

SCHOOL AND COMMUNITY

A CHRONOLOGICAL BIBLIOGRAPHY

Through 1953

Compiler

EDWARD G. OLSEN

NATIONAL COMMUNITY SCHOOL EDUCATION ASSOCIATION
Publications and Dissemination Committee December 1970

Morehead State University, 1970

INTRODUCTION

The Publications and Dissemination Committee of the NATIONAL COMMUNITY SCHOOL EDUCATION ASSOCIATION has reproduced, by facsimile process, a major compilation of annotated articles related to school and community covering the period prior to World War I through 1953.

The document was compiled by EDWARD G. OLSEN, Professor of Education at California State College, Hayward, California, and represents a personal professional effort of great importance to those concerned with the growth of the community school concept.

Dr. Olsen was one of the early leaders in the Community School movement. He has written books directly related to the Community School. His vita indicated that he has published more than eighty articles in professional journals and yearbooks.

Although this document has not been edited for publication and is presented intact with original notations provided by Dr. Olsen, the Publications and Dissemination Committee concluded that it represented a historical work that might otherwise be lost to the field. The content, a foundation of the conceptual development of Community Education, was considered to be essential information that should become a part of the growing institutionalization of community education philosophies.



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A limited number of copies of SCHOOL AND COMMUNITY, A CHRONOLOGICAL BIBLIOGRAPHY through 1953, have been prepared for distribution to those institutions of higher education currently supporting programs of Community Education under the auspices of the Mott Foundation.

The document was prepared at MOREHEAD STATE UNIVERSITY, the Department of Adult and Continuing Education, as an expression of support and dedication to the concepts of Community Education.

George W. Eyster, Chairman
NCSEA Publications and Dissemination Committee, 1970

SCHOOL AND COMMUNITY

A CHRONOLOGICAL BIBLIOGRAPHY

Compiled and Annotated by Edward G. Olsen

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Part I

THE SCHOOL AND COMMUNITY MOVEMENT

Learning Through Experience

Understanding the Community

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LEARNING THROUGH EXPERIENCE

Stephen M. Corey, "The Importance of Perceptual Learning." Educational Screen 24:394-97, 404; November 1945; Education Digest 11:1-5; January 1946.

John Dewey, Experience and Education. Macmillan, 1938.
Readable analysis of this philosophy of learning and of teaching.

Ernest Horn, Methods of Instruction in the Social Studies, Chapters IV, V. Part XV, Report of the Commission on the Social Studies, American Historical Association. New York: Charles Scribner's Sons, 1937.
The problem of meaning, the symbolic character of language, the relation of experience to reading.

Jessie Stanton and Evelyn Beyer, "Firethand Experiences and Sensory Learning." Childhood Education 16:53-56; October 1939.
Adults usually fail to realize that words without experiential content behind them are meaningless, and, as teachers, fail accordingly in doing anything more than importing verbalisms. What is needed, especially with young children, is extensive sensory experience as a basis for accurate word content.

H.A. Henderson, "Sense Versus Non-Sense." Educational Screen 21:384-385; December 1942.
A brief but excellent plea for more sense experiencing in education. Shows how superior teachers have always used sense teaching and quotes several from Montaigne to Dewey in its support.

John P. Milligan, "Principles Relating Experience to Education." Elementary School Journal 45:153-157; November 1944.
Philosophical but concretely illustrated analysis of the relation of thinking to personal experience in terms of the value each has in human behavior.

Earl C. Kelly, Education for What is Real. New York: Harper & Brothers, 1947.
Reports findings of the Hanover Institute in the field of vision, the nature of perception and of knowing, as experimental basis for a reconstructed theory of education. Education for what is real is not cold-storage information; it is direct and continuous remaking of the world in which the individual lives.

Don W. Dodson, "Community and Child Development," Journal of Educational Sociology 20:264-271; January 1947.
The Community is society in microcosm and must be studied as such if we are to understand child development.

Howard A. Lane, "Education-Centered Community Can Care for Children." Journal of Educational Sociology 20:272-280; January 1947.

Lists the basic human needs of children and suggest how each can better be met through appropriate community experiences.

William H. Kilpatrick, "We Learn What We Live." Childhood Education, 25:53-56; October 1948.

How learning comes out of experience, how learning means growth, and how learning shapes experience and gives it a fuller and richer content.

J. Cecil Parker, "Experiences to Meet Goals." Educational Leadership 6:199-203; January 1949.

Analyzes the relationship between direct and vicarious experiences in the learning situation, and concludes that both types are essential in terms of achieving student purposes.

Edward W. Dolch, "Depth of Meaning." Education 69:562-566; May 1949.

Analyzes two kinds of meaning in word symbols: extent and depth, and then suggests that depth comes through years of living life activities, travel and imaginative living.

W.N. Featherstone, "Clarifying the Role of the School." Educational Leadership 8:198-202; January 1951.

The school's distinctive function is that of symbolizing and rationalizing experiences. The functional nature of meaning is discussed in terms of education for work, for civic participation, and for insight.

National Society for the Study of Education, Learning and Instruction, Chapter 1, 1950.

Clarifies the importance of the quality of experience in relation to the quality of learning.

Glenna E. Bullis, "Vision Takes the Lead in the Experience Curriculum." Nation's Schools 46:60-61; November 1950.

Explains how child development occurs best through direct-experience observations in the community.

Helen Traeger and M.R. Yarrow, They Learn What They Live. Harper, 1952.

Appraisal of a pioneer experiment in intergroup education at the primary school level.

UNDERSTANDING THE COMMUNITY

James A. Hall, "Nature and Scope of a School Interpretation Program." American School Board Journal 92:31-32; February 1936.

Lists and comments upon nine types of community conditions which must be considered in planning any school's program: (1) racial composition, (2) family conditions, (3) economic life, (4) ethical life, (5) community life, (6) leisure activity, (7) leader group studies, (8) history, (9) social conflicts.

Katherine C. Greenough, Know Your County. Washington: National League of Women Voters, 1937.

Practical handbook for the study of county government by its various functions.

A. C. Krey, "World at Home." In National Council for the Social Studies. Utilization of Community Resources in the Social Studies, Ninth Year-book, pp. 173-181. Cambridge, Mass.: The Council, 1938.

First-person account of community exploration in one small town, showing how the local community is closely interdependent with region, nation, and the world.

Clarence E. Pickett, "What is a Community?" Progressive Education 15:91-96; February 1938.

Any defensible society must maximize personal values. The old rural community did so; the modern city does not. Therefore the schools of today must stress group cohesion as well as individual development.

Alabama State Department of Education, "Survey Work-Book for Community Analysis." Montgomery: Alabama Education Association, 1939.

Work sheets and directions for surveying a community's history, setting, population, industries, transportation, government, etc.

Lloyd A. Cook, "Meaning of Community." Educational Method 18:259-262; March 1939.

Detailed sociological definition of a community.

Proctor W. Maynard, "The Use of Local Statistics in High School Courses in Sociology and Social Problems." Social Studies 31:22, 27-32; January 1940.

Concrete ways in which census and other data may be used to advantage in illustrating the geographical environment and the characteristics of the population.

Bruce L. Smith and Jessie Ruhlman, "Spotlight on Two Communities." Progressive Education 17:400-404; October 1940.

Brief sociological analyses of two differing communities, revealing what makes up a community and what significance this has for what the school can do within it.

Joanna C. Colcord, Your Community: Its Provision for Health, Education, Safety, and Welfare, New York: Russell Sage Foundation, 1941.

Detailed suggestions for making non-technical studies of any community in terms of its setting, founding and development, local government, provisions for dealing with crime and for public safety, workers, wages and conditions of employment, housing, planning and zoning, provision for distribution of health care, provision for the handicapped, educational resources, opportunities for recreation, religious agencies, public assistance, family welfare, child care, foreign-born and racial groups, clubs and associations, and agencies for community planning and coordination.

National League of Women Voters, Know Your Town. Washington: The League, 1941, revised 1949.

Selected questions to be used in studying a town's history, population, industry, workers, public welfare, education, health, recreation, courts, streets, housing, government, etc.

United States Office of Education, "Know your Community." Know Your Schools Series Leaflet No. 57. Washington: U.S. Government Printing Office, 1941.

Suggestive questions for investigation and discussion. Community aspects considered are: size, location, history, the people, making a living, community organization and government, the community's health recreation and cultural opportunities, housing and welfare services.

W. Lloyd Warner and P. S. Lunt, The Social Life of a Modern Community, Yankee City Series, Volume I. New Haven: Yale University Press, 1941.

Analyzes the class structure characteristic of modern American life.

Edith P. Parker, "Geography and the Community." Journal of Geography 40:98-108; March 1941.

Fundamental suggestions for helping pupils develop a sense of community "belonging" through overview geographical experiences. Suggestions on how to analyze a community, how to make a community map, how to carry out simple field work, see meaning in buildings and their placement, understand effect of climate and record its changes, etc. Emphasis is placed upon thinking about what a better community would be like.

Lynn T. Smith, "Role of the Community in American Rural Life." Journal of Educational Sociology 14:387-400; March 1941.

Defines the community and the neighborhood, then describes general trends in both.

Arthur E. Morgan, The Small Community. New York: Harper, 1942.

Points out the primary significance of the local community in human affairs; analyzes forms of community organization, especially the community council; describes various community processes and problems, and summarizes observations.

Lloyd Allen Cook, "Educating for Community Action and Unity." Social Education 6:304-308; November 1942.

Clearly apparent in our culture is a long-time drift toward disunity. This results from urbanization, mechanization, impersonalization of modern life. The older individual concern for personal welfare

Burleigh Gardner, Mary Gardner, and Martin Loeb, "Social status and Education in a Southern Community." School Review 50:179-91; March 1942.

Shows how the school is a selective device which helps some individuals rise in the social system while perpetuating in most children the class status of their parents.

has given way to organized pressure groups and as individuals we have little sense of responsibility or habit of cooperating for the group welfare as a whole.

Buford H. Junker and Martin B. Loeb, "The School and Social Structure in a Mid-Western Community." School Review L:686-695; December 1942.

Non-technical study of one community in terms of population, class stratification, participation of teachers in society, influence of social differentiation in high school, differing attitudes toward education, and the like. A good model for introductory community analysis.

New York State Education Department, Exploring the Environment. University of the State of New York Bulletin No. 1250. Albany: University of the State of New York Press, 1943.

A teacher's guide to "sources" and "resources" through which pupils may fruitfully explore their environment.

Southern Rural Life Conference, The School and the Changing Pattern of Country Life. Nashville, Tennessee: George Peabody College for Teachers, 1943.

Specific suggestions for newer responsibilities of the rural school in the changing pattern of country life.

Edward G. Olsen and others, School and Community. New York: Prentice-Hall, 1945.

Chapter 3 analyzes community life in terms of community areas, levels, physical and human setting, processes and problems, agencies.

J. Granville Jensen, "Community Vision Through Geography." Journal of Geography 44:162-166; April 1945.

A plan for studying a community. Suggests what facts to gather, how to focus facts in community analysis, how to interpret findings in terms of history, (community understanding) and prediction (community planning) and what tools to use to gather and analyze facts.

Frederick Mayer, "Middletown's Split Personality." Social Studies 38:195-198; May 1947.

Analyzes a town's dominant culture-patterns in simple fashion and concludes that its confusions symbolize the social lag of postwar era.

Karl Massahari, "Technique for Identifying 'Community Pull.'" Journal of Educational Sociology, 21:198-204; December 1947.

Describes a method for determining the extent and degree to various community organizations and services attract active participation on the part of residents.

Lorene K. Fox, The Rural Community and the School. New York: Kings Crown Press, 1948.

Analyzes interrelationships between rural life today and education, and proposes a rural school program which relates educational patterns and practices to actual life needs.

Wayland J. Hayes, The Small Community Looks Ahead. Harcourt, Brace, 1947.

A study of the nature of communities - how they came to be as they are, and how they change.

— Marshall E. Dismock. "The Role of Government." School Executive 67: 38-40; January, 1948.

As a people we need greater skill in government else our power abilities will continue to outrun our moral safeguards. School pupils should therefore learn to analyze power relationships in their own communities, envision an ideal community and use local reports in both ventures.

Allison Davis, Social-Class Influences Upon Learning. Harvard, 1948.

Shows how status behavior is learned, and how experience in different family backgrounds affects mental problem-solving.

Lowry Nelson, "Analyze Population and Institutions," School Executive 67: 41-43; January 1948.

How the sociologist and the teacher can work together to build a community school. The first steps are to make a population analysis and a social survey.

Ruth E. Baugh, "California: A Type Study of a State." Education 69:15-23: September 1948.

Type study for understanding geographic factors in any state.

A. B. Hollingshead, Elmtown's Youth: The Impact of Social Classes on Adolescents. New York: John Wiley and Sons, 1949.

A study of the relation between social behavior and class position among 735 adolescents in a small Midwestern town. Areas of behavior examined are the school, the job, the church, recreation, cliques, dates and sex.

Lloyd W. Warner and Associates, Democracy in Jonesville: A Study in Quality and Inequality. New York: Harper, 1949.

Explores the caste and class system typical of American communities to discover why some families stay at one level for generations, while others rise to the top and stay, or sink to the bottom of the social pyramid. Chapter 12 deals with status in the high school.

Bert Hansen, "Evaluation of the Montana Study." Journal of Higher Education 20:18-27; January 1949.

Reviews the history and philosophy of the Montana Study of 1944-47, and evaluates the community work done in terms of this philosophy.

Lloyd, W. Warner and Associates, Social Class in America. Science Research Associates, 1949.

Explains a procedure for estimating the social status of persons and families.

Jessie Bernard, American Community Behavior: An Analysis of Problems Confronting American Communities Today. Dryden, 1949.

A stimulating sociology of the community.

Lloyd Allen Cook and Elaine Cook, Sociological Approach to Education, Part II. McGraw-Hill, 1950.

Outlines the nature of the community and describes community living in situations ranging from hamlet and village to the great metropolis.

Baker Brownell, The Human Community, Its Philosophy and Practice For a Time of Crisis. New York: Harper & Bros, 1950.

Lucid, charming, disturbing statement of the philosophy of community living today. The problem is how men can achieve community status which will support aspirational life in the face of the disintegrative impact of technology on out-moded cultural inheritances.

Richard W. Poston, Small Town Renaissance. New York: Harper & Bros., 1950.

Dramatic account of the famous Montana Study, showing how small communities improved their own quality of living through self-study groups which eventuated in creative community action in such areas as industry, art, recreation and education.

Celia B. Stendler, "Social Class and The Curriculum." Educational Leadership 7:371-375; March 1950.

Discusses the American class structure situation and its implications for democratic education.

Marie Jahoda and Others, Research Methods in Social Relations. Dryden, 1951.

Volume II reports different techniques of studying status relationships.

W.B. Brookover, "American Needs a New Social Class Theory of Education."

Educational Theory 1:97-105; August 1951; Education Digest 17:1-4; Nov. 1951.

Educators must either (1) accept stratification as inevitable and education accordingly, (2) reorganize schooling to promote equality and upward mobility, or (3) verbalize equality and mobility values but in practice ignore them as goals.

Dan Dodson, "What is Community?" American Unity, May-June, 1952.

Stresses the important fact that human relations are the community in its most real sense.

Kimball Young, Introductory Sociology, Chapters 7 and 8. American Book, 1952.

Clarifies the "primary" and the "secondary" communities.

National Society for the Study of Education, The Community School, Chapter 2. University of Chicago Press, 1953.

Traces trends in community development, including leads for understanding any community's structure, organization, activities and value systems.

Hilda Taba and Others, Intergroup Education in American Schools.

American Council on Education, 1953.

Analysis with illustrations of social class in relation to ethnic factors.

"Social Class Structure and American Education." Harvard Educational Review, Volume 23, No. 3; Summer, 1953.

A special issue devoted to this topic.

THE COMMUNITY SCHOOL CONCEPT

John Dewey, The School and Society. Chicago: University of Chicago Press, 1899. Sketches the basic philosophy of life-centered education.

