 257 are high school students.

**Socio-Economic Information**

Before a community program can be put into operation, some basic facts regarding the internal structure of that community should be known. The following table shows the educational status of the parents of elementary school children in the Denison Schools in 1950-1951. This questionnaire was prepared and distributed by the Committee on Pupil Population and School Community, a committee of teachers organized during the Evaluation of the Denison Schools. It was submitted to each family having a child in the elementary grades in January, 1951. Its prime purpose was to determine the number of parents falling in each of the categories listed in Table 1.

In this table, column 1 lists eight divisions of educational accomplishment, beginning with those parents who attended but did not complete elementary school, and ending with those engaged in graduate study. Column 2 lists the actual number of men in each division, and column 3 gives the percentage of men in each division. Columns 4 and 5 pertain to women, with column 4 giving the number of women and column 5 the percentage of women. Columns 6 and 7 are the totals, with column 6 giving the total number in each division and column 7 listing the percentage of both men and women falling in each category.
<table>
<thead>
<tr>
<th>Educational Status</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Attended but did not complete elementary school</td>
<td>327</td>
<td>18.24</td>
<td>220</td>
</tr>
<tr>
<td>Completed elementary school</td>
<td>329</td>
<td>18.35</td>
<td>298</td>
</tr>
<tr>
<td>Attended but did not complete high school</td>
<td>469</td>
<td>26.16</td>
<td>632</td>
</tr>
<tr>
<td>Graduated from high school</td>
<td>464</td>
<td>25.87</td>
<td>674</td>
</tr>
<tr>
<td>Attended but did not graduate from post-</td>
<td>43</td>
<td>2.40</td>
<td>55</td>
</tr>
<tr>
<td>secondary school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed a two-year college or post-</td>
<td>70</td>
<td>3.90</td>
<td>73</td>
</tr>
<tr>
<td>secondary school course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduated from four-year college (or</td>
<td>71</td>
<td>3.96</td>
<td>90</td>
</tr>
<tr>
<td>equivalent) course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engaged in graduate study</td>
<td>20</td>
<td>1.12</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>1,793</td>
<td>100.00</td>
<td>2,050</td>
</tr>
</tbody>
</table>

This table reveals information that is of great value to a school utilizing community resources. Of the 3,843 men and women questioned, 1,101 attended but did not complete high school and 1,138 graduated from high school, making a percentage of 58.26 who have a high school education or less. With this information in mind, the Denison Public Schools should expend every effort in acquainting these parents with the school and its functions.

It is also of the utmost importance to ascertain the prevailing occupations in any community under intensive study. Table 2 shows the occupational status of the parents of elementary pupils in Denison in January, 1951. It was prepared by a committee of teachers at the time that the school system was being evaluated in 1950-1951.

Table 2 lists thirteen common occupations, ranging from "unknown" to "professional and semi-professional workers." Columns 2 and 3 deal with men, giving the number and percentage of men engaged in each work category; columns 4 and 5 deal with women, listing the number and percentage of women who work under each classification. Columns 6 and 7 give the total number in each division and the percentage of the total in each division.

This table reveals that the largest number of wage earners fall in the category labeled "craftsmen, foremen, and kindred workers." Of the 3,778 parents answering this
<table>
<thead>
<tr>
<th>Occupational Status</th>
<th>Men</th>
<th></th>
<th>Women</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
<td>(6)</td>
<td>(7)</td>
</tr>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>cent</td>
<td>ber</td>
<td>cent</td>
<td>ber</td>
<td>cent</td>
</tr>
<tr>
<td>Professional and semi-professional workers</td>
<td>180</td>
<td>9.35</td>
<td>63</td>
<td>3.40</td>
<td>243</td>
<td>6.43</td>
</tr>
<tr>
<td>Farmers and farm managers</td>
<td>45</td>
<td>2.34</td>
<td>2</td>
<td>.11</td>
<td>47</td>
<td>1.24</td>
</tr>
<tr>
<td>Proprietors, managers, and officials, except farms</td>
<td>214</td>
<td>11.11</td>
<td>22</td>
<td>1.19</td>
<td>236</td>
<td>6.25</td>
</tr>
<tr>
<td>Clerical and kindred workers</td>
<td>113</td>
<td>5.87</td>
<td>60</td>
<td>3.24</td>
<td>173</td>
<td>4.58</td>
</tr>
<tr>
<td>Salesmen and sales women</td>
<td>102</td>
<td>5.30</td>
<td>61</td>
<td>3.29</td>
<td>163</td>
<td>4.31</td>
</tr>
<tr>
<td>Craftsmen, foremen, and kindred workers</td>
<td>573</td>
<td>29.75</td>
<td>54</td>
<td>2.92</td>
<td>627</td>
<td>16.60</td>
</tr>
<tr>
<td>Domestic service workers</td>
<td>16</td>
<td>.83</td>
<td>34</td>
<td>1.84</td>
<td>50</td>
<td>1.32</td>
</tr>
<tr>
<td>Service workers, except domestic</td>
<td>277</td>
<td>14.38</td>
<td>65</td>
<td>3.51</td>
<td>342</td>
<td>9.05</td>
</tr>
<tr>
<td>Farm laborers and foremen</td>
<td>32</td>
<td>1.65</td>
<td>...</td>
<td>....</td>
<td>32</td>
<td>.85</td>
</tr>
<tr>
<td>Laborers, except farm and mine</td>
<td>315</td>
<td>16.36</td>
<td>90</td>
<td>4.86</td>
<td>405</td>
<td>10.72</td>
</tr>
</tbody>
</table>

TABLE 2--Continued

<table>
<thead>
<tr>
<th>(1) Occupational Status</th>
<th>(2) Number</th>
<th>(3) Per cent</th>
<th>Parents</th>
<th>(4) Number</th>
<th>(5) Per cent</th>
<th>Total</th>
<th>(6) Number</th>
<th>(7) Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homemakers</td>
<td>...</td>
<td>...</td>
<td>1,387</td>
<td>74.88</td>
<td>1,387</td>
<td>36.71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unemployed or on relief</td>
<td>29</td>
<td>1.51</td>
<td>9</td>
<td>.49</td>
<td>38</td>
<td>1.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>30</td>
<td>1.55</td>
<td>5</td>
<td>.27</td>
<td>35</td>
<td>.93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,926</td>
<td>100.00</td>
<td>1,852</td>
<td>100.00</td>
<td>3,778</td>
<td>100.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

questionnaire, 627, or 16.60 per cent, were in this category closely followed by 10.72 per cent as "laborers." This number, in a large part, reflects the fact that the five railroads serving Denison are the largest employers of men in this community.

Since the population of Denison is composed largely of working people and their educational status ranges from a high school education downward, their interests lie mainly in their respective jobs. These jobs usually pay good wages; hence, no great need for an education is recognized. This fact is of the utmost importance to educators and points out the great need for closer understanding and cooperation between the school and the community which it serves.

Community Survey

The major purpose of this study is to develop a sound program for utilizing community resources to improve the
school system. These resources must be discovered and classified before they can be incorporated into the curriculum. The most feasible means of collecting these data is through a community survey. According to Olsen, the survey technique

1. Fosters comprehensive understanding of community structure and processes in their everyday operation, interaction, and complexity.

2. Stimulates depth of insight into vital community problems and trends as these have been influenced by past conditions, present developments, and future prospects.

3. Discloses problems which should be met, not because teacher or textbook say so, but because the evidence itself inescapably reveals the need.

4. Suggests possibilities of student participation in the ongoing processes of the community. Such constructive participation, cooperatively carried on, provides fine personal satisfactions, as well as essential training in democratic citizenship.

5. Develops awareness of human interdependence and of practical necessity for general civic cooperation in carrying on successful individual and group living.

6. Promotes superior citizenship by providing extended experience in the making of critical judgments concerning existing conditions.²

Stratemeyer has defined the five major areas of human living as the family, civic and social activities, work, leisure, and spiritual living.³ These divisions will be

²Edward G. Olsen, School and Community.
recognized in the survey of the existing resources of the community of Denison, Texas, shown in Table 3.