Francis W. Parker, "Syllabus of Lectures and Lessons upon the Philosophy of Education." The Elementary School Teacher and Course of Study (Elementary School Journal) Volume 2, No. 1, July, 1901.

Presents one of the earliest concepts of the school as a model community.

Kenyon L. Butterfield, Chapters in Rural Progress. Chicago: University Press of Chicago, 1908.

Urges reconstruction of the school program so that pupils may be brought into closer touch with the life of the community, the schools may become a social-civic centers for adults, the children may learn to work together, and the whole curriculum may be vitalized and humanized through beginning with the firsthand experiences of the child and working out to those things he must imagine.

Report of the Commission on Country Life. New York: Sturgis and Walton, 1911.

Reports findings and recommendations of Theodore Roosevelt's notable Commission on the problems of farm life. Six types of "special deficiencies" and five "corrective forces" are described. Great emphasis is placed upon relating schools to rural living.

National Society for the Study of Education, The City School as a Community Center and The Rural School as a Community Center. Tenth Yearbook, Parts I and II. Chicago: University of Chicago Press, 1911.

Reports of experiments in making schools actual community centers through such activities as adult lectures, vocation playgrounds, evening recreation programs, home and school associations, extension courses.

Joseph K. Hart, Educational Resources of Village and Rural Communities.

New York: Macmillan, 1913. Stresses community-building as the supreme goal of education, and analyzes many kinds of community resources--physical, human, economic, health, political, aesthetic, recreational, religious and school.

Joseph K. Hart, A Social Interpretation of Education. New York: Henry Holt, 1929.

Historical and philosophic background for understanding of the "traditional", "activity" and "community" school viewpoints.

William H. Kilpatrick. "The Underlying Philosophy of Cooperative Community Activities." National Elementary Principal. Fourteenth Yearbook. Washington: National Education Association, 1935.

A definitive yet simply written analysis of the whole educational outlook underlying the school community movement.

Gordon H. Hullfish, "The Community Concept in Education." Clearing House 9: 394-397; March 1935. Analysis the outcomes that may be hoped for when school and community become integrated.

Lloyd A. Cook, Community Foundations of Education. New York: McGraw-Hill, 1938.

Analyzes American community life as it bears upon school practices and community relations.

Samuel Everett (ed.), The Community School. New York: Appleton-Century, 1938.

Reports the philosophy of community education, the programs and principles of nine community schools in rural and urban regions, a survey of additional community activities and an analysis of the programs in terms of basic issues.

Elsie R. Clapp, Community Schools in Action. New York: The Viking Press, 1939.

Describes two experiments in developing a public school program, from kindergarten through adult education, adjusted to the needs and based upon the resources of the community. Includes a complete record of the curriculum of every grade.

National Education Association, Department of Rural Education, Yearbook: Community Resources in Rural Schools. Washington: The Department 1939.

The philosophy and techniques of community study and service through the school program. Case examples are given in the conservation and development of resources, in curriculum development and in intercultural education. A final chapter documents the history of the school-community movement in the twentieth century.

National Council for the Social Studies, Utilization of Community Resources in the Social Studies. Cambridge, Massachusetts: the Council, 1938.

Descriptions of principles, programs and possibilities.

N. L. Engelhardt and N. L. Engelhardt, Jr., Planning the Community School. New York: American Book Co., 1940.

Discusses architectural planning for the building which is designed to operate as a community center for adults as well as a community school for children.

Irwin T. Sanders, "The School Discovers the Community." Journal of Educational Sociology 13:397-402; March 1940. The change in school aim from "education to life" to "the school must serve the community" is a definite step forward since it removes educational thinking from a nebulous area to a definitely located one which can be objectively analyzed and appraised.

Conference of Administrative Officers of Public and Private Schools, The School and the Urban Community. Proceedings of the Eleventh Annual Conference, compiled and edited by William C. Reavis. Chicago: University of Chicago Press, 1942.

Fifteen papers on various aspects of school-community in the modern city. Study-discussion questions are included in each major section.

James L. Mursell, "Focus for Our Schools." Harper's Magazine 184:526-532; April 1942.

Education for democracy can best be accomplished through direct

community service projects. School programs in the Chicago Wells High School, the Glencoe (Illinois) school community and the Louisiana Negro Normal and Industrial Institute at Grambling are outlined as illustrations. Six principles are then discussed as bases for the emerging community school.

Verner M. Sims, "Education Through Community Improvement." Progressive Education 19:332-335; October 1942.

Critical analysis and application of standards by which to appraise results in the community school. Emphasis is given to working frames of reference, to ways of working, and to evaluative procedures.

Edward G. Olsen, "Community and School." In Harry N. Rivlin and Herbert Schueler (eds), Encyclopedia of Modern Education, pp. 171-173. New York: The Philosophical Library, 1943.

Development of the school-community movement, five conceptions of what community education should do, and ten basic principles of successful community-centered educational practice.

Educational Policies Commission, Education for All American Youth. Washington: National Education Association, 1944.

Describes ideal rural and urban high schools. The essential orientation is that of the life-centered community school.

Walter K. Beggs and others, Community Schools for Nebraska. University of Nebraska Publication. Contributions to Education No. 21. Lincoln, Nebraska: The University, 1944.

Analyzes the meaning and need for community schools and illustrates many possibilities for development. Especially valuable is a detailed, step-by-step case example of how to initiate, develop and expand a community-wide beautification project.

Burton P. Fowler, "Education for the Future." Parents' Magazine 19:17, 52, 54, 56; February 1944.

Characterizes the community school of tomorrow, stressing community action, work experiences, mental health clinics, community use of foreign languages, science, mathematics, the arts and the like.

William D. Boutwell, "What Is a School?" National Parent Teacher 39:20-21; October 1944.

Practical discussion of how the older, narrow concept of "school" is broadening into a community-wide concept.

1945 National Education Association, Department of Elementary School Principals, Twenty-Fourth Yearbook: Community Living and the Elementary School. Washington: The Association, 1945.

Presents numerous descriptions of actual practice in both rural and urban situations. The underlying philosophy is stressed, as are tested procedures in utilizing community resources in the curriculum, building community understanding of the school, meeting new community needs, and adventuring in school-community coordination.

Edward G. Olsen and others, School and Community. New York: Prentice-Hall, 1945.

Treats the philosophy, procedures and problems of community study

and service, with emphasis upon how to use ten bridges between school and community: documentary materials, audio-visual aids, resource visitors, interviews, field trips, surveys, extended field studies, camping, service projects, and work experiences.

Maurice F. Seay, "The Community-School Emphasis in Postwar Education." In National Society for Study of Education, American Education in the Postwar Period: Curriculum Reconstruction. Forty-fourth Yearbook, Chapter X. Chicago: University of Chicago Press, 1945.

Analyzes the community-school concept, discusses the place of subject matter in such a school, lists six reasons for the community emphasis and six principles of community-school operation, considers ways of preparing instructional materials and education of teachers.

Southern States Work-Conference on School Administrative Problems, Building a Better Southern Region through Education. Tallahassee, Florida: The Conference. 1945.

Reports findings and recommendations of the 1944 Work-Conference devoted to ways and means of relating education to community and regional life needs so as to better help meet those needs.

Preston, Carlston E. and Vester M. Mulholland, "Experiments in Community Education". High School Journal, 28:185-201; October 1945

Surveys developments and concludes that most attention has been given to vitalizing the curriculum through use of community relations or to action opportunities in relation to community improvement.

Clara M. Olson and Norman D. Fletcher, Learn and Live. New York: Alfred P. Sloan Foundation, Inc., 1946.

Explains the eight-year Project in Applied Economics as developed in Kentucky, Vermont and Florida. This Project sought to answer the basic question: Can School Instruction raise living standards in terms of better food, clothing and housing? Results are summarized visually as well as verbally.

Edward G. Olsen, "Community and the School" Review of Educational Research 16:56-70; February 1946.

Interpretive summary of research studies in the field of school-community relations during the preceding three-year period.

Association for Supervision and Curriculum Development, Organizing the Elementary School for Living and Learning. Washington: The Association, 1947. Chapter 3,

"Toward Community Planning", discusses guides for service to the community, the elementary school as a participant in community affairs, community resources for an enriched program, school-community planning, schools as centers for community living and the community coordinating council.

American Association of School Administrators, Schools for a New World. Twenty-fifth Yearbook. Washington: the Association, 1947

Urges the basic philosophy of the community school, and reports many examples of successful practice in various-sized school systems.

Maurice F. Seay, "The Community School," Childhood Education 24:126-219; November 1947.

Defines a community school and describes the educational experiences it sponsors. Concludes that a community school is democracy in action.

Milosh Muntyan, Community School Concepts in Relation to Societal Determinants. Urban, Illinois: University of Illinois, 1947. Summarized in the Journal of Educational Research 41:597-609; April, 1948.

A doctoral study of the literature to analyze differing concepts of "the community school."

Educational Policies Commission, Education for All American Children. Washington: National Education Association, 1948.

Describes in detail the desirable program of the life-centered elementary school.

Lorene K. Fox, The Rural Community and Its School. New York: Kings Crown Press, 1948.

Analyzes inter-relationships between rural life and education, and proposes a rural school program which related educational patterns and practices to actual life needs.

William K. McCharen, Selected Community School Programs in the South. Nashville, Tennessee: George Peabody College for Teachers, 1948.

A doctoral study examining the community concept in education, describing in detail the actual programs of 22 selected community schools, and then analyzing those programs in terms of organization and administration, integration of school and community, the teachers and the children.

L. D. Haskew, "The Community is the School's Classroom." School Executive 67:30-32; January 1948.

The school is obligated to help people of all ages meet the genuine life needs they face now. It cannot confine itself to "let's pretend" activities. It is a trustee for social advance. It must cooperate in or lead community coordination for full effectiveness.

Clyoe M. Campbell, "Secondary School as Community School." School Executive 67:60-61; February 1948.

Discerns and discusses four basic trends in school-community relations for the future.

John Lund, "Education Can Change Community Life." School Life, 31:11-12; November 1948.

The National Conference of Professors of Educational Administration agree that "the basic method and purpose of education must become that of improving the quality of daily living in communities." Sixteen characteristics of the community school are listed in summary.

Herbert M. Hamlin, Agricultural Education in Community Schools. Danville, Illinois: Interstate Publishing Co., 1949.

Shows how the community school concept has been worked out in programs of agricultural education.

S. E. Torsten Lund, The School-Centered Community. New York: Anti-Defamation League, 1949.

Challenges adult education to use local communities as laboratories in which to help citizens learn about race relations, labor, public services, natural resources and rural problems.

Edward G. Olsen, School and Community Programs, New York: Prentice-Hall, 1949.

Presents over 1950 concrete illustrations of successful community study and service practice in many fields from art to zoology and at all levels from kindergarten through college and adult education.

Will Hayes, "Community School and Its Two-Way Bridges." Clearing House, 23: 457-461; April 1949.

Philosophy and historic development of the community school.

Lloyd Cook and Edward G. Olsen, "School and Community." In Walter S. Monroe (editor) Encyclopedia of Educational Research, New York: MacMillan, 1950.

Reports research studies in such areas as the community, the community school and the social pressures shaping education.

Harold Rugg and B. Marian Brooks, The Teacher in School and Society. Yonkers-on-Hudson, New York: World Book Co., 1950. Chapter 10,

"The School and the Community," presents three concepts: The school as a community, the community-centered school, and the education-centered community. Each is explained as a type and illustrated concretely.

B. Othanel Smith, W. O. Stanley and J. H. Shores, Fundamentals of Curriculum Development. Yonkers-on-Hudson, New York: World Book Co., 1950.

Chapter 22 discusses and illustrates the three community school concepts analyzed by Muntyan: the school as a model community, community activities in the school for school purposes and for community purposes, and school activities in the community for school purposes and for community purposes.

Edwards, N. T., "The Community Elementary School." National Education Association Journal 39:270; April 1950.

Outlines factors involved in developing a community school thru effective two-way flow of ideas between the school and the community.

Ernest O. Melby, "Challenge to Social Education." Educational Leadership 8: 134-38; December 1950.

We have depended too heavily on mere knowledge, neglected emotional zeal, and failed to mobilize our community resources.

Milosh Muntyan, "Bases for Integration of School-Community Effort." Educational Leadership 8:266-70; February 1951.

Explores several concepts underlying school-community programs, and urges full partnership between school and community as a whole.

Cook, Lloyd A. and Elaine F., *A Sociological Approach to Education*.
New York: McGraw-Hill, 1950. This revision of *Community Background
of Education* is an enthusiastic, informal and readable textbook
dealing with school-community problems, trends, philosophy, and
cooperative procedures.

COMMUNITY SCHOOLS IN ACTION

Folks often ask: Are there any real community schools in actual operation in the United States today? Where are these schools, and what do they do?

A community school may be identified as one which:

1. Improves the quality of living here and now
2. Uses the community as a laboratory for learning
3. Makes the school plant a community center
4. Organizes the curriculum around the processes and problems of living
5. Includes lay people in school policy and program planning
6. Leads in community coordination
7. Practices and promotes democracy in all human relationships

Unless a given school has most of these characteristics in high degree, and all of them in some, it has no right to be called a "community school." The following schools are believed to meet this fundamental test. After each school name and location are some reading references which describe that school.

ASCENSION PARISH, DONALDSONVILLE. LOUISIANA

"Improving Living Through Community Education," by W. K. McCharen in Improving the Quality of Living: A Study of Community Schools in the South, pp. 61-64. Nashville, Tennessee: George Peabody College for Teachers, 1947.

"School and Community Work Together to the Nth Degree." School Management 17:4-6; Jan. 1948.

"Dutchtown Develops a Community Program," by Larry J. Babin. Educational Leadership 8:283-86; February 1951.

BENJAMIN FRANKLIN HIGH SCHOOL, NEW YORK CITY

"Neighborhood Growth Through the School," by Leonard Covello. Progressive Education 15:126-39; Feb. 1938.

"The School as the Center of Community Life in an Immigrant Area," by Leonard Covello. Chapter 4 in the Community School, edited by Samuel Everett. New York: Appleton-Century, 1938.

"Students, Teachers and Citizens Face Community Problems," by Leonard Covello. In C.O. Arndt and L. J. Bowles (eds.), Parents, Teachers and Citizens Build Together. New York: Hinds, Hayden & Eldridge, 1947. 41 pp. paper.

"Building Democratic Ideals Through A School-Community Program," by Leonard Covello. Library Journal 65:106-09; Feb. 1, 1940. Also in School and Community Programs, edited by Edward G. Olsen, pp. 52-56.

HIGHLANDER FOLK SCHOOL, MONTEAGLE, TENNESSEE

"The Highlander Folk School," by Myles Horton. Social Frontier 2:117-18; Jan. 1936.

"The Community Folk School," by Myles Horton. Chapter 7 in The Community School, edited by Samuel Everett. New York: Appleton-Century, 1938.

HOLTVILLE SCHOOL, DEATESVILLE, ALABAMA

"The Story of Holtville," by Wallace Whilden, James Chrietberg and Verner M. Sims. Deatesville, Alabama: The Holtville School. Southern Association Study, 1944.

"Holtville - a Southern Association School," by V. M. Mulholland. High School Journal 27:87-89; May 1944.

"Holtville Youth Lead the Way," by Blake Clark. The Rotarian 67:17-19; May 1946. Also in School and Community Programs, edited by Edward G. Olsen, pp. 12-17.

"Diversified Learning," by W. K. McCharen in Improving the Quality of Living: A Study of Community Schools in the South, pp. 21-24. Nashville, Tennessee: George Peabody College, 1947.

MCINTOSH SCHOOL, MCINTOSH, FLORIDA

A Community School of Social Action, by Clara M. Olson, University of Florida Curriculum Laboratory, 1944. 44 pp.

"McIntosh Elementary School as a Community Center," by Clara M. Olson. National Elementary Principal 25:182-86, Sept. 1945.

"Nothing Wasted," by W. K. McCharen in Improving the Quality of Living: A Study of Community Schools in the South, pp. 31-34. Nashville, Tennessee: George Peabody College, 1947.

FLOODWOOD SCHOOL, FLOODWOOD, MINNESOTA

"Developing a Community School in Floodwood," by L. E. Harris. North Central Association Quarterly 23:334-38; April 1949.

"Rural School of 1950," by Eileen Murphy. Seventeen 9:46-47; January 1950.

GLENCOE SCHOOLS, GLENCOE, ILLINOIS

"A Community Educational Center", by Paul J. Misner. Chapter 2 in The Community School, edited by Samuel Everett.

"The Community A Laboratory", by Janue Mayer and Morian Sutherland. Progressive Education Service Center Pamphlet No. 1, New York: Progressive Education Association, 1941. 18 pp.

Together We Learn. Glencoe, Illinois: The Board of Education, 1942. 63 pp.

Together We Build a Community School. Glencoe, Illinois; The Board of Education, 1944. 20 pp.

The Glencoe School Code. Glencoe, Illinois: Board of Education, 1944. 39 pp.

"No Summers Off for Glencoe Teachers," by Paul J. Misner. Nation's Schools 37:20-22; April 1946.

"All-Year Program," by J. Sternig. School Executive 68:66-67; April 1949.

"Community School Includes Curriculum in Cooperative Planning," by J. Sternig. Nation's Schools 43:48-49; June 1949.

NAMBE, NEW MEXICO

A Community School in a Spanish-Speaking Village, by L.S. Tireman and Mary Watson. Albuquerque: University of New Mexico Press, 1948. 169 p.

"The Nambe Project," in Conservation Education in American Schools, Twenty-Ninth Yearbook of the American Association of School Administrators, pp. 99-104. Washington: The Association, 1951.

PARKER SCHOOL DISTRICT, GREENVILLE COUNTY, SOUTH CAROLINA

"Community School Leadership in the South," by M. G. Fraser and Sadio Goggans. Nation's Schools 25:20-23; June 1940; Education Digest 6:17-19; Oct. 1940.

"Mill-town Miracle," by George Kent. School and Society 54:81-85; August 9, 1941. Also in School and Community Programs, edited by Edward G. Olson, pp. 7-11.

Parker High School Serves Its People, by Parker District High School Faculty. Greenville, South Carolina: Parker District Schools, 1942.

PINE MOUNTAIN SCHOOL, PINE MOUNTAIN, KENTUCKY

"Community Service in the Curriculum," by Clyn Morris. Curriculum Journal 10: 161-63; April 1939.

"Mountain Students Come to Grips with Local Environment," by Arthur Dodd and Glyn Morris. Progressive Education 19:121-23; Feb. 1942. Also in School and Community Programs, edited by Edward G. Olson, pp. 369-72.

VINE GROVE SCHOOL, VINE GROVE, KENTUCKY

"All Work and All Play," by W. K. McCharen in Improving the Quality of Living: A Study of Community Schools in the South, pp. 46-48.

"The School That Brought a Town to Life," by George Laycock. The Country Gentlemen, April, 1951, pp. 32-33 plus.

WELLS HIGH SCHOOL, CHICAGO, ILLINOIS

"The School and the Community It Serves," by Paul R. Pierce. Chapter 3 in The Community School, edited by Samule Everett.

Developing a High School Curriculum, by Paul R. Pierce. New York: American Book Co., 1942.

"Selling a Community on Its High School Program," by Paul R. Pierce. Progressive Education 22:16-21 plus; Jan. 1945.

"Community-Centered High School," by Samuel Everett. Junion Red Cross Journal Sept.-Oct. 1946.

"Co-operative Living and Learning at Wells High School," by E. D. Cloary and Paul R. Pierce. Illinois Education 35:200-201 plus, March 1947.

"Shaping the Curriculum of Youth," by Paul R. Pierce. North Central Association Quarterly 23:339-44; April 1949.

"Studying the Cultural Diversity of a Great City," by M. Lovrien. English Journal 39:262-67; May 1950.

ELLERBE PUBLIC SCHOOLS, ELLERBE, NORTH CAROLINA

Ellerbe Learns by Doing, by Robert Littell. Survey Graphic. 26:350-51; June 1937. Also in School and Community Programs, edited by Edward G. Olsen, pp. 5-7

BALLARD MEMORIAL SCHOOL

Jefferson County, Kentucky - (1929-34)
Community Schools in Action, KY. Elsie Riffley Claff.
NY: Viking Press, 1939.

Arthurdale, West Virginia (1934-36)
Claff, Ibid.

ASCENSION PARISH

"All the People of all the Community." by Louis A. Cayer
NEA Journal 41: 83-84; Feb. 1952.
Schools in C. Ed. by ASCD.

Part II

COMMUNITY SCHOOL CHARACTERISTICS

Improving the Quality of Living

Using Community Resources in Teaching

Making the School Plant a Community Center

Organizing the Curriculum Around Problems of Living

Including Lay People in School Planning

Stimulating Community Coordination

Practicing and Promoting Democracy

THE COMMUNITY SCHOOL SEEKS AS ITS PRIMARY PURPOSE

TO IMPROVE THE QUALITY OF HUMAN LIVING

Educational Policies Commission, Learning the Ways of Democracy,
Washington: The Commission, 1940

Chapter 5 tells how schools across the nation are studying and serv-
ing their own communities.

Iman E. Schatzmann, "Schools Unknown and What They Do." National Education
Journal 29:57-58; February 1940.

An enthusiastic account of how the lives of a whole community were
enriched because one rural teacher and his wife decided to make theirs
a community school---and did so.

Florence C. Bingham, (ed.), Community Life in a Democracy. Chicago: National
Congress of Parents and Teachers, 1942.

A handbook of practical suggestions for democratically improving
daily life in American communities.

Fred. G. Wale, "Is This the Time to Dream a Dream? Twin Oaks: A Community
Coming of Age." Progressive Education 19:270-277; May 1942.

Folksy account of how a community-minded school helped rejuvenate
a typical down-at-the-heel rural community.

R. E. Tidwell, Planning Improvement in Rural Living Through the Schools. Stu-
dies in Education No. 4. University, Alabama: Bureau of Educational
Research, College of Education, University of Alabama, 1943.

Reports an exploratory study of possibilities for improving living
among rural people through the agency of the public schools. Detailed
descriptions are given of each step taken.

Bernice Baxter, "Co-operative Behavior in the School and in the Community."
California Journal of Elementary Education 11:208-214; February 1943.

Cooperative behavior in classroom and community must be sought as
a primary outcome rather than a merely concomitant learning. Until
this orientation is accepted by teachers, parents and children alike,
what children know will continue to seem more important than how they
behave.

Educational Policies Commission, Education for All American Youth.
Washington: The Commission, 1944.

Describes ideal rural and urban schools as they might and can be
developed within the next few years. The essential orientation is that
of the life-centered, community school.

Ralph W. Tyler, "The Responsibility of the School for the Improvement of
American Life." School Review 52:400-405; September 1944.

Brief history of this concept, with emphasis on the community
school. Shows values and limitations of the latter, listing these as
main dangers in community-school programs: (1) exclusive concentra-
tion on the community activity as the sole type of educational exper-
ience, and (2) thinking that the goal of the community school is that
of direct contributions to the community's economic income.

Maurice F. Seay, and Leonard E. Meece, The Sloan Experiment in Kentucky.
Lexington, Kentucky: University of Kentucky, 1944.

The second progress report of the Sloan Experiment in Applied Economics as that experiment is working out in the state of Kentucky. Report is made upon the development of instructional materials, the measurement program, the inservice of education of teachers, the Green County project, and the future program of the experiment in Kentucky. A selected bibliography is included.

Virgil E. Herrick, "School and the Improvement of Education in Rural Communities." Chapter 6 in Education for Rural America, edited by Floyd W. Reeves. Chicago: University of Chicago Press, 1945.

Analyzes five concepts of the school's proper role in community building and suggest four basic implications.

William D. Asfahl, "Delta, Colorado, Improved Education Through Community Interaction." School Management 15:4, and ff., September 1945.

Interpretive account of the procedures whereby a small-town school increasingly related its total program to community life needs.

Clara M. Olson and Norman D. Fletcher. Learn and Live. New York: Alfred P. Sloan Foundation, Inc., 1946

Dramatic, narrative account of the eight-year Project in Applied Economics as developed in Kentucky, Vermont and Florida. Results are summarized visually as well as in text.

"Education for Improved Community Life." Bulletin of the National Association of Secondary-School Principals 30:No. 139; May 1946.

A series of articles which stress the need for improving the quality of living through education suggest the core curriculum as a means, and describe the work being done in the "Sloan" schools.

United States Office of Education, Schools Count in Country Life, Bulletin 1947, No. 8. Washington: Government Printing Office, 1947.

Describes examples of what some community schools are doing to improve their community's food habits, housing and clothing selection and care. Emphasis falls on total faculty planning to discover and meet economic and health needs; suggested pupil problems and activities in solving these problems.

Charles I. Durrance, Jr., "Better Housing Through Education," National Education Association Journal 36:14-17; January 1947.

Reports the Florida Project in Applied Economics, through which school instruction is better housing demonstrably raised housing standards in terms of better house planning, home beautification and elimination of health hazards.

W. K. McCharen, Improving the Quality of Living. Nashville, Tennessee: George Peabody College for Teachers, 1947.

Presents 22 case stories of school programs in the South which are trying to serve the needs and interests of the people living in the communities where these schools are located. This is part of the author's Selected Community School Programs in the South.

Hamblen, Stewart B., Richmond Page, Improvement of Living Through the Schools. January, 1951. Publisher not stated. 69 pp. Describes and evaluates the American Association of Colleges for Teacher Education participation in the Project in Applied Economics of the Alfred P. Sloan Foundation.

THE COMMUNITY SCHOOL USES COMMUNITY RESOURCES IN TEACHING

GENERAL STATEMENTS AND UNITS OF WORK

National Education Association, Department of Supervisors and Directors of Instruction, "Materials of Instruction." Eighth Yearbook, Chapter II. Washington, D. C: The Department, 1935.

Fairly detailed accounts telling how the physical and social environment was used as materials of instruction in several representative localities, including college town and industrial city, in villages and rural regions and in Indian schools.

Georgia Program for the Improvement of Instruction in the Public Schools, "The Community as a Source of Materials of Instruction." Atlanta: State Department of Education, 1938.

Practical advice for utilizing community resources in the school program. Especially useful are the suggested questions concerning community needs and resources, together with possible ways of investigating them.

Albion H. Horrall and others, Let's Go to School. New York: McGraw-Hill, 1938. Chapter 7, "Community of San Jose," is a verbatim account of how an extensive unit on community study was developed with fourth-grade children.

Julia Weber, "Uses of Community Resources as Curriculum Materials in a Rural School." National Education Association Proceedings, pp. 512-513. Washington: The Association, 1938.

How a small, one-teacher school four miles from the nearest town used many local resources to enrich its pupil's learning.

Shockley, Bertha S., "Workers Who Help Us Live; a Second Grade Activity." American Childhood 23-11-16; January 1938.

Describes a two-month's second-grade unit on workers in the local community. Lists general unit objectives, progress data, trips taken and their outcomes and the script of the play written by the children as their culminating activity.

M. F. Mozzett., "Our Community; a Correlated Social Studies Unit of Activity." Grade Teacher 56:38-39; September 1938.

A primary and intermediate grade unit outline on the study of the local community life. Beginning with the home, the children considered the school, the church, occupations of town and country people, protectors in the community, transportation, etc., and then made a social map.

Carr, B. F., "Community Life." Instructor 49:37-46; June 1940.

An illustrated unit of work, including overview, objectives, suggested procedures, sample content for primary grades, middle grades and upper grades, and possible activities based on the unit.

Santa Barbara County Teacher's Guide for Use of Community Resources. Santa Barbara, California: The Schauer Printing Studies, Inc., 1941.

A guide in building units of study centering around local community processes and resources. Excellent correlation of problems and pupil activities.

B. G. Flath, "Community Helpers; A Unit with Activities and Tests." Grade Teacher 58: 24; February 1941.

A primary grade unit on the activities of policemen and firemen. In outline form, the article considers the unit in terms of origin, preparation for the trip, what was seen and done on the trip, what was done during the return trip, the class activities which followed, the outcomes in social values, the test given and a bibliography.

Elizabeth C. Miller, "When We Went to the Museum; a Unit for Primary Grades." Instructor 51:17; 74; February 1942.

Unit outline, including introduction, preparation for the trip, the trip itself, correlations and culminating activity.

Emma Golden, "Unit on Community Helpers." Instructor 54:25, 81, 83; September 1945.

Outlines a unit for primary grades, including approaches, objectives, development, materials of instruction, integration and desired generalizations.

Maurice F. Seay, "How Schools Study Their Communities." Washington Education Journal 26:116-18; January 1947.

Dramatic accounts telling how elementary and high school students realistically studied their own communities and through appropriate group endeavor actually improved them.

University of Minnesota, College of Education, Using Community Resources; Illustrative Experience Units for Grades One to Six. Minneapolis: University of Minnesota Press, 1948.

Tells how community resources enrich learnings, discusses the nature of experience units and outlines nine sample units in various interest areas.

Maurice Seay, "Community Resources are Teaching Materials." School Executive 67:33-35; January 1948.

Simple suggestions for school use of community resources with benefit to pupils and citizens alike.

"Suggestions for Study". School Executive 67:58; January 1948.

Lists 22 kinds of projects which schools may develop as they utilize community resources in the school program.

Margaret Hampel and Oklahoma City Teachers, "Pushing Out the Four Walls." Educational Leadership 5:395-400; March 1948.

Five elementary school teachers tell how they use the community to provide desirable learning experiences for children.

BRIDGES BETWEEN THE SCHOOL AND THE COMMUNITY

New York: Board of Education of the City of New York (110 Livingston Street, Brooklyn 2,) 1949.

Presents numerous brief cases of junior high school practice in New York City.

Morton J. Sobel, "Familiarizing Children With Community Resources." Elementary School Journal, 50:223-29; December 1949.

How a Detroit teacher guided her class of mixed racial, religious and ethnic backgrounds into a first-hand exploration of their community, its people and services. The pupils worked as committees, did surveys, heard resource visitors, wrote essays and saw their community in a new light.

Effice G. Bathurst, How Children Use the Community for Learning. U.S. Office of Education Bulletin 1953, No. 6.

How to develop a program that is meaningful to children and also promises to lead to better living.

Edward G. Olsen, "Community Resources for Intergroup Education." Educational Outlook 27:147-53; May 1953, Education Digest 19:47-49; Oct. 1953.

COMMUNITY RESOURCES - DOCUMENTARY AND AUDIO-VISUAL MATERIALS

Laura DuCharme, "A Museum Collected by A Fifth Grade." Educational Method 11:176-178; December 1931.

Class members wrote to cities in every state, requesting the gift of various imperishable products illustrating natural wonders. This led to interest in our national parks, and to collecting information, posters, postcards, etc., about them. Each artifact was carefully labeled for display in a permanent museum.

James P. Taylor, "Vermont Experiment." School and Society 40:17-19; July 7, 1934.

Tells how schools in Vermont study town reports and then analyze them graphically.

Grace F. Ramsay, Educational Work in Museums of the United States. New York: H. W. Wilson Company, 1939.

Especially useful for its chapters on teacher education in museums, suggested educational activities with school classes and through museum excursions.

Clarence E. Ridley and Herbert A. Simon, "The Citizen Looks at His Local Government." Social Education 4:94-98; February 1940.

Ways of looking critically at local administration in terms of such factors as tax rate, streets and housing, city hall records, and public health reports.

Eleanor M. Moore, Youth in Museums. Philadelphia: University of Pennsylvania Press, 1941.

Reports programs in over a hundred museums, with emphasis upon services to schools, activities for enriching the school curriculum, and the interrelationship between such activities and other community resources.