This survey was made by the writer during May and June, 1951. Much of the data was obtained from personal interviews with teachers and administrators. The Chamber of Commerce offered much information through their listing of industrial firms in and near the city. The telephone directory was checked to make the listing as complete as possible.

| Table 3 |

| Survey of the Existing Resources of the Community of Denison, Texas 1951 |

<table>
<thead>
<tr>
<th>Name of Resource</th>
<th>The Family</th>
<th>Resource Visitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bakeries</td>
<td>5</td>
<td>Dentists</td>
</tr>
<tr>
<td>Banks</td>
<td>2</td>
<td>Doctors</td>
</tr>
<tr>
<td>Ceramic shops</td>
<td>1</td>
<td>Firemen</td>
</tr>
<tr>
<td>Creameries</td>
<td>2</td>
<td>Nurses</td>
</tr>
<tr>
<td>Dairies</td>
<td>4</td>
<td>Paper boy</td>
</tr>
<tr>
<td>Department stores</td>
<td>5</td>
<td>Policemen</td>
</tr>
<tr>
<td>Drug stores</td>
<td>7</td>
<td>Postmen</td>
</tr>
<tr>
<td>Florists</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Furniture stores</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Newspapers</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Retail grocery stores</td>
<td>65</td>
<td></td>
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Number in Community
<table>
<thead>
<tr>
<th>Civic and Social Activities</th>
<th>(2) Number in Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art societies</td>
<td>1</td>
</tr>
<tr>
<td>Book clubs</td>
<td>2</td>
</tr>
<tr>
<td>Chamber of Commerce (senior, junior, and colored)</td>
<td>3</td>
</tr>
<tr>
<td>City Hall</td>
<td>1</td>
</tr>
<tr>
<td>City Water Works</td>
<td>1</td>
</tr>
<tr>
<td>Civic welfare organizations</td>
<td>4</td>
</tr>
<tr>
<td>Community theater</td>
<td>1</td>
</tr>
<tr>
<td>Country clubs</td>
<td>1</td>
</tr>
<tr>
<td>Denison Dam and Power House</td>
<td>1</td>
</tr>
<tr>
<td>Fire Department</td>
<td>1</td>
</tr>
<tr>
<td>Fraternal societies</td>
<td>20</td>
</tr>
<tr>
<td>Municipal Court</td>
<td>1</td>
</tr>
<tr>
<td>Post Office</td>
<td>1</td>
</tr>
<tr>
<td>Public library</td>
<td>1</td>
</tr>
<tr>
<td>Quarterback clubs</td>
<td>1</td>
</tr>
<tr>
<td>Sewage Disposal Plant</td>
<td>1</td>
</tr>
<tr>
<td>Social welfare organizations</td>
<td>3</td>
</tr>
<tr>
<td>Square dance clubs</td>
<td>3</td>
</tr>
<tr>
<td>Women's clubs</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resource Visitors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Firemen</td>
<td>28</td>
</tr>
<tr>
<td>Judges</td>
<td>3</td>
</tr>
<tr>
<td>Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Mayor</td>
<td>1</td>
</tr>
<tr>
<td>Policemen</td>
<td>17</td>
</tr>
<tr>
<td>U. S. engineer</td>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>Work</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Automobile dealers</td>
<td>13</td>
</tr>
<tr>
<td>Bakeries</td>
<td>5</td>
</tr>
<tr>
<td>Banks</td>
<td>2</td>
</tr>
<tr>
<td>Boat manufacturers</td>
<td>1</td>
</tr>
<tr>
<td>Bottling plants</td>
<td>3</td>
</tr>
<tr>
<td>Bus lines</td>
<td>2</td>
</tr>
<tr>
<td>Concrete companies</td>
<td>2</td>
</tr>
<tr>
<td>Creameries</td>
<td>5</td>
</tr>
<tr>
<td>Department stores</td>
<td>5</td>
</tr>
<tr>
<td>Drug stores</td>
<td>7</td>
</tr>
<tr>
<td>Edible oil plants</td>
<td>1</td>
</tr>
<tr>
<td>Florists</td>
<td>6</td>
</tr>
<tr>
<td>Frozen food lockers</td>