United States Bureau of the Census, "Uses of the 1940 Census Data in the Schools." Washington: U. S. Government Printing, 1942.

Especially designed for use in rural high schools. Shows how photostatic copies of data on townships and other minor civil divisions may be obtained from the Bureau of the Census and utilized in the School.

Homer L. Calkin, "Local History: A Means of Better Understanding United States History." School Review 50:53-60; January 1942.

Through local history the application of national movements to conditions near at hand is seen, interest is stimulated and history vitalized. Many examples are given; e.g., scan the local newspapers to see how the locality reacted to the Spanish-American war; use the resources of historical societies such as diaries, journals, account books, etc.' invite old-timers to talk to the class, consult the editor of the paper; make interesting manuscripts or photographs into slides; write local histories.

Ruth Andersen, "Town Reports Are Useful." Social Education 6:265-66; October 1942.

Suggestions for using New England Town Reports as local documentary materials in that region.

Mary F. Sanders, "Producing Curriculum Materials About the Community." Elementary School Journal 43:601-06; June 1943.

Outlines problems each school faces in preparing its own instructional material on the local community.

Lydia Powel, The Art Museum Comes to the School. New York: Harper & Bros., 1944.

How art museums in several cities work with public schools, and suggestions of ways in which museums and schools generally can work together to stimulate wider appreciation of art.

John W. Ray and W. Francis English, "Local History and Local Manuscript Collections." Social Education 8:165-166; April 1944.

In Pennsylvania there is a Federation of Junior Historians, made up of junior historical clubs in high schools. These clubs are chartered by the State Department of Public Instruction and do much to create genuine student interest in local history. Teachers can greatly aid social science scholars if they will help locate and preserve important manuscript materials such as letters, diaries, account books, minute books.

Charles M. Armstrong, "Understanding the Community: Community Income and Expenditure Tables an Essential Tool." Journal of Educational Sociology 21:101-108; October 1947.

Suggests a technique of using wage reports and financial estimates for agriculture on the county level, and outlines school use of such county data.

Loretta E. Klee, "Developing Social and Study Skills Through Local History". American Heritage 1:78-80; October 1947; Education Digest 13:45-47; January 1948.

Indicates the value of local history as an area of active study-exploration.

Daniel L. Van Leuans, "Use of Local Historical Documents in Teaching the Social Studies." Social Studies 39:26-28; January 1948.

Suggests school uses of early church records, military lists, handbooks of academies, maps and surveys, deeds, files of justice's dockets, etc.

Maurice F. Seay, "School-made Teaching Materials". Nation's Schools 41:25-27; February 1948.

The story of the locally-produced textbooks designed to improve community living through the Sloan Experiment in Applied Economics in Kentucky, Vermont and Florida.

Neal R. Merritt, "Ghost Towns of Minnesota". Clearing House, 23:473-74; April 1949.

A junior college class found local history came alive when they tracked down and secured data on many "ghost towns", and then planned to publish their findings.

Edward T. Schofield, "School Films Go to Work in the Community." Educational Screen 29:153-54; April 1950.

Schools can and should arrange to loan their films to community groups. One such distributions system is described.

Herbert B. Mulford, "Utilizing Local Community Resources in Education." American School Board Journal 120:5:27-28; May 1950.

Urges study of local history through use of reports, letter, fossils, objects, and field trips.

Ruth Hillis Seay, "Developing Instructional Materials in the Sloan Experiment." Educational Leadership 8:417-21; April 1951.

Explains how these teaching materials were planned, written, tested and revised.

Warren Nelson, "Improvement of Sponsored Materials." Nations Schools 47:43-44; June 1951.

Administrators can use teacher committees and instructional materials centers to help select commercially-sponsored teaching materials.

Edna M. McGlynn, "Civics and History at the Registry of Deeds."

Social Education 15:333-35; Nov. 1951.

Detailed description of how teachers college students used a county registry to deeds in research for local community history.

National Education Association. "Schools and the 1950 Census." Research Bulletin, December 1951.

Extensive analysis of population facts in terms of their usefulness to educational workers.

Ralph Adams Brown, "Locating Resources for the Teaching of Local History."

School Review 60:292-97; May 1952.

Many specific suggestions for using public documents, newspaper files, cemeteries, business records, and the like.

COMMUNITY RESOURCES--RESOURCE PEOPLE AND INTERVIEWS

Ward S. Miller, "Interviewing for English Classes." English Journal 26:18-22; January 1937.

How to train students in the journalistic approach to the interview technique. Step-by-step procedures in arranging, conducting, and writing up an interview are described. The educational values of such intimate personal contacts with many types of people are stressed.

J. E. Hulett, Jr., "Interviewing in Social Research: Basic Problems of the First Field Trip." Social Forces 16:358-366; March 1938.

Practical suggestions, especially designed for the social surveyor going into a new community, concerning the planning, arranging and conducting of interviews with local residents.

Mary Gardner, "The Artist's Course of the Primary Department," American Childhood 24: 34-35; January 1939.

How a teacher with her primary class inventoried the resource visitors in her town, found many adults who could and would show the children how to do interesting things and utilized them accordingly with mutual benefit to all.

Annie Johnson, "Enrichment Through a System of Grade Sponsors." National Elementary Principal 18:494-499; July 1939.

This school developed closer relationships between school and community through a system of adult sponsors for each grade or homeroom. For each grade a central activity theme was developed, and sponsors interested in these activities were chosen--a homemaker for the kindergarten, an airplane mechanic for first grade, a florist, an editor, a landscape gardener, etc. The contributions of these and ten other such sponsors are described.

Clarence C. Dunsmoor, "How to Organize and Conduct Career Day Conferences." Occupations 18:163-168; December 1939.

Detailed suggestions for organizing a conference, making arrangements, planning the program, securing leaders, improving public relations, choosing faculty sponsors, handling administrative details and evaluating results.

Lyle R. Solem, "Tailor Comes to School." Clearing House 14:294-296; January 1940.

An expert tailor came to class to explain how suits are made, what materials are used, where cloth is purchased, difference between hand-made and factory-made suits, etc. A cobbler came and demonstrated shoe construction and repair. All these experiences were preceded by appropriate study and followed by further analysis and pupil activity.

C. W. Willis and R. C. Henley, "Real Interviews for High-School Seniors." Clearing House 14:464-466; April 1940.

At the beginning of the school year a brief questionnaire is sent to heads of various concerns asking about employment procedures in general and the willingness of the business man to interview high-school seniors. A carefully prepared set of questions is studied by the sen-

iors prior to the interview and those which prove pertinent in a particular situation are used. After the interview each student is required to write a report of his experiences.

Paul J. Misner, "Forgotten Men and Women." Progressive Education 19:18-20; January 1942.

Resource people of great value live in every community and work in every school. This article suggests who they may be and how they can enrich children's education.

Alta McAfee, "Interviews with Celebrated Persons Motivate English." English Journal 31:323-325; March 1942.

A technique through which fully-prepared eighth grade student teams successfully interview celebrities who appear on local music-lecture programs.

Saul B. Sells and R. M. W. Traversa, "Interviews." Review of Educational Research 15:399-400; December 1945.

Reports investigations regarding the interview as an observational method of research.

Albert R. Brinkman, "Using the Interview to Understand Judaism." Social Studies 38:102-104; March 1947.

Following careful preparation, world history students interviewed a rabbi to understand better such topics as the differences between Judaism and Christianity, Zionism, worship procedures, etc. The teacher was not present in order that an adult dialogue might not ensue.

C. I. Schmaelzle, "Local Lawyers Help to Teach Social Studies." Clearing House 22:3:161-162; November 1947.

Members of Lawyers club gave ten lectures on various aspects of the law as an integral part of a high school course. These lectures were scheduled and developed to fit it with current classroom work.

Margaret E. Andrews, "Five Steps to Minneapolis' Senior Job Conference." Clearing House, 22:334-338; February 1948.

Vocational guidance conferences are arranged for students with successful, interested adults in their own work-places. The plan's five steps are (1) determine student's job choice, (2) gain community cooperation, (3) meet with speakers, (4) orient students, (5) schedule conferences. Each step is explained in some detail.

Louise Rowlett Grover, "Interview Helps the Student." English Journal 37: 85-88; February 1948.

Reviews the values and uses of the interview as an English assignment. Outlines plans for interviews with government officials, editors, judges, union officials, zoo manager, etc. each to be followed by oral and written reports of findings.

Clarence Killmer, "City Council Comes to Wilbur Wright Junior High School!" Social Education 12:305-306; November 1948.

Six council members came as resource visitors, told of their civic activities and answered questions.

Charles A. Selby, "A Career Conference." National Education Association Journal 37:608-609; December 1948.

Tells how University of Denver students sponsored a successful vocational guidance conference using businessmen as resource people.

Glen Rice, "Retailers Make Good Professors." Business Education World 24: 272-273; January 1949.

Explains how a college "raids Main Street" to secure teachers for many business-education courses. Selling, buying and credit are fields in which such resource visitors make splendid contributions and enjoy doing so.

Stkvester Siudzinski, "We Plunged Into Politics." Clearing House 23: 462-464; April 1949.

Seventh and eighth grade students actively participated in a presidential election, attending party rallies, hearing broadcasts, meeting candidates, collecting campaign posters, literature and buttons, holding mock conventions and elections.

Andre Fontaine, "Everybody's School." National Parent-Teacher 44:10-13; September 1949.

Vividly describes the Great Neck, Long Island, high school's plan and program for using resource visitors frequently and well.

John Caffrey, "Community's Career Night." California Journal of Secondary Education 24:399-401; November 1949.

Describes a vocational guidance plan which used lay people as resource visitors. The ten steps taken to organize the program are listed.

Ben Sweeney, "Play Fair With the Resource Citizen." Nation's School 44:43-44; December 1949.

Warns against abusing the willingness of resource visitors to help in the school, and suggests safeguards such as choice of audience, infrequent invitations, and appropriate thanks.

Edward G. Olsen (editor), School and Community Programs, Chapter 4. Prentice-Hall, 1949.

Fifteen dramatic case studies of resource visitors and interviews.

Lowell W. Beach, "Parents Utilized in the Curriculum." Clearing House 24: 342-343; February 1950.

Tells how a junior high school uses special talents of its pupils' parents on an extensive scale in many courses. The school maintains a classified file of names of about 500 parents who are available.

Olney, A. F., "Business and Industry Day in Phoenix." School Executive 69; 44-45; May 1950.

Describes a program through which sixty high school students spent a full day visiting business establishments. Each student had the full day in one place. Students' and businessmen's comments are cited.

Sarah Lois Miller, "Guest Speakers Within the Classroom." Ohio Schools 28: 413; December 1950; Education Digest 16: 32-33; April 1951.

Explains how a ninth-grade social studies class uses resource visitors from many fields to vitalize their study of current social problems.

Metropolitan School Study Council, Committee on Human Resources, Fifty Teachers to a Classroom. New York: Macmillan, 1951.

Describes plans used in various schools for finding and bringing into the classroom the talents and services of lay members of the community as a means of enriching learning.

Bess B. Lane, "Will Your Walk into My Classroom?" Childhood Education 28:249-52; Feb. 1952.

Describes the activities of one school in encouraging parent visits.

Vernon Hicks, "Using the Community's Human Resources." National Elementary Principal 32:122-25; Sept. 1952.

Reproduces resource persons' survey blank, covering letters to parents, and card form used in one community.

Floyd Dotson, "Intensive Interviewing in Community Research." Journal of Educational Sociology 27:225-30; Jan. 1951.

Describes motivations of people who will or will not consent to be interviewed; suggests how the interviewer can best secure cooperation.

Charles R. Foster and Robert O. Stripling, "Planning the Career Day Program." School Executive 72:74-77; March 1954.

Specific planning steps and programs developed are described.

COMMUNITY RESOURCES--FIELD TRIPS

L. W. Prather, "Our World, From Our Neighborhood." American Childhood 19:11-13; April 1934.

Lists and annotates twenty-five excursions taken by third and fourth grade groups.

David A. Weaver, "Excursions in a Metropolitan Center." National Elementary Principal 13:289-294; June 1934.

Values, selection of centers to visit and methods are described. A social process study through excursions in New York City is outlined.

Pauline D. Knobbs, "Educating for a Bi-Racial Community." Progressive Education 12:181-185; March 1935.

Through extended excursions and intensive classroom analysis the "American Problems" senior high school class in a Missouri town studies the problem of race relations.

Elga M. Shearer, "Extending Experience Through Excursions." Education 55: 534-537; May 1935.

Brief account of how the fourth grade uses the environment to develop increased interests, meaning, emotional stability, self-responsibility, etc. Twelve excursions are listed with some explanation of each.

Arthur E. Hackett, "Excursions and the Activity Program." American Childhood 21:21-22, 52; April 1936.

A nature field trip, utilized as a source of experience and its outcomes in language arts, arithmetic, social studies, art, hygiene and elementary science, and industrial arts.

C. Skiles, "Young Explorers Make Discoveries." Childhood Education 12:358-363; May 1936.

Vital account of how a group of children became interested in making a visit to the airport, arranged to spend the entire day there, and developed weeks of follow-up classroom activities.

Lester K. Ade, Expanding the Classroom. Harrisburg: Pennsylvania Department of Public Instruction, 1938.

Practical suggestions for developing an excursion program in the public schools, with examples of field trips.

Riggs, M. J., "Geography Field Work in the Small City." Journal of Geography 37:28-31; January 1938.

Describes how a class used excursions through different areas of their own city (business, manufacturing, poor residential, low middle class residential) as a basis for understanding the typical spatial pattern of any city.

Hattie Ewald and W. W. Ludeman, "The Excursion Method in Primary Reading." Educational Administration and Supervision 24:172-176; March 1938.

An interesting account of how a teacher used a farm excursion as a means of motivating reading and providing content for it in the first and second grades.

Henry C. Atyeo, The Excursion as a Teaching Technique. Teachers College Contributions to Education, No. 761. New York: Bureau of Publications, Teachers College, Columbia University, 1939.

Origins and development of the school excursion abroad and in the United States, administrative problems involved, suggested excursion procedures and the report of an experimental comparison of the discussion and excursion techniques in the teaching of history.

Anna B. Jones, "Some Experiences in Using Community Resources." National Elementary Principal 18:458-464; July 1939.

Describes a host of activities through which children study their local community. They learned about the railroad, planned a model home, visited dairy and turkey farms, various stores, offices, libraries, etc., took trips to the zoo, Chinatown, old ranch house, etc.

Ralph D. Horsman, "Visiting and Studying Local Community Institutions." National Elementary Principal 18:465-471; July 1939.

Presents a working outline as a guide for excursion planning and then describes in outline form some typical excursions taken to a greenhouse, a farm, a museum and an observatory. The initial preparation, forms of motivation, activities and integrating procedures are mentioned for each.

Effie G. Bathurst, Conservation Excursions. United States Office of Education, Bulletin 1939, No. 13. Washington: Government Printing Office, 1940.

A hundred page pamphlet of detailed suggestions for planning, conducting and following up school excursions concerned with the problem of conservation.

Walter Grewson, "The Local Community as a Resource for Teaching High School Geography." Journal of Geography 39:105-109; March 1940.

Warns against superficial looking in excursions and illustrates concretely just how deeper understanding of industrial processes may result from adequate geographic knowledge about them.

Carl M. Marcy, "How to Conduct Field Trips." Journal of High Education 11:204-208; April 1940.

Describes the chief steps to be taken in planning and conducting field trips. Suggestions are basic and sufficiently detailed for clarity. Emphasizes typical mistakes as well as common sense procedures.

Elizabeth T. Fitzpatrick, "City Is Our Laboratory." High Points 22:58-65; October 1940.

Describes the field trip program of a New York high school, listing fifty trips taken during one school year. For each trip is listed the department involved, grade level, place visited, number of pupils, type of preparation made and purpose sought.

Norman R. Kelley, "We Visit Our Cold Storage Plant." Instructor 30:61; November 1940.