<td>1</td>
</tr>
<tr>
<td>Name of Resource</td>
<td>Number in Community</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Furniture stores</td>
<td>15</td>
</tr>
<tr>
<td>Garages</td>
<td>25</td>
</tr>
<tr>
<td>Garment factories</td>
<td>1</td>
</tr>
<tr>
<td>Grain elevators</td>
<td>1</td>
</tr>
<tr>
<td>Hardware stores</td>
<td>5</td>
</tr>
<tr>
<td>Insurance agencies</td>
<td>20</td>
</tr>
<tr>
<td>Mattress factories</td>
<td>2</td>
</tr>
<tr>
<td>Meat packing plants</td>
<td>1</td>
</tr>
<tr>
<td>Newspapers</td>
<td>2</td>
</tr>
<tr>
<td>Peanut processors</td>
<td>1</td>
</tr>
<tr>
<td>Photographic studios</td>
<td>2</td>
</tr>
<tr>
<td>Planing mills</td>
<td>3</td>
</tr>
<tr>
<td>Power equipment</td>
<td>1</td>
</tr>
<tr>
<td>Prepared food products</td>
<td>1</td>
</tr>
<tr>
<td>Radio stations</td>
<td>2</td>
</tr>
<tr>
<td>Railroads</td>
<td>5</td>
</tr>
<tr>
<td>Railroad ear shops</td>
<td>1</td>
</tr>
<tr>
<td>Telegraph companies</td>
<td>1</td>
</tr>
<tr>
<td>Telephone companies</td>
<td>1</td>
</tr>
<tr>
<td>Textile mills</td>
<td>1</td>
</tr>
<tr>
<td>Wholesale grocers</td>
<td>1</td>
</tr>
<tr>
<td>Wood preserving plants</td>
<td>1</td>
</tr>
<tr>
<td>Wood working shops</td>
<td>2</td>
</tr>
<tr>
<td>Venetian blind factories</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resource Visitors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bankers (officals)</td>
<td>17</td>
</tr>
<tr>
<td>Dispatchers from railroad</td>
<td>6</td>
</tr>
<tr>
<td>Insurance agents</td>
<td>25</td>
</tr>
<tr>
<td>Photographers</td>
<td>2</td>
</tr>
<tr>
<td>Reporters</td>
<td>8</td>
</tr>
<tr>
<td>Retail merchants</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leisure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowling lanes</td>
<td>1</td>
</tr>
<tr>
<td>Boy Scout organizations</td>
<td>1</td>
</tr>
<tr>
<td>Camp Fire Girls organization</td>
<td>1</td>
</tr>
<tr>
<td>Lakes</td>
<td>4</td>
</tr>
<tr>
<td>Parks</td>
<td>3</td>
</tr>
<tr>
<td>Public libraries</td>
<td>1</td>
</tr>
<tr>
<td>Skating rinks</td>
<td>1</td>
</tr>
<tr>
<td>☑Texas game, fish, and oyster stations</td>
<td>1</td>
</tr>
<tr>
<td>☑Theaters (commercial)</td>
<td>1</td>
</tr>
<tr>
<td>☑Theaters (community)</td>
<td>1</td>
</tr>
<tr>
<td>☑Wild Life Refuge</td>
<td>1</td>
</tr>
<tr>
<td>☑Youth Center</td>
<td>1</td>
</tr>
<tr>
<td>Name of Resource</td>
<td>Number in Community</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Resource Visitors</td>
<td></td>
</tr>
<tr>
<td>Boy Scout executive</td>
<td>1</td>
</tr>
<tr>
<td>Camp Fire executive</td>
<td>1</td>
</tr>
<tr>
<td>Game wardens</td>
<td>2</td>
</tr>
<tr>
<td>Lake concessioners</td>
<td>5</td>
</tr>
<tr>
<td>Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School nurse</td>
<td>1</td>
</tr>
<tr>
<td>Spiritual Life</td>
<td></td>
</tr>
<tr>
<td>Churches (17 denominations)</td>
<td>31</td>
</tr>
<tr>
<td>Church councils (interdenominational youth and ministerial)</td>
<td>2</td>
</tr>
<tr>
<td>Church parks</td>
<td>2</td>
</tr>
<tr>
<td>Resource Visitors</td>
<td></td>
</tr>
<tr>
<td>Ministers</td>
<td>33</td>
</tr>
<tr>
<td>Youth workers</td>
<td>6</td>
</tr>
</tbody>
</table>

Column 1 of the survey lists the community resources alphabetically, and column 2 gives the number of these resources found in the community. The resources are also divided into the five major areas of living listed previously.

**Suggested Program**

The primary object of this study is to determine a sound program for using community resources to improve the elementary schools of Denison, Texas. No attempt is made to revise the elementary school curriculum; the curriculum as it exists is the basis of the program. The wider use of community resources is added to, or incorporated into it. The elementary curriculum of Denison contains certain broad
fields of social living. These broad areas are broken down into smaller themes, commensurate with the maturity, interests, and abilities of most pupils at each grade level. These themes, or centers of interest, are quite flexible and no attempt is made to encourage the teacher to adhere to a rigid schedule of studying each of them.

These centers of interest were chosen, after very careful study and deliberation, by the teachers on each grade level in the elementary schools. It is readily apparent that most of these centers of interest are in the field of social living, although some of them relate closely to other areas in the school curriculum.

In the past, there has been much wasteful repetition of field trips and other activities, and the need for a definite program for their use in the elementary school is readily apparent. In many instances, such repetition is gainful; for instance, pertinent talks by the school nurse can be utilized by all grade levels as the subject matter varies widely. Since the state requires that safety and fire prevention be taught throughout the grades, appropriate community resources can be utilized in all the grades.

The following program is suggested as a guide for teacher use of community resources. The individual teacher will be likely to include the use of other community resources as needs and interests of the various individual
pupils on each grade level become apparent. Since there are both white and colored schools in Denison, this program is suggested for all elementary schools, regardless of race or color. The community resources are available to children of both races, with the possible exception of a few resource visitors. In that event, the colored teacher should exercise his own ingenuity in selecting an appropriate visitor from his own race. Many of these community resources are centrally located. These would be used by all. In other instances, the location of the school should determine the resource to be used.

A Program for Using Community Resources in the Elementary School

First Grade

There are fourteen first grades in the Denison Elementary School System. The theme chosen in the first grade is *Living at Home and at School*. A few of the centers of interest for this grade level are Home and Family Living, Safety at Home and at School, Health at Home and at School, Workers That Help the Family, Family Fun, and Animal Homes.

Suggested Field Trips:

- Police station
- Fire station
- Forest park

A house under construction
(The teacher may use one in the immediate vicinity of the school.)

A visit to the toy department of any convenient store
A farm or ranch (to be chosen by the teacher)
Resource Visitors:

Policeman  A representative from the Story League
Paper boy (to be chosen)  A Boy Scout or Campfire Girl
School nurse
Fireman
Dentist

Second Grade

There are fourteen second grades in the elementary school system. The broad field under consideration on this grade level is Living Together as Friends and Neighbors. Some of the centers of interest are Neighborhood Helpers (Workers Who Protect Us, Workers Who Build Our Homes, Workers Who Provide Our Food, Workers Who Help Us Get Our Clothes, Workers Who Help Us Travel, Who Help Us Ship Goods, and Who Help Us Send Messages).

Suggested Field Trips:

United States Post Office  A get-acquainted trip (Include the Municipal Building, the high school, telephone company, public library, various churches. Let this be a sight-seeing trip, not a conducted tour through the various places.)
Retail grocery store  Western Union
(There are approximately sixty-five such stores, and the teacher may exercise his choice of a store located near the school to prevent overlapping.)
A bakery (Crane's, Cagle's, Burt's Pie Shop, or the Dixie Cream Doughnut Shop)  A creamery (Ashburn's or Barker's)
A nature walk

Resource Visitors or Interviews:

Postman  Dentist
Grocer  Nurse
Municipal employee  Minister
Telephone employee  Representative from the Story League
Librarian
Third Grade

There are thirteen third grades in Denison. The broad area under study in this grade is *Living Together in City and Country*. Some of the suggested themes are Farm Life, Community Life, How We Get Our Food, How We Get Our Shelter, and How We Travel and Send Messages.