Outline of a fact-finding trip in terms of its initial preparation, objectives, preliminaries, arrival at the office order of the tour, activities, correlations with other subjects and values.

Dora Wood, "Planned Field Trips--An Integral Part of Science Units." School Science and Mathematics 41:28-35; January 1941.

Suggestions and warnings are given in terms of general procedures in preparing for trips, taking trips, and following-up the trips. The whole is illustrated by reference to a specific trip to study rock layer formations. The specific procedures and the guide sheet used are presented.

Marvin Rife, "Tours in Dynamic Education." Educational Method 20:223-225; February 1941.

Lists fundamental questions to be asked about field trips before their values can be assumed.

Herbert A. Sweet, "Hiking Into the Elementary Science Curriculum." School Science and Mathematics 41:256-259; March 1941.

Detailed description of how a well planned science collecting trip turned out to be one of the most valuable experiences of the school year, for it not only enriched the study of science but ramified into other types of school activity such as drawing, spelling, arithmetic, geography, history, reading, shop.

Helen M. Waltermire, "Learning Through Seeing." Instructor 50:14; June 1941.

Urges the importance of using the summer vacation to explore the community and tells how children in one community did just this. These experiences, organized by one teacher, provided invaluable socialization as well as much background for the following school year's classroom work.

Ruth I. Thomas, "Developing Language Skills Through the Use of Community Resources." National Elementary Principal 20:543-548; July 1941.

How a sixth-grade class utilized local resources through excursions to have experiences as a basis for writing, speaking and reading. The children made a nature-study trip, watched a broadcast, interviewed traffic officers, etc. All activities involved considerable exchange of ideas and marked child growth was noted.

George E. Pitluga, Science Excursions Into the Community. New York: Bureau of Publications, Teachers College, Columbia University, 1943.

A handbook for teachers of grades four through eight, presenting ideas and suggestions for fourteen science trips and related activities. Techniques and administration as well as content are stressed.

Dorothy Stall, "Being Six in the City." Childhood Education 22:190-194; December 1945.

How the six-year-olds in a modern school learned about their city environment through a series of field trips, each growing out of the previous experience, and each followed up in song, dramatics, map-making and the like.

Alexander Frazier, "Is This School Trip Necessary?" Educational Administration and Supervision 32:171-176; March 1946.

Warns against using the trip merely to collect meaningless data, taking excursions merely because centers of interest are available and minimizing follow-up activities because of over-emphasis upon journey etiquette. Suggests these as types of worthwhile trips: to collect materials or overview impressions, to provide basis for making value-judgment comparisons between different situations and to prepare for social action.

Henry C. Atyseo, "The Excursion in Social Education." Chapter 4 in National Council for Social Studies, 18th Yearbook, Audio-Visual Materials and Methods in the Social Studies. Washington: The Council, 1947.

Practical suggestions for planning, conducting and interpreting a field trip with special reference to the social studies.

Edward G. Olsen, Social Travel: A Technique in Intercultural Education. New York: Hinds, Hayden, and Eldredge, 1947.

Describes and analyzes field trip programs for children, youth and adults whereby intercultural attitudes may be improved.

Kenneth E. Gell and Alfred E. Hobbs, "Trans-Lake Study Groups." Clearing House 23:17-19; September 1948.

A Canadian and a U. S. high school have for many years included an extra-curricular activity wherein students study the neighbor nation, exchange delegates in fall and spring conferences and keep in contact thru correspondence and radio broadcasts.

V. Calvin McKin, "Geographic Study Tours for Undergraduates." Education 69:9-15; September 1948.

Analyzes preparation, equipment, materials and safety measures needed; then suggests procedures for the field study of relief and topography, soil, climate, minerals, vegetation, erosion, opulation, and land use.

Harry C. McKown and Alvin B. Roberts, Audio-Visual Aids to Instruction (revised). New York: McGraw-Hill, 1949. 605 pp. \$4.50.

Chapters 11 and 12 discuss school trips and tours in terms of purposes, types, destinations, planning, conducting and capitalization.

Helen M. Sylvia, "Grocery Store: A Problem Unit." Education 69:337-339; February 1949.

A second-grade class visited a chain store and then established a grocery store in their classroom as a means of learning arithmetic.

Edward G. Olsen (editor), School and Community Programs, Chapter 5. Prentice-Hall, 1949.

Describes seventeen successful field trips of many kinds.

Ruby Strickland, "City Hall and Court House," Clearing House 24:344-345; February 1950.

Tells how an American Problems class go into the community to delve into local governmental agencies, watch them in operation, and get firsthand information from the officials in charge.

A. F. Olyne, "Business and Industry Day in Phoenix." School Executive 69:44-45; May 1950.

Describes a program through which sixty high school students spent a full day visiting business establishments. Each student had the full day in one place. Students' and business-men's comments are cited.

Leone D. Cummings, "Developmental Education." Nations Schools 46:37-41; October 1950.

Extensive account of how a first-grade class built meaningful concepts thru actual experiences using field trips and resource people in relationship to reading and socializing activities.

Glenna E. Bullis, "Vision Takes the Lead in the Experience Curriculum."
Nations Schools 46:60-61; November 1950.

Explains how child development occurs best through direct-experience observations in the community.

Benjamin J. Novak, "Use the School Excursion Effectively." Phi Delta Kappan
32:233-34; January 1951.

Numerous suggestions for fruitful procedure.

Francis Tierman, "30 Visits to Study Community Problems." Clearing House
26:149-51; Nov. 1951.

Shows how high school students learned at firsthand, through visits and interviews in a wide variety of agencies and organizations.

E.C. Beck and W.C. Smith, "Travel Courses Can Be More Than Sightseeing Trips." Nation's Schools 47:44-45; April 1951.

Describes an American Literature travel course involving two weeks in the field. Students prepare before starting, hear lectures en route, and take examinations.

Richard Beidleman, "The Field Trip - A Technique in Natural Science Teaching." School Science and Mathematics 53:178-86; Feb. 1952.

Tells about the spring field tour taken annually by students and faculty from Colorado A and M College.

Raymond Kienholz, "Conservation Across the United States" and "Some Techniques of a Conservation Tour." School Science and Mathematics 53: 178-86; March and May, 1953.

Ann Holmes, "Magnolias and Bratwurst." Clearing House, May, 1952.

Reports of how high school student exchanges between schools in Georgia and Wisconsin originated and developed.

Angus Rathwell, "Wisconsin and Georgia Enthusiastic About Student Exchange." Nation's Schools, August, 1952.

Further reports on this exchange program between two American regions.

COMMUNITY RESOURCES--SURVEYS

Gossard, A. P., "High School Pupils Study Their Community." School Review 43:268-272; April 1935.

This high school class surveyed its town to discover places of residence of school pupils and patrons, occupational distribution, religious preferences, ages of pre-school children, amount of home ownership. The class was well organized as census takers, clerks and inspectors, with a business manager over all. Original data was collected on mimeograph forms, from which permanent card files were made of the high school office. From these files the cooperating commercial pupils published directory sheets which they then bound into books and widely sold in the town.

U. S. Office of Education, Youth Community Surveys. Washington: Superintendent of Documents, Bulletin 1936, No. 18-VI.
Reports youth problem surveys conducted in 13 diverse communities.

J. Fred Murphy, "A Student Survey of Local Occupations." Social Studies 27: 474-476; November 1946.

How three civics classes in the senior high school made an occupational survey of the city of 18,000 population. Describes the purposes of the survey, the method of procedure, the limitations of the survey, the facts obtained and the uses made of the data.

Georgia Program for the Improvement of Instruction in the Public Schools, "The Community as a Source of Materials of Instruction." Atlanta: State Department of Education, 1938.

Practical advice for utilizing community resources in the school program. Especially useful are the suggested questions concerning community needs and resources, together with possible ways of investigating them.

C. S. Marsh, "General Methods: The Social Survey and the Study of Communities." In National Society for the Study of Education, The Scientific Movement in Education, Thirty-seventh Yearbook, 285-291. Chicago: The Society, 1938.

Traces the development of the community survey movement from the first school survey made in Rhode Island in 1843, through the 1907 Pittsburgh survey, the 1914 Springfield, Illinois, survey, the Buffalo survey in 1926, those of Middletown in 1925 and 1935 and the Maryland Youth survey in 1937.

James A. Michener, "Participation in Community Surveys as Social Education." In National Council for the Social Studies, Utilization of Community Resources in the Social Studies, Ninth Yearbook, pp. 144-163. Cambridge, Massachusetts: The Council, 1938.

Value of the survey technique for civic education, four criteria for selecting community problems for study, analysis of thirteen typical surveys, instructional techniques used in community surveys, instructional techniques used in community surveys and answers to common objections to the survey.

J. S. Sears, "School and Community Surveys." Review of Educational Research 9:508-513; December 1939.

The literature on school and community surveys as procedures is cited in detail under these headings: Social Surveys, Recent Methods of Social Surveys, School Survey Trends, History and Development of Surveys, Methods and Techniques Used in Surveys.

Joseph C. Baumgartner, "A Housing Study--Correlating a National Problem with a Community Project." Social Education 4:470-473; November 1940.

A housing unit in which field study of local housing conditions led into a larger study of housing as a national problem. The topic outline for the unit is presented, together with correlated class activities in the field study of local housing.

Douglas S. Ward, "Community Surveys for Junior High Schools?" Social Education 4:553-556; December 1940.

Warns against community surveys in junior high schools, unless well-organized and carried out. Mutual planning and utilization of pupil interests are stressed. An accident survey and a housing survey are described as illustrations.

George C. Kyte, The Principal at Work, pp. 33-77. Boston: Ginn, 1941. Chapter III "Survey and Analysis of Community Conditions," discusses importance of knowing the school's community, community survey techniques, land utilization, mapping, population analysis.

Mildred P. Ellis, "Framingham Facts: Our Pupils Investigate Local Standards of Living." Clearing House 16:140-142; November 1941.

Reports an annual survey of living conditions made by high school pupils in their own community.

United States Office of Education, Vocational Division, Bulletin 223; Community Occupational Surveys, M. W. Zapoleon, Washington: Superintendent of Document, 1942.

Reports on ninety-six different occupational surveys and suggests specific steps to be taken in making a good survey.

Margaret Crane, "Community Surveys in Vermont." Occupations 20:280-283; January 1942.

Reports a three-fold study of high school pupils in school, follow-up of graduates and drop-outs and an occupational survey of the community.

Neal F. Myers, "School Serves the Community," National Association of Secondary School Principals Bulletin 26:97-101; February 1942.

Explains the step-by-step procedures followed by a high school class in making and reporting a local housing survey. The Federal government accepted their findings as the basis for a loan of thousands of dollars to build model housing.

Margaret Stowell, "A High School Class Surveys Its Town." Journal of Geography 41:179-185; May 1942.

An economics-geography class made a land-use map of their city as a two-weeks' project. Steps taken are detailed and final map is illustrated.

Elizabeth K. Wilson, "Schools Learn From Industry." School Executive 63: 40-41; November 1943.

Ten school districts cooperate with employers in making an occupational survey of the city. As a result, the school curricula was modified in many fields and much good feeling between schools and industry developed.

Edward H. Lang, Community Surveys in Determining Needs for Vocational Industrial Education. Albany, New York: State Education Department, 1944.

Objectives, procedures, suggested statistics and forms, interpretations and organization of results, implementing findings, form of presentation and references.

John E. Hoar, "Social Science Surveys Dist." American School Board Journal 108:23-25 March 1944.

A high school class surveyed its community to discover dietary habits and problems. Procedures and findings are reported, the latter in both tabular and summary form.

New York State Department of Education, "Community Surveys in Determining Needs for Vocational Industrial Education." Prepared by Edward H. Lang. Bulletin of University of the State of New York No. 1284. Albany: The University of the State of New York Press, 1945.

Tells how to conduct a community survey and suggests needed statistics and forms.

Edward G. Olsen and others, School and Community. New York: Prentice-Hall 1945.

Chapter 9 makes specific, step-by-step suggestions for initiating, organizing and conducting a community survey.

Sigmund Fogler, "School Socio-economic Survey." Journal of Educational Sociology 19:76-82; October 1945.

Directions for making an effective survey of a school's community. Such a survey provides a background picture of the school child which shows how he acts in daily living and also what influences affect his behavior.

Margaret O. Koopman, Utilizing the Local Environment. New York: Hinds, Hayden and Eldredge, 1946.

Philosophy and objectives of community study, with directions for making social-process surveys for compiling and interpreting survey findings and for utilizing results.

Edward C. Soloman, "Beyond the Classroom." Educational Leadership 84-91; November 1946.

Describes the field work which is an integral part of the liberal arts program at Sarah Lawrence College. The author is Director of Field Work for the College.

Joseph L. McKinney and Avery F. Olney, "Word Concepts: Economics Class Polls Community." Clearing House 23:156-159; November 1948.

Students made semantic investigation of public opinion concerning the words "union," "strike" and "closed shop." Findings and conclusions are reported.

Marguerite Waters, "A School-Community Occupational Survey." California Journal of Secondary Education 25:201-04; April 1950.

Describes a job survey in a community of 12,000 people, made cooperatively by school and lay people.

Katharine W. Dresden, "High-School Seniors Survey Job Opportunities." Occupations, the Vocational Guidance Journal 29:32-35; October 1950; Education Digest 16:26:4-6; January 1951.

Describes plans, program and values of an annual vocational opportunity survey. Students interview as teams: one to question; one to record. Always they ask: What do you expect of us? What do you have to offer us?

Southern Regional Council, Inc., Your Community Looks at Itself.

Atlanta (63 Auburn Avenue, N.E.): the Council, undated. 68 pp. A manual for the home town self-survey of such factors as population, hospital facilities, recreation, law enforcement, housing and the like. Reproduces an information questionnaire for each area, and suggests basic principles and procedures to follow in making the survey.

Edward G. Olsen (editor), School and Community Programs, Chapter 6. Prentice-Hall, 1949.

Reports a dozen vital community surveys by school students.

Bernard Haake, "The Bellevue Community Study." Education 73:121-25; Oct. 1952. Anecdotal description of a four-day community survey by 23 students from a teachers college.

Merle Sumption, How to Conduct a Citizens' School Survey. Prentice-Hall, 1952.

Tells how to organize a committee, take a child census, analyze the financial ability of a school district, conduct a study of the educational program, and the like.

Margot H. Wormset and Claire Selltiz, How to Conduct a Community Self-survey of Civil Rights. American Jewish Congress, undated.

Documents a scientific method of investigating the prevalence of discriminatory practices in community life.

COMMUNITY RESOURCES--EXTENDED FIELD STUDIES

Selma Abrams, "Summary of the First Summer Field Course in High School Geography of the New Orleans Public Schools." Journal of Geography 29:25-29; January 1930.

Eight students took a nine and a half day cruise of tropical waters, including visits in Cuba and Honduras. Lesson topics were planned before leaving, classes were held on shipboard, and academic credit was given.

Julie W. Neumann, "The Eighth Grade Discovers Long Island." Progressive Education 10:342-344; October 1933.

Describes educational trips of three to five days' duration, taken by elementary school children in New York City.

A. G. Peterson, "Adventure in Real Learning." Progressive Education 10:154-58; March 1933.

Chronological account of a week's tour taken by a mixed class from New York through New England. The beneficial outcomes, the problems and procedures, the hazards and the follow-up activities are described.

Herbert J. Abraham, "Let's Interview the Government." Educational Method 17:16-19; October 1937.

A high school trip to Washington need not be superficial sight-seeing. This class went "behind the scenes" for three days, with great educational benefit to all.

Dernwood G. Baker, "Eleventh-Grade Field Study: The Coal Industry." Educational Research Bulletin 17:173-188; October 1938.

Describes a high school field study of the coal industry. The class of 195 students did two and a half weeks of preparatory study, spent nine days in the field and then did follow-up study for five weeks.

Edward G. Olsen, "Tours and Travel Courses for Social Studies Teachers."