Suggested Field Trips:

- Trip to the Natural Gas Company
- Trip to the Texas Power and Light Company
- Union Bus Depot
- Missouri-Kansas-and-Texas Railway station

A trip on train or bus
A trip on train or bus
Choice, depending on the nearest
A visit to a lumber yard
A visit to a lumber yard

A farm or ranch
Drug store (one convenient place to the school to be selected)
A nature walk

Resource Visitors:

- Librarian
- Ticket agent
- Electric company employee
- Employee from the gas company
- Telegrapher
- Representative from the Story League
- Nurse
- Druggist
- Carpenter

Fourth Grade

There are ten fourth grades in Denison. The fourth grade builds its curriculum around the concept of world geography. With this concept in mind, very few field trips can be arranged. Documentary materials, visual aids, and resource visitors will greatly enrich the presentation of this center of interest.

Suggested Field Trips:

- Trip through the Denison Bottling plant (Whistle-Vess, Public Library, Dr. Pepper, 7-Up)
Florist (Wagner's, Denison Greenhouse, Downtown Florist, Hollenbeck's, Riffell's Hyland Flower Shop. Choose the one most convenient to the school.)

Resource Visitors or Interviews:

- An old settler
- A newspaper reporter
- Doctor and/or nurse
- Campfire Executive
- Former Residents of Foreign countries (A large supply of overseas veterans are available. A parent of one of the students may be glad to appear before the room.)
- Boy Scout Executive Librarian Representative from the Story League

Fifth Grade

There are nine fifth grades in Denison. The special area under consideration on this grade level is Living Together in the Americas. Some of the centers of interest are Life in Early America, the United States Today, Our Northern Neighbors, Our South American Neighbors, Our Natural Resources, Transportation, and the Development of Power.

Suggested Field Trips:

- Former home of General Dwight D. Eisenhower
- Radio Station KDSX
- Trip to an adjacent oil field (near Sherman)
- Nature study field trip
- Denison Dam and Power House
- Photographic studio (Tutwiler's, Jenkins')
- Texas Power and Light Company
Resource Visitors or Interviews:

Librarian
Policeman on safety
Photographer
Fire Marshall (prevention)
Interview a tourist or former resident of Canada, Central America, or South America
Representative from the Story League
Representative from the railroad to speak on transportation. (This might be the parent of one of the students.)

Sixth Grade

There are nine sixth grades in the public school system of Denison. The area chosen as the broad field of learning by the sixth grade is The Story of Our Country and Our State. Some of the suggested themes are Colonization of the New World, The Nation Grows, The United States Today, Early Colonists in Texas, Texas Today, and the History of Texas as a State.

Suggested Field Trips:

<table>
<thead>
<tr>
<th>Chamber of Commerce</th>
<th>Ceramic shop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio shop</td>
<td>Interstate Fine Arts Society exhibits</td>
</tr>
<tr>
<td>Edible oil plant (Coldstream Table Products, Conway Oil Refining Plant)</td>
<td>Tour through Perrin Air Force Base</td>
</tr>
</tbody>
</table>

Resource Visitors and Interviews:

Secretary of the Chamber of Commerce
Banker (teacher's choice)
Representative from square dance club
School nurse
Dentist
Interview an early Denison settler
Engineer from the dam
Mayor of Denison
Representative from the Story League
Librarian
Seventh Grade

There are nine seventh grades in the elementary school system. The seventh and eighth grades are considered part of the elementary schools since there is no junior high school in Denison. The seventh grade builds its curriculum around the theme Living in Lands Overseas. With the possible exception of resource visitors, the community does not lend itself to a study of this nature. The community of Denison will provide most of the field trips for this grade. Much use may be made in this grade of films, film strips, and pictures depicting life in lands overseas.

Suggested Field Trips:

- Southern packing plant
- Missouri-Kansas-and-Texas car shops
- Banks
- Texas Game, Fish, and Oyster Station (on Preston Peninsula)
- Municipal airport (Sherman)
- W. J. Smith Wood Preserving Plant
- Mrs. Tucker's (edible oil plant in Sherman)
- Interstate Fine Arts Society exhibits
- Wild Life Refuge (near Hagerman)
- Fossil collecting trip (limestone beds, Wheel Chair Point, Lake Texoma)

Resource Visitors or Interviews:

- Banker
- Game warden
- Boy Scout executive on life saving and water safety
- Representative from square dance club
- Nurse
- Geologist
- Interview former resident of foreign country or overseas veteran
- Lake concessioner
- Dietician or cafeteria manager on foods
Eighth Grade

There are nine eighth grades in Denison, Texas. The eighth grade builds its program around the broad field of citizenship—Our Nation and How Our Government Works.

Some of the centers of interest chosen are Colonial America, Growth of the United States, Our Nation Becomes a World Leader, Our National Government, Duties and Privileges of Citizenship, a United World, and Conservation of Natural Resources.

Suggested Field Trips:

- Municipal Court
- City Water Works
- Trip to Youth Center (The Hive)
- Intensive trip through newspapers (Denison Herald, Denison Press)
- Trip through Southwestern Bell Telephone Company
- Science field trips

- City Council meeting
- Insurance office
- Trip on the lake boat, "Idletime"
- County Court House (Sherman)
- Chamber of Commerce meeting
- Sewage Disposal Plant
- Chemical laboratory of Conway Oil Company
- Ballard and Ballard Biscuit Company

Resource Visitors and Interviews:

- State representative or senator
- Insurance agent
- High school counselor
- Nurse
- Representative from square dance club
- Newspaper reporter or publisher

- Chief of Police
- Mayor
- Interview citizens on questions of public interest, such as recreation facilities, municipal and national elections
- Dentist
This program does not list possible documentary materials, visual aids, and other community resources of this nature. The use of a minister, doctor, dentist, and nurse may be utilized on any grade level in the preceding program. This suggested program, in view of child welfare and development, has listed few trips for the primary grades, and enlarges its scope as the child enters middle and upper grades. Although some field trips would coincide closely with centers of interest in lower grades, they have of necessity been postponed until later because of dangerous machinery and other factors.

It is imperative that parental cooperation and permission be obtained before a program of this nature is attempted. If the public is enthusiastic over such a program, the program may prove a very effective agent in developing good public relations.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to offer a short summary of the findings of this study and to suggest certain conclusions and recommendations for a sound program utilizing community resources to improve the elementary schools of Denison, Texas.

Summary

The objectives of this study were threefold, as follows: (1) to survey available community resources, both human and physical; (2) to justify the choice of such resources, democratically, sociologically, and psychologically; and (3) to set up a program for utilizing community resources in the elementary schools.

Data for this study were obtained from the elementary school teachers in Denison, Texas, through the media of personal interviews and through a check list submitted to the teachers. Additional data were obtained through library research and a study of the literature of the field.

Certain related studies in the general field of community-centered education were reviewed. These studies further substantiated the fundamental soundness of community-centered education. In each, criteria of soundness were
applied from democratic, sociologic, and psychologic viewpoints. The conclusion reached was that a community school fulfilled the basic needs of youth to a greater degree than any other existing agency.

The present study sought to establish criteria of soundness from democratic, psychologic, and sociologic viewpoints. These criteria were derived from the literature of the field as stated by leading educators. The use of various community resources was evaluated by these criteria.

The historical background of Denison was reviewed briefly to form a basis for the study of the community. It was found that Denison, because of its location and economy, is primarily a community made up of working people and that it has a predominantly white population. Socio-economic information was given substantiating these facts. Further data showed that the educational status of parents of elementary school children was comparatively low, with 58.26 per cent of the parents having a high school education or less. This fact indicated a pressing need for acquainting parents with the school and the need for education.

Before a program utilizing community resources could be formulated, a thorough survey of the available resources of the community was made. These resources were divided into the following sub-divisions: (1) Those pertaining to the Family, (2) Civic and Social Activities, (3) Work, (4) Leisure, and (5) Spiritual Life. This survey was made by
the investigator through personal interviews and information received from the Chamber of Commerce. These included human as well as physical resources. It was also found that these resources, in the main, were available to all, without regard to race or color.

The primary object of this study was to determine a sound program for utilizing community resources to improve the elementary schools of Denison, Texas. The curriculum of the elementary schools as it exists is the basis for the suggested program. This curriculum is based on the broad field of social living. Various centers of interest are suggested for each grade level. With these centers of interest as guides, a program was designed with suggested field trips and resource visitors appropriate for each grade level. This program was also designed to eliminate wasteful repetition of trips by succeeding grade levels. Few excursions were suggested for the primary grades, but the number increased with the maturity of the child. It was suggested that parental co-operation and permission be obtained before a program of this nature was attempted.