In National Council for the Social Studies, In-Service Growth of Social Studies Teachers, Tenth Yearbook, pp. 125-142. Cambridge, Massachusetts: The Council, 1939.

Development of educational travel, advantages of the conducted tour, criteria for evaluating tours, major types of travel agencies and lists of varied agencies of each type.

William A. Van Till, "Youth Visits Industrial Detroit," Educational Method 18:266-271. March 1939.

Step-by-step account of how an Ohio high school class planned and carried out a four-day field study in Detroit. Letters to parents, student diaries, question lists and final student comments are reproduced.

Dale Robertson, "Fourth-Grade Excursion to Another City." National Elementary Principal 18:481-488; July 1939.

Detailed account of how 71 children accompanied by five teachers, four parents, a trained nurse and the principal make a trip from Indiana to Chicago.

Edna V. Grodman, "American Youth Follows the Hostel Trail." Clearing House 14:259-262; January 1940.

The present extent of the Youth Hostel movement in the United States, with suggestions as to how high school teachers can support its continued growth. Explains how botany, biology, mathematics, economics, history, sociology, government, language, English literature and other subjects of study are integrated with the hostel trip.

Edna V. Grodman, "American Youth Hosteling." Progressive Education 17:262-269; April 1940.

A balanced account of the Youth Hostel movement in this country, with emphasis upon its meaning for youth education and for the schools. The meaning of a hostel trip, present hostel trails, problems of living and camping, various school projects in hosteling and a full day on the trail are described.

Alvin B. Roberts, "The Nation, Our Campus." Educational Screen 20:5-8; January 1941.

Detailed account of the extended field study program carried on by a small high school in Illinois. Each student in the school may make twenty or more tours covering the state, as well as four regional trips averaging 3,000 miles each.

J. C. Fitzgerald, "Rural School Sponsors Long Summer Journey." Curriculum Journal 12:213-215; May 1941.

The school Travel Club, composed of 26 pupils ranging in age from 11 to 18, together with four teachers, took an extensive school bus trip from Oklahoma to New York and return during the summer.

Edward G. Olsen and others, School and Community. New York: Prentice-Hall, 1945.

Chapter 10 provides specific directions for planning, organizing and conducting long field trips and studies.

Beardsley Ruml, "Learn as You Go." Coronet, March 1945; Secondary Education 12:3:9-10; February-March 1945.

Proposes that every year two million high school students travel 10,000 miles on national study tours.

Frances T. Downing, "Hosteling Brings Out the Best in Young People." Clearing House 20:136-139; November 1945.

Enthusiastic account of how hostel trips improved the social adjustment of high school pupils, widened their interest, deepened their educational experiences and matured both judgment and feelings.

George F. Kneller, "One Million Ambassadors." Progressive Education 23:186-187; 200-201; March 1946.

Outlines a plan to exchange a million high school students a year with other nations. Since they would live in each other's homes, the only cost would be that of transportation plus central administration. Values and possibilities are explained.

L. Maude Hall, "Seeing the United States From a School Bus." School Activities 18:205-206; March 1947.

Describes a 4,500 mile, 22-day bus trip taken by the senior class of the Elgin, Texas, high school in 1946. They carried cots and sleeping bags and stayed in school gymnasiums at a total cost of about \$2.00 per day each, half of which was paid from class funds and the rest by the individual student travelers.

Don Chapman and others, "Our School Trip to Kentucky." School Activities 18:246-247; April 1947.

High School students vividly describe their six-day 1,100 mile trip from Illinois. The trip was made during the academic year with academic preparation and follow-up.

C. W. Bemer, "The Flying Classroom's Summer School." School Executive 68:50-52; October 1948.

Describes an air travel study of American business, labor, and education during the summer of 1948.

Ryland W. Crary, "TVA Journey 1948." Teachers College Record 50:179-185; December 1948.

Describes a field study course on the Tennessee Valley Authority taken by graduate students at Teachers College, Columbia.

Kenneth E. Gell and Alfred E. Hobbs, "The Trans-Lake Study Groups." Clearing House 23:17-19; September 1948; Education Digest 14:40-41; February 1949.

Describes an annual program whereby Canadian and American high school students study and visit each other.

Paul S. Jacobsen, "Field Work in Politics." Educational Record 28:162-171; April 1948.

Describes Colgate University's Washington Study Project in which ten honor students spend a full semester studying federal government firsthand.

F. C. Thomas and Annette Sheel, "Two-Week Tour: 2400 Miles by Bus." Clearing House 22:554-556; May 1948.

Forty-five high school seniors from Barrington, Illinois, had a 13-day tour to Eastern cities. Preparation for the trip and its educational values are stressed.

Adeline Bullock, "Rosly'n Rough Riders." Recreation 43:233-236; August 1949; Education Digest 15:53-55; November 1949.

Describes the bicycle hostel trips taken by high school students at Roslyn, Long Island, New York.

Elizabeth Wadsworth, "Learning by Hosteling." National Education Association 39:364-365; May 1950.

Describes the bicycle hosteling program of the high school at Roslyn, Long Island.

E. C. Beck and W. C. Smith, "Travel Courses Can Be More Than Sightseeing Trips." Nations Schools 47:44-45; April 1951.

Describes an American Literature travel study course involving two weeks in the field. Students prepare before starting the trip, hear lectures en route and at literary shrines, and take examinations.

- Henry Toy, Jr., "Citizens Committees -- A report to the People from the Director of the NCCPS." School Executive 71:41-43; Jan. 1952.
Summarizes the achievement of the more than 1500 local groups now organized. Analyzes the Pasadena and Denver situations.
- Edward J. Russell, "When Recommendations Gather Dust, It's Time for Lay Participation." Nation's Schools 50:35-37; July 1952.
The story of how a community developed an effective program for making practical use of a professional school survey.
- Ernest O. Melby, "Community Participation in Building Educational Programs." North Central Association Quarterly 27:267-72; Jan. 1953.
Dynamic analysis of the problem of freedom in our time, with a strong democratic faith being both cause and effect of effective lay participation in policy planning.
- Roland S. Strolle, "Michigan Area Study Act Helps Local Groups Evaluate Local Programs." School Executive 72:64-66; April 1953.
How a state legislature provided machinery for lay and professional groups with which to analyze and evaluate their total educational programs.
- Henry Toy, Jr., "Citizens Committees and Boards of Education." School Executive 72:19-21; May 1953.
Clarifies the question of what should be the proper relationship between committees and boards.
- Paul E. Johnson, "A Community Plans for Better Schools." Ed. Leadership 9:501-07; May 1952.
Reports operating principles, basic beliefs, fundamental conditions, leadership responsibilities and action projects in a community where citizens generally help to plan school programs.
- Mary Norris Lloyd, "Parents Are a Valuable Resource." Ed. Lead. 11:354-58; March 1954
If curriculum is conceived to be what is done for children under the influence of the school, parents can and should take an important role in developing it.
- J. Wilmer Menge and Roland C. Faunce, Working Together for Better Schools. American Book, 1953.
A handbook for lay participation, stressing valid purposes and techniques.
- John W. Polley, Joseph O. Loretan and Clara F. Blitzer, Community Action for Education. Bureau of Publication, Teachers College, Columbia U, 1953.
The story of a 3-year experiment in lay participation in the Bronx, N.Y.
- S. P. Marland, Jr., "Local Citizens Solve an Acute School Shortage Problem." School Executive 70:54-56; August 1951; Education Digest 17:22-24; Nov. 1951.
Illustrates and defines basic principles in using lay leaders.
- M. R. Sumption, "Technics of Setting Up a Citizens' Advisory Group." Nation's Schools 48:71-72; Oct. 1951.
Concise account of basic steps and procedures.
- Grant Venn and Zeno B. Katterle, "Let's Clarify the Relationship of Administrator and Citizens' Committee." Nation's Schools 49:51-54; June 1952.
Discusses common misunderstandings of proper functions, and suggests the specific role as that of permanent coordinator.

COMMUNITY RESOURCES--SCHOOL CAMPING

Dorothy G. Howard, "Kite with Rainbow Tail; Camping Procedures Useful in Public Education." Clearing House 10:451-455; April 1936.

Stirring challenge to developing outdoor living as a regular part of school life. Examples of camp benefits are given.

Lawrence E. Vredgvoogd, "Adding a Camp to the Curriculum." Curriculum Journal 8:54-58; February 1937.

How a junior high school in Michigan developed its own camp 180 miles away.

"Camping Education." The Phi Delta Kappan, Vol. 21, No. 4; December 1938.

Entire issue is devoted to the philosophy, problems and procedures of camping education.

Henry J. Otto, "Camp Program for Children." Educational Method 18:287-291; March 1939.

Depicts the organization, program and activities of four coeducational, year-round camps for children of elementary school age near Battle Creek, Michigan.

Lloyd B. Sharp, and Ernest G. Osborne, "School and Camping." Progressive Education 17:236-241; April 1940.

A review of developments in the relationship of schools to camping projects.

Kenneth Holland, "Work Camps for College Students." Washington: American Council on Education, 1941.

Illustrated pamphlet analyzing several operating work camps and reporting upon the values therein which might be translated into the structure of general education.

Kenneth Holland and George L. Bickel, "Work Camps for High School Youth." Washington: American Council on Education, 1941.

An illustrated pamphlet describing several junior work camps and suggesting how similar camps might be made a valuable aspect of many community programs.

Kenneth Holland, "Work Camps and Education." Educational Record 22:23-35; January 1941.

Factual analysis of the work camp movement, stressing origin and development, basic program elements, relationships to established institutions and the N. Y. A. resident centers.

William H. Kilpatrick, "Role of Camping in Education." Educational Digest 7:46-48; March 1942.

The nature and psychology of effective learning as it develops in group camp living.

Lloyd B. Sharp, "Outside the Classroom." Educational Forum 7:361-368; May 1943.

The case for outdoor education through camping, with brief description of Life Camps, National Camp and other developments.

William A. Van Til, "Schools and Camping." In National Education Association, Department of Supervision and Curriculum Development Yearbook, Toward a New Curriculum, pp. 92-104. Washington: the Association, 1944.

Stresses importance of camping for all young people, describes several school camps and their basic values for education, indicates the developmental status of camping and outlines some criteria for the establishment of school camps generally.

Emma N. Plank, "School Camp--An Experience in Good Living." Childhood Education 20:267-270; February 1944.

General values of school camps for children three to seven years of age, written in a personal vein by one who directs such a camp.

"The Out-of-Doors Program." School Executive 64:55-66; February 1945.
Five related articles on camping education.

Helen K. Mackintosh, "Camping and Outdoor Experiences in the School Program." U. S. Office of Education, Bulletin 1947. No. 4. Superintendent of Documents 1947.

Illustrates all types of school camps and shows how beginnings can be made without much money. Examples are given in some detail.

"Camping and Outdoor Education." School Executive 66:11-14; January 1947.
Outline summary of values, place in school program, objectives, techniques, teacher education and public relations.

"Camping and Outdoor Education." Bulletin of the National Association of Secondary-School Principals 31: No. 147; May 1947.
Entire issue devoted to 23 articles, including an annotated bibliography.

U. S. Office of Education, Camping and Outdoor Experiences in the School Program. Washington: U. S. Government Printing Office, 1947.
Describes various types of school camps around the nation, suggests ways of starting a program, and looks ahead.

New York City Board of Education, "Extending Education Through Camping." Life Camps, Incorporated, (369 Lexington Avenue, New York 17), 1948.
Research study on learning results of a 3-weeks camping experienced by two classes of children from New York City schools. In comparison with a matched control group this experimental group showed more gain in selected academic subjects (nature study, science and health education, vocabulary, arithmetic, interest inventory, language arts, artistic representation) and in interpersonal and inter-cultural understandings.

Harry B. Gilbert, and J. Wayne Wright Stone, "Education's New Look: Camping." School Executive 67:31-34; June 1948.
Reports research findings on a fifth and a seventh grade school camping experience. The evaluation proceedings, results and interpretations of results are indicated.

Julian W. Smith, "Education Goes Camping." School Executive, 68:45-46; September 1948.

Michigan uses the outdoors in the school curriculum. Starting with field trips, the program extends into day camping, summer camps and year-round use of camps.

Elizabeth Hosking, "Children's work and Play Experiences in a School Camp." Childhood Education, 25:166-69; December 1948.

Describes the what, where, who, and why of the Battle Creek, Michigan school camp.

George W. Donaldson, and Lealie S. Clark, "Two Weeks of School in the Woods." National Elementary Principal, 28:11-15; February 1949.

A day-by-day diary account of school camp activities at Clear Lake Camp of Battle Creek Public Schools, Dowling, Michigan.

Julian W. Smith, "Overview of School Camping in Michigan." National Elementary Principal, 28:6-10; February 1949.

Summarizes history, patterns, administration and organization, facilities, programs, teacher education, use of resources and future prospects.

Julian W. Smith, "School in the Woods." Michigan Education Journal, February 1949.

Describes the Older Youth Camping Program of the Michigan Department of public Instruction. For a full week 64 students from 9 schools worked, studied and played together in Chief Noonday Camp. Their activities and evaluations are cited.

Julian W. Smith, "Camping and Outdoor Education." School Executive, 68:60-61; April 1949.

Through camping schools can restore to childhood the wonderment that comes only thru contact with nature.

Betty Hoffman, "School Camping Means Real-Life Learning." National Education Association Journal 38:360-61; May 1949.

Describes a projected sixth-grade camping experience in terms of purposes, organization, pre-camp curriculum planning and classroom activities.

"Camping Education for the Elementary School Child." National Elementary Principal 28: No. 4; February 1949.

Entire issue devoted to reports of school camps in several states.

Lotene Willare, "Year-'Round Public-School Camping". National Education Journal 38:576-77; November 1949.

Describes the Long Beach, California school camp as used a week at a time by successive sixth-grade classes with their teachers. Permanent camp staff and cabins are provided.

Esther Bristol, "Classes That Camp Out." National Parent-Teacher 44:9: 22-24; May 1950.

Outlines the philosophy and implications of school camps.

Milton J. Gold and Harley L. Robertson, "Classroom in the Cascades." Clearing House 25:80-84; October 1950.

Describes a work study camp experiment in which 63 high-school boys and girls spent a week on conservation activities.

Elena Harap, "My Two Weeks At School Camp." Educational Leadership 8:276
82; February 1951.

This is a day-by-day diary of a seventh-grade girl who with her classmates spent a fortnight in camp in April as an integral part of their school work.

Julian W. Smith, "Outdoor Learning." National Education Association Journal
40:262-63; April 1951.

Sketches school camp developments in Michigan and lists steps to take in initiating a camp program.

John W. Gilliland, Teachers Go Camping, University of Tennessee College of Education and Department of Conservation, 1950.

Report on a project in which state park camping facilities were used for providing out-of-doors experiences for teachers of Bledsoe County. Their report should be valuable to supervisors and others planning conferences and workshops whose purpose is curriculum improvement through teacher growth in the understanding and use of natural resources.

George W. Donaldson, "Educational Leadership in School Camping" Camping Magazine 23:20-21; May 1951

Lists and explains how different kinds of leadership responsibility of school camp directors.

Julian Smith, "By 1960 Every Boy and Girl a Camper." Camping Magazine, 23:
13-14, 19-20; November, December, 1951.

Discussion of the place of camping in education, present trends in organization of school camps, the emerging program, leadership training, and camping for older youth.

Helen Manley and M. F. Drury, Education Through School Camping. C. V. Mosby
St. Louis, 1952.

Procedures in planning, organization and initiation of school camping.

George W. Donaldson, School Camping. Association Press, 1952.

The Philosophy of School camping as operating in Tyler, Texas.

L. B. Sharp, "What Is Outdoor Education?" School Executive 71: 19-22; August
1952.

A summarizing statement which includes field trips in its concept, but stresses the superior values of learning in school camp.

Leslie Clark, "The School Camp In Winter." Journal of the American Association
Of Health, Physical Education, and Recreation 23: 10-11; Jan. 1952.