Conclusions

1. A comprehensive program for using community resources requires the cooperation of the entire educational staff of the community.
2. Adequate use of community resources requires the cooperation of the community.

3. The use of community resources acquaints the child with the community.

4. A program for utilizing community resources increases community understanding of the school.

5. All communities are built on the same general pattern; hence, an understanding of one would increase the understanding of another.

6. A good program for using community resources should arouse interest in affairs and problems of the community.

7. The use of community resources should give the child a better understanding of the job opportunities in his particular community.

8. A sound program would show the local government at work, providing the student with a basis for understanding state and national affairs.

9. The use of community resources may cause improvement of certain conditions in the community, such as sanitation.

10. Civic patriotism should be developed through the use of community resources.

11. A program for using community resources will utilize class and individual planning.
12. Social skills and attitudes should be developed through the use of community resources.

13. A program using community resources allows all pupils, regardless of their intelligence, race, or culture, to contribute to their group.

14. The benefit of vicarious experiences, through the wide choice of resource visitors, will be given the students in the elementary school.

15. The teacher's understanding of the community should be broadened and he should be better acquainted with the society in which the school exists through the use of community resources.

16. A sound program of utilizing community resources should help develop pride in the community of which the child is a part.

17. The child's powers of observation should be increased through the use of community resources.

18. A sound program using community resources meets the "Ten Needs of Youth" as proposed by the Educational Policies Commission.

19. The use of community resources should increase motivation; hence, learning.

20. The returns of the check list developed at the beginning of this study showed very little use of community resources by the Denison elementary schools.
21. Home-school-and-community relationships should be improved through the use of community resources.

22. A sound program utilizing community resources will make an important contribution to the curriculum of the school.

Recommendations

1. All community resources should be utilized to a greater extent.

2. Every school embracing the principles of community-centered education should make a survey of community resources.

3. This survey should embrace a larger area than the community itself.

4. This survey should be made by the pupils themselves when possible, under the direction of the teachers.

5. Every life-centered school should enlist the cooperation of its teachers and the community before a comprehensive program using community resources is attempted.

6. All public schools should examine their educational offerings with the idea of strengthening democratic faith and ideals.

7. All public schools should design a flexible program for utilizing community resources and all elementary teachers should be encouraged to participate.
APPENDIX

Check List

Dear Teacher:

I am conducting a survey of the community resources of Denison and the surrounding territory and the uses teachers make of them. I have listed a number of them. Would you please check those you have used and list any that I have not included?

Thank you so much.

Edwardine McCoy

Teacher________________________Grade____

INDUSTRIAL

Ashburn's Creamery
Barker's Creamery
Lawn Farm Dairy
Ashburn's Dairy
Four Bros. Bakery
Grane Bakery
Southern Meat Packing Plant
W. J. Smith Wood Preserving Plant
Coldstream-Table Products
Levi-Strauss
Newland Venetian Blind Co.
Foster Millwork and Supply
Jaques Power Saw Co.
Denison Peanut Co.
Denison Poultry and Egg Co.
Denison Mattress Co.
Denison Concrete Co.
Griffin Wholesale Grocery Co.
Seven-Up Bottling Co.
Whistle-Vess Bottling Co.
Dr. Pepper Bottling Co.
Sullenberger Manufacturing Co.
Ballard and Ballard
Vitaway, Inc.

GOVERNING BODIES

Municipal Court
City Council
Mayor's Office

GOVERNMENTAL SERVICES

Police Department
Fire Department
Perrin Field
Denison Dam and Power House
Denison Public Library
Interstate Fine Arts Society
Home of General Eisenhower

NATURAL

Trips to Lake Texoma
A nursery
A florist
A farm or ranch
Loy Lake
Randell Lake
A trip out in the open

BUSINESS

Department stores
Citizen's National Bank
State National Bank
Grocery stores
Drug stores

RESOURCE VISITORS

A fireman
A policeman
A reporter
A photographer
Scout executive
A minister
TRANSPORTATION AND COMMUNICATION

RESOURCE VISITORS--Continued

A lawyer
List others:

Railroad station
M. K. T. carshops
Union Bus Depot
Denison Herald
Denison Press
Western Union
United States Post Offices
Southwestern Bell Telephone Co.
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