Describes the winter phase of year-round school camping.

Madaline K. Remmlin, "Legal Authority, Restraints, and Liabilities." Education
73: 44ff.; Sept. 1952.

Reports the general legal situation with respect to school camping.

Marion J. Sack, "School Camping -- A Potent Factor in Guidance." Education
73: 501-03; April 1953.

How an elementary school uses its school camping experiences to help children understand themselves and others.

Sarah E. Goodhue, "Camping -- Introduction to School." Journal of the American

Association for Health, Physical Education, and Recreation 25: 37-38, 1954.

A camping program for sixth graders in cooperatively planned.

COMMUNITY RESOURCES--WORK EXPERIENCES

Horace B. English, "Education Through Work in a Time of Social Change." Educational Method 15:67-71; November 1935.

Analyzes the growing need for constructive work experience as part of the educational heritage of American youth.

Harl R. Douglass, "Youth, School, Work and Community." School and Society 50:65-71; July 15, 1939.

A large proportion of American youth are barred from satisfactory work experience. Various causes interrelate and two lines of solution are suggested: make the school more lifelike by centering it in the community, and provide extensive work experience for youth through half-time participation in school and in work.

C. P. Young, "As off to Work They Go." School Executive 59:11-14; October 1939. A program in which boys and girls over sixteen spend one half their time in school and the rest as apprentices in stores, offices, shops, and factories. The account is illustrated with numerous pictures.

Wilbur C. Hallenbeck and William J. Pitt, "Responsibility of the Community." Teachers College Record 42:56-64; October 1940.

The Community approach to education for work is sound practically as well as theoretically. Any such program must answer seven basic questions and must be organized around these elements: local data, the graduate viewpoint, analysis of the school program and development of more effective education for work.

Kenneth Holland and George L. Bickel, Work Camps for High School Youth. Washington: American Council on Education, 1941.

Illustrated pamphlet describing several junior work camps and suggesting how similar camps might be made a valuable aspect of many community programs.

Kenneth Holland, Work Camps for College Students. Washington: American Council on Education, 1941.

Illustrated pamphlet analyzing several operating work camps and reporting upon the values therein which might be translated into the structure of general education.

Warren C. Seyfert and Paul A. Rehmus (eds.), Work Experience in Education. Harvard Workshop Series No. 2. Cambridge: Harvard University, 1941.

A workshop report upon work experiences, stressing the administration, supervision, evaluation and coordination of such experiences.

Sidney V. Rowland, "Community: Not With the School Alone." Progressive Education 18:200-201; April 1941.

Describes a cooperative work experience plan in one high school. Students in their senior year are paired so as to spend alternate fortnights in school and on a full-time job in the community. Employer cooperation and attitude is excellent, but the school raises some questions after three years' experiences with the program.

American Youth Commission, American Council on Education, Youth and the Future, Chapter IV. Washington: The Council, 1942.

The Commission's statement of principles that should govern relations between youth work programs and the schools.

Leo F. Smith, "Implications of Co-operative Work for Secondary Education." School Review 50:17-23; January 1942.

Emphasizes several ways in which work experience for high school youth is now provided, discusses some of the difficulties connected with these approaches, and describes the program at the Rochester Athanaeum and Mechanics Institute wherein general education and work experience are alternated in four-week intervals.

Howard Y. McClusky, "Philosophy of Work Experience." Progressive Education 19:72-75; February 1942.

Psychological analysis of man's biological capacity and need for work.

Henry A. Cross, "Work Experience in Secondary Schools." National Association of Secondary School Principals' Bulletin 26:36-43; March 1942.

General principles to follow in developing work experience programs.

Robert G. Andree, "Six Errors About Work Experience." Clearing House 16: 518-520; May 1942.

Errors cited are too much red tape, failure to work with unions, preoccupation with work for pay, failure to recognize that many youth already work, failure to see that neither problem nor solution is new, and the school's presumption in trying to do the job alone.

G. D. Rumphrey, "What the Schools can Do to Provide Work Experience." Southern Association Quarterly 6:274-281; May 1942.

Schools must develop an adequate philosophy of education through experience and then proceed to make work experience a part of the general curriculum for all American Youth.

H. R. Stolz, "Educational Implications of Work-Experience." California Journal of Secondary Education 17:331-333; October 1942.

Work experience is not a stop gap program to be used only in depression or in wartime; it is becoming an integral part of the curriculum with significant implications for the entire education process.

W. R. Odell, "Administering the Work-Experience Program." California Journal of Secondary Education 17:340-343; October 1942.

Analyzes the practices of schools in regard to the amount and type of administration directive they give to programs of work experience.

Dwayne Orton, "Developing a Philosophy of Work-Experience." California Journal of Secondary Education 17:344-345; October 1942.

States the issues to be faced when considering a program of work experience, and lists the principles of work experience evaluated from a discussion of these issued by the California Joint Committee on Work Experience.

Stanford University, 1942 Summer School Workshop, Vocational Adjustment Committee, "Work Experience in the Education of Youth," California Journal of Secondary Education 17:454-456; December 1942.

Defines vocational education, vocational training, vocational guidance and work experience.

- F. P. Haskyn, "Work Experiences: Basic Issues." Curriculum Journal 14:22-25; January 1943.

A semantic analysis of the values commonly claimed for work experience, with relevant suggestions for making "work" a real "experience."

- National Education Association, Department of Secondary School Principals, "Work Experience in the Secondary School." National Association of Secondary School Principals' Bulletin 27:11:3-107; January 1943.

Major part of issue devoted to principles, programs and problems involved.

- C. A. Weber, "Rotary Gives Youth Vocational Experience." Occupations 21:464-468; February 1943.

Describes a Chicago Rotary Club project through which youth receive practical vocational guidance and well-organized work experience. Reports from students, employers, teachers and parents are reproduced.

- Connecticut Department of Education, Work Education Programs, Bulletin No. 36. Hartford: The Department, 1944.

A review of the place of the work education program in the total school organization, methods of implementing and organizing this program, typical programs in operation, selected bibliography of articles on this subject and suggested survey and progress forms.

- Paul B. Jacobson, "Educating Through Work," In National Education Association Department of Supervision and Curriculum Development Yearbook, Toward a New Curriculum. Washington: The Association, 1944.

Broad analysis of work experience in education. Philosophy, types, values, elementary and secondary school programs, criteria and problems are discussed.

- Paul B. Jacobson and E. L. Dodds (eds.), "Work Experience and Secondary Education; a Report of a Conference." National Association of Secondary School Principals' Bulletin 28:75-81; February 1944.

Close analysis of the desirable role and practical possibilities of work experience in secondary education. Assumptions, objectives, school activities, administrative techniques and standards are examined carefully.

- Leo F. Smith, "Cooperative Work Programs." Journal of Higher Education 15:207-212; April 1944.

Reports a descriptive study of the school-community work programs in colleges and universities. Present status, trends and implications are stressed.

- Paul J. Leonard, "Work Experience in Secondary Education." National Association of Secondary School Principals' Bulletin 28:29-35; May 1944.

Urges the importance of work experience for "understanding and experience in democratic living; development of competence to do productive work; development of individual interests." Analyzes each in turn.

Donald K. Beckley, "Providing Work Incentive for Co-operative Students." School Review 52:346-349; June 1944.

Suggested incentives for improving course work of part-time working students are: send marks to employers; refuse to allow deficient students to continue cooperative work; give school credit for job performance. Values and limitations of each device are analyzed.

Howard Y. McClusky, "General Education and Work Experience." Review of Educational Research 14:289-300; October 1944.

Summarizes this field in terms of definitions and studies of general education and of public youth work programs, private programs, studies of deliberative commissions and needed research in both work experience and general education.

Marion A. Brown, "Oakland's Work-Study Plan." School Executive 64:49-51; October 1944.

The Oakland 4-4 plan is outlined, including six basic principles under which it is operated.

Arnold E. Joyal and William G. Carr, "Work Experience Programs in American High Schools." Annals of the American Academy of Political and Social Science 236:110-116; November 1944.

Concise statement of the work experience movement, stressing basic philosophy, development, role of the N. Y. A., impact of the war, examples of part-time school work programs, other wartime adjustments and prospects after the war.

John E. Mason and Bruce L. Le Suer, "Work Experience Program." National Association of Secondary School Principals' Bulletin 28:51-55; November 1944.

Philadelphia's experience is described. Procedures, restrictions, types of work experience and extent of the program are outlined.

Walter D. Cocking, and others, "Work Experience." New York: Hinds, Hayden and Eldredge, Inc. (105 5th Avenue), 1945.

Definition, characteristics of a program, planning, values and recent history of work experience, with bibliography.

"Should Work Experience Be a Part of Education?" Radio Script. Education for Victory 3:15-19; February 3, 1945.

A radio script discussion presented on the NBC "University of the Air" program.

M. Osenbaugh, "Sacramento's 4-4 Plan is Different." California Journal of Secondary Education 20:222-223; April 1945.

Points out how Sacramento's work experience program differs from the typical pattern in that jobs are classified as unskilled, semi-skilled and skilled. Students may take such work for a maximum of 1, 2, or 3 credits respectively.

Ormsbee W. Robinson, "Planning a Work Experience Program." School Executive 64:52-54; August 1945.

School and community together must plan the work experience program if it is to be truly successful. Pertinent aspects of such planning are analyzed, especially those of the representative advisory council, project and student work activity indexes, program director and his functions, and of various work camp problems.

Harry L. Stearns, "Responsibility of the Schools for Work Experience." School Executive 64:50-52; August 1945.

Neither household chores or apprentice vocational training can provide work experience needed by America's youth. That need is psychological and social even more than it is vocational. Postwar youth will be in competition with veterans for jobs and will have much idle time. They must have a psychological stake in the U.S.A. if they are to support its institutions. That stake can best be developed through a program of general work experience.

Bertram L. Lutton, "Values of Work Experience." School Executive 64:55-56; August 1945.

Work experience increases the individual's importance and value both to himself and to society. He receives vocational training and guidance, democratic conditioning and can establish broad standards of social value in the area of inter-group relationships.

Joseph Leese, "Guides for a Work Experience Program." Nations Schools 36:43-44; December 1945.

Presents basic principles around which to organize an effective work experience program for youth.

Thomas E. Christensen, "Work Experience in the Post-war School." School and Society 63:51-53; January 19, 1946.

Closely reasoned analysis of the need for work experience as an integral part of the high school curriculum for all American youth.

Paul E. Elicker, "Wartime Work-Experience Programs." National Association of Secondary School Principals' Bulletin 30:15-31; October 1946.

Digests research study report entitled Work Experience in Secondary Education, made during World War II by the National Child Labor Committee. "Four-four" programs in 11 communities were carefully analyzed.

A. O. Michener, "Can Job and School Mix?" Parents' Magazine 21:24-25; November 1946.

Popularly written account of how work experience programs operate in better high schools.

John L. Roberts, "Blueprint from San Francisco." Progressive Education 24:66-67, 75; November 1946.

Results of the San Francisco work experience program were evaluated by a comprehensive survey in 1944. Findings and conclusions are here summarized. The program is being continued as an integral part of the curriculum, with service projects being increased as paid work opportunities diminish.

Harold J. Dillon, Work Experience in Secondary Education. New York: National Child Labor Committee, 419 4th Avenue, 1947.

~~An organized presentation of this entire subject.~~

a composite picture of best practice in many cities across the nation

Coraline E. Legg and Carl A. Jessen and Maris M. Proffitt. School and Work Programs, U. S. Office of Education Bulletin, 1947, No. 9. Washington: Superintendent of Documents, 1947.

Reports a study of experience in 136 school systems. Factors analyzed include purposes, arrangements, popularity, types of work, controls utilized by the school, evaluations, and probable future of such programs.

"Working With Children as Workers." Childhood Education 23:255-275; February 1947.

Entire issue devoted to varied accounts and analyses of work experience for modern children.

Chase Going Woodhouse, "Experiment in Educational Techniques." Annals of the American Academy of Political And Social Science 251:153-156; May 1947.

Connecticut College in cooperation with a large department store gives ten selected students each year extensive experience in all aspects of store management, personnel relations, etc. A total of twelve weeks in two summers are spent full-time at the store and the whole project is based on year-round close cooperation between the store executives and the faculty director.

O. I. Schmaelzle, "How a work-Experience program Operates." California Journal of Secondary Education, 24:168-71; March 1949.

Appraisal of the San Francisco program with analysis of its present status compared with developments of the war years. Vocational-interest guidance is a strong value of the program.

Milton J. Gold, "Working to Learn." Educational Leadership 7:375-79; March 1950.

Outlines a secondary school program which brings work experience into the general education of all school youth.

Wilson H. Ivins and William B. Runge, Work Experience in High School. New York: Ronald Press, 1950.

Defines the nature and objectives of a work experience program, with step by step procedures for putting such a program into operation, and suggestions on how to correlate it with the existing curriculum.

Milton J. Gold, Working to Learn. New York: Bureau of Publications, Teachers College, Columbia University, 1951.

Reports and evaluates many work experience programs both in America and abroad. Proposes a high school curriculum centered about man's occupational activities. Examines work experience in the light of its contribution to general education.

Edward K. Hankin, "Work Experience Within Our Schools." Educational Record 32:217-30; April 1951.

Summarizes current practice and thinking in many areas of the work-experience field: activities, pay, needs of pupils, philosophy and objectives, staff, scheduling, limitations, and unsolved problems.

Wilson H. Ivins, "How Much Work Experience in Our Programs for Youth."
National Association of Secondary School Principals 36: 179-83; March 1952.

Edward G. Olsen, (Editor), School and Community Programs, Chapter 10. Prentice
Hall, 1949
Describes both elementary and secondary school programs of work experience

Stuart Anderson, "High School Work Experience Programs in Action."
The American School Board Journal, August 1951.
Reports factually a study of programs in 38 cities.

COMMUNITY RESOURCES--SERVICE PROJECTS

Paul R. Hanna and research staff, Youth Serves the Community. New York: Appleton-Century, 1936.

Classic description of several hundred varied community service projects in public safety, civic beauty, health, agricultural and industrial improvement, civic arts, local history, surveys and protection of resources.

Stanley R. Gould, "How 50 Lincoln High Pupils Serve the Community." Clearing House 15:391-394; March 1941.

Fifty pupil-members of the Junior Coordinating Council of this school go through the community wherever needed in social service--supervising playgrounds, teaching hobby skills to children, giving programs to shut-in hospital patients, leading clubs, etc. While the community is thus being served, the students develop qualities of good citizenship, leadership and cooperativeness.

United States Office of Education, "Together We Serve." Education and National Defense Series Pamphlet 24. Washington: Government Printing Office, 1942.

Local, state and national agencies offer varied opportunities for service projects with educational implications.

R. J. Brettnall, "Welfare Workers: Millburn High Serves Community as Legal Administrative Unit of Department of Welfare." Clearing House 16: 329-331; February 1942.

These high school students do actual work on specific problems of people in their own community. This is possible because the school is legally an established administrative part of the local Welfare Department and through its students functions accordingly.

Norris R. Mitchell, "Youth Has a Part to Play." Progressive Education 18: 87-109. February 1942.

A hundred and sixty-seven case-study examples of youth service to the community.

Raymond Dennett, "Work Camps and Education." Harvard Education Review 12: 133-142; March 1942.

Types, programs and activities in American work camps for young people, with critical analysis of the divergent philosophies held by the American Friends Service Committee and the Work Camps of America. The Quakers stress educational activities of camping and hence have a twenty-hour work week; the Work Camps emphasize educational activities of community participation and thus held to a forty-hour work week.

W. W. Hill, "Public Schools Promote Better Housing." National Education Association Journal 31:77-78; March 1942.

The story of how a school system came to play the leading role in improving the housing conditions of its community of 5,000 people.

R. E. Tidwell, "Planning Improvement in Rural Living Through the Schools." Studies in Education No. 4, University, Alabama: Bureau of Educational Research, College of Education, University of Alabama, 1943.

Reports on exploratory study of possibilities for improving living among rural people through the agency of the public schools. Detailed descriptions are given of each step taken.

T. Eldon Jackson and Lindley J. Stiles, "Boulder Pupils Work for the Community Chest." Clearing House 17:275-276; January 1943.

Students organized themselves as teams, with captains, and raked leaves, picked apples, etc., to raise money for the local Community Chest. As a result, two pupils from each junior high school were invited to represent their groups on the Chest's board of managers. These pupils attend all meetings, participate and report to their school councils.

Lowry Nelson, "Planning and Organizing Cooperative Community Projects." Social Education 7:68-70; February 1943.

Analyzes various types of community problems which might be attacked by cooperative community projects and suggests step-by-step procedures. Asserts that the development of a community "we" feeling is the most important objective, even though this is realized as a by-product of the attempt to improve community living.

Maurice E. Troyer, "Educating Through Community Service." In National Education Association, Department of Supervision and Curriculum Development Yearbook, Toward a New Curriculum, pp. 41-55. Washington: The Association, 1944.

Several examples of community service projects are described.

National Education Association, Department of Elementary School Principals, Twenty-fourth Yearbook, Community Living and the Elementary School. Washington: The Association, 1945.

Numerous descriptions of actual practice in both rural and urban situations. Tested procedures in meeting community needs are illustrated.

Edward G. Olsen, and others, School and Community. New York: Prentice-Hall, 1945.

Chapter 12 offers detailed directions for planning and executing all types of community service projects.

Georgia Y. Englund and Minnie Fuller, "Service Above Self." School Executive 64:59-60; August 1945.

Seventh- and eighth-graders in one school may elect "work" as a subject. This field includes care of handicapped children, cafeteria, library, office and maintenance activities.

Jean Ogden and Jess Ogden, "Substance of Things Hoped For; How High School Students of Montgomery County, Va., Planned and Built a Community Center." Recreation 39:297-9; September, 1945.

High School students needed a community recreation center, so they planned and built one. They drew plans, figured costs, issued and sold bonds, made speeches, adopted a constitution, and otherwise secured community cooperation and support.

Cecil H. Alford, "Student-Sponsored Community Rink." School Activities 17:60-61, 70; October 1945.

A community ice skating rink was built through a project originating in a community civics class. Problems, discouragements and achievements are described.

Harold R. Bottrell, "Opportunities, Patterns of Organization, Techniques in Community Service and a Socio-Educational Orientation." Junior College Journal 18:12-19, 57-63, 128-134, 231-237; September, October, November 1947, January 1948.

Four articles presenting findings and recommendations of an investigation of community service programs in junior colleges.

Raymond Nelson, "Citizenship Laboratory." School Review in March 1948

Urges that no student be allowed to graduate from high school unless he has first engaged in service project work in his community. Such community service should be an integral part of the regular course of study.

Seth P. Phelps, "Community Looks at a High School Work Camp." School Review. 56:202-09; April 1948.

Analyzes the social benefits brought to an Ozark Mountain region by an American Friends Service Committee work camp. The opinion questionnaire with its answers is included.

Emma L. Bolzau and Emily D. Stevenson, "Volunteer Student Social Service Project." Social Education, 13:237-38; May 1949.

Describes the program started eight years ago in the South Philadelphia High School for Girls.

Arthur Katona, "Undergraduate Social Service and Research in the Community." Social Education, 13:234-36; May 1949.

Outlines four approaches to community study and work for the student: (1) observation visit, (2) social analysis, (3) social research, (4) social services.

Robert C. Taber, and Hettie R. Backman, "Learning and Serving." National Education Association Journal, 38:612; November 1949.

Classes in Philadelphia visit community chest agencies to develop feelings of civic responsibility. Trips are tied in with classroom studies throughout the year. A large number of students served as volunteers in the agencies during summer months and a few throughout the entire school year.

Muriel C. Kovinow, "An Experiment in School Community Cooperation," High Points 32:45-48; Sept. 1950.

Junior girls in a New York City high school have a Community Service Corps through which each member devotes two after-school hours per week to some institution where she can be of help--schools for the blind, social settlements, etc.

H. G. W lters and Rose E. Boggs, "Plea to Voters by Hibberd Students." Clearing House 25:337-40; February 1951.

Explains the plan whereby some 80% of the students in a junior high school set out to call on every home and business office in the school district, to urge the adults to vote the next day.

Marguerite J. Fisher, "The Community as a Laboratory in General Education." School and Society 73:151-53; March 10, 1951.

University students do political-party work before elections, participate in community improvement projects, and work with civic organizations and welfare agencies.

Aline V. Higgins, "We Declared War on Poison Ivy." Childhood Education 27:373-76; April 1951.

Tells how fourth-graders undertook to solve a community problem. They sought solutions thru well-planned cooperative effort, and engineered their attack with enthusiasm and skill.

Edward G. Olsen (editor), School and Community Programs, Chapter Prentice-Hall, 1942.

Presents 14 stories of how children and young people planned and carried through civic service projects as outgrowths of school programs.

Hilda Taba and others, Intergroup Education in Public Schools, Chapter 5. American Council on Education, 1953.

Scores of successful projects for improving intergroup relations are described, and analyzed.

"A Place for Youth on the Community Team." School Executive 72:66-72; Jan. 1953.

Community service provides opportunity for children and youth to gain status and acceptance, and thereby develop ~~act~~ patterns of responsible citizenship.

Margaret Marshall, "Learning to Serve." Childhood Education 28:166-69; Dec. 1951.

Reports interesting volunteer work projects by school children from kindergarten through the sixth grade.

Elizabeth Fagg, "Bold New Program in Our Schools." The Rotarian, August 1953; Reader's Digest, August 1953.

How the Citizenship Education Project initiated at Teachers College, Columbia University, in 1949 is helping young people learn community responsibility through their own civic service projects.

Association for Supervision and Curriculum Development of the NEA, "Community Service of High School Seniors." Chapter 6 in the 1954 Yearbook: Creating a Good Environment for Learning. The Association, 1954.

An account of a group interview with 40 seniors who spent a part of their year's study of American problems actually working in various agencies in the community.

THE COMMUNITY SCHOOL MAKES THE SCHOOL PLANT A COMMUNITY CENTER

John Dewey, "The School As a Social Center." In National Education Association, Journal of Proceedings and Addresses, 1902, pp. 373-383.

Argues that citizenship involves many kinds of community relationships, all of which need improving, and that the school must therefore be a social center where people may learn to adjust to the rapidly-changing environment.

National Society for the Study of Education, Tenth Yearbook, Part I: The City School As a Community Center; Part II: The Rural School As a Community Center. Bloomington, Illinois: the Society, 1911.

Reports programs including adult lectures, vacation playgrounds, organized athletics, evening recreation centers, home and school associations, extension courses and the school library.

Arthur B. Moehlman, "Developing the Educational Program to Meet Community Need." Nation's Schools 6:75-78; November 1930.

Discusses legal requirements, tradition and custom, community needs, social progressiveness and finance as five factors to be considered in planning a schoolhouse.

N. L. Engelhardt, "School Buildings as Efficient Laboratories for Coordinating Community Activities." Clearing House 9:261-266; January 1935.

The need for schoolhouses suitable as centers of adult activities.

Eugene T. Lies, "School as a Community Center." Educational Method 14:426-430; May 1935.

Describes adult activities carried on in a good community center which is "a people's clubhouse--a place of recreation and informal education."

W. L. Moore, "Community Takes the Good of This School." Nation's Schools 17:16-19; June 1936.

Describes the many ways in which the local residents utilize this building to meet their own needs and interests.

N. L. Engelhardt, "School Buildings for Community Use." Journal of Adult Education 10:154-157; April 1938.

Describes the type of school plant which is necessary if the school in question is to function as a community school--in the sense that adults may use its facilities freely for their own educational purposes.

Agnes E. Benedict, "Schools Should be Community Centers." Parents' Magazine 14:24-25; 80-82; October 1939.

In many communities adults use school shops, laboratories and other facilities freely during the evening. Some typical programs are described.

N. L. Engelhardt, and N. L. Engelhardt, Jr., Planning the Community School. New York: American Book Company, 1940.

Architectural planning for the building which is designed to operate as a community center for adults as well as a community school for children.

W. M. Chambers, "Schools Suitable for Non-School Use." School Executive 59:30-31; February 1940.

Schoolhouses must be specifically designed for community use if full cooperation between school and community is to be possible. Recreational, health, museum, library and other needed facilities are stressed.

Harley D. Fite, "Making the School a Community Center." Education 60:362-372; February 1940.

Comprehensive description of many activities which a school-centered community would desire in its school. Asserts that the school should be the center of everything in the community except the religious activities. Detailed program suggestions are made.

Maurice J. O'Leary, "A New School and Community Center." Recreation 34:350-351; September 1940.

Physical characteristics of a new high school which was designed for adult recreation as well as youth education. The gymnasium, auditorium, music room and other school facilities are described in terms of this dual purpose.

Clifton H. Hutchins, "School Facilities for Recreation." Recreation 34:705-798; March 1941.

Yes, says the author to the question of opening school facilities for adult and youth recreational purposes. Properly-conceived education requires it for recreation is educational. The whole population is served and schools already stress recreation.

Charles E. Forsythe, "Gymnasiums and Play Areas for Community High Schools." Recreation 35:547-549; December 1941.

Stresses the details to be considered in planning or maintaining the gymnasium and play areas as parts of the community high school. Reproduced from United States Office of Education Circular No. 197, "Planning Rooms for Some Activities of the Community High School."

Arthur Moehlman, "Community-Centered Secondary Schools." Nation's Schools 29:18-19; January 1942.

Youth and adult education activities are essentially the same, differing largely in purpose, methods and organization. Physical facilities for both are nearly identical and future secondary schools should be constructed to allow effective dual use.

J. Roy Leavy, "Make Wider Use of Your Building." Nation's Schools 29:17; April 1942. Suggestions for converting the school study hall into a library reading room. Cooperating with community groups in scheduling school events, encouraging adult educational meetings and making the library semi-public.

C. A. Sauer, "Planning Rural High Schools for Community Use." School Executive 62:34-35; October 1942.

General plan for auditorium and gymnasium designed for community use.

N. L. Engelhardt, "Community Schools for Democracy." Teachers College Record 44:181-186; December 1942.

General account of the community-centered school buildings which are essential now.

Herbert J. Powell, "Community Will Use Tomorrow's Schools." In American School and University, 1943. pp. 22-25. New York: American School Publishing Co., 1943.

Communities of 10,000 population can make most efficient use of the school as a center of community activity. The model Henry E. Huntington School at San Marion, California, is described as an example and a useful checklist for developing a community school plant is included. Illustrated with floor plans and photographs.

"Summertime in the All-day School Program; Keeping School Facilities at Work." Education for Victory 1:3-6; May 15, 1943.

Offers a specific plan for utilizing school facilities for summer education and recreation. Discusses such factors as Community Cooperation, finance, facilities, leadership, scheduling, arts and crafts, dramatic play, rhythmic activities, language experiences, music, science and nature experiences, trips, water activities and service projects.

Etta Rose Bailey, "The Benjamin Franklin Childhood Center." Teachers College Record 45:109-120; November 1943. Developmental account of how a summer childhood center was planned and administered in a public school. Many incidents illustrate the story. Staff recommendations are included. Purpose was to mobilize resources of neighborhood for desirable extended school activities for children of elementary school age during six weeks of summer period.

"Fun in the School Center." Recreation 37:625-626, 640; February 1944.

Contrasts the old isolated school and the new-community-center-school for evening adult activities.

Howard G. Danford, "They Go to School on Saturday." Journal of Health and Physical Education 195:198-200; April 1944.

Describes the Saturday recreational program carried on by 2,300 children in the schools of one city. Purposes, program, administration and personnel situations are analyzed.

Albert R. Renwick, "Extending the School As a Community Center." Education 65:113-123; October 1944.

Various examples illustrating the view that the school plant and program should be community need-centered. Emphasis is placed upon adult use of school for recreation and health and upon the thesis that teachers should be community leaders.

Thomas Creighton, "Use Your Building Program to Build Friends." Nation's Schools 34:37-39; November 1944; Recreation 39:313-14; September 1945.

Urges community planning of new school buildings as a basis for developing public understanding and support of newer school facilities.

John J. Halverson, "School Plant Planning as Part of Over-all Community Planning in Small Cities." In American School and University, 1945, pp. 31-34 New York: American School Publishing Company, 1945.

Site selection, provisions for adult use and joint fiscal planning.

Don L. Essex, Problems in design and operation caused by multiple use of the school plant. In American School and University, 1945, pp. 68-71. New York: American School Publishing Company 1945. Location of facilities and custodial service problems are discussed as desirable features of the modern school plant.

Robert L. Horney, "When Fun's a Family Affair at School." Recreation 38: 507-508; January 1945. The Davenport, Iowa, McKinley School "family night" program is described.

Every Friday the P.T.A. recreation committee and the city Recreation Department cooperate to present a diversified fun program for everyone from five to seventy-five.

Clara O. Wilson, "County School Becomes a Rural Cooperating Center." Education for Victory 3:7-8; March 20, 1945.

Case study showing how a university department of education cooperated in transforming a typical country school into a vital community center which inspired the community adults and pupils as well as the educational program in other localities.

Don L. Essex, "Planning the Central Rural School as a Community Center." American School Board Journal 110:47-49; May 1945.

Discusses five factors to be considered; location in the building of facilities, used by the community, distribution of heat, provision for adequate storage space for equipment, toilet facilities and custodial service.

Ernest O. Melby, "Neighborhood Schools: Home Base for Teaching Children; Headquarters for Adult Education." Nations Schools 36:34; July 1945.

Concise statement of the community education philosophy and program, with emphasis upon the major characteristics of a suitable school plant.

C. B. Wivel, "Growing Need for Recreation Centers Calls for Wider Use of Schools." Nation's Schools 36:41-42; October 1945.

Communities should expand use of school plants into a properly managed, year-round recreational program, rather than building duplicating recreational centers. Eight major points are offered to substantiate this thesis.

E. C. Wittick, "Shop Nights." Childhood Education 22:86-87; October 1945.

Parents, children and school staff work and play together as they utilize the facilities of a high school industrial arts shop during the evenings. Furniture-making, bookbinding, modeling, mineral-polishing, appliance-repairing are among the projects. Good companionship follows naturally.

Donald A. Lee, "Game Is Still in Our Hands." National Elementary Principal 25:35-38, December 1945.

A year-round community recreation program centers in the local elementary school. The program is organized to correspond with the fall, winter, spring, and summer seasons. Instructors are largely the teachers and most supplies and activities are without cost to child, youth, and adult participants.

N. L. Engelhardt, "Planning the Community School for Practical Service." In American School and University, 1946, p. 28-31. New York: American School Publishing Company, 1946.

New educational needs of adults and children alike require school buildings that will serve such needs in practical fashion. Every new building should be consciously designed as a community center; if it is not, it will soon be obsolete.

Wilfred F. Clapp and Lawrence B. Perkins, "Designing the School Plant for Multiple Use." In American School and University, 1946, p. 69-74. New York: American School Publishing Company, 1946.

Lists and analyzes basic principles of design and construction which must be followed if the school is to serve outside groups and also be adaptable to different student activities.

Virginia F. Matson and E. J. Matson, "Designing and Creating Tomorrow's Schools." American School Board Journal 112:27-28; January 1946.

Vivid argument for community-wide planning of new buildings to meet modern conceptions of good educational programs.

New York City Conference on School Building, "Plant Facilities for the Community School." School Executive 65:7-72; January 1946.

Reports group discussions on three basic questions: what makes a community school, community services which a school should consider and building modifications for a community school.

T. C. Holy, and J. H. Herrick, "School and Community Join Forces in School Plant Planning." Nation's Schools 37:28-30; March 1946.

Step-by-step description of a successful program which produced favorable public relations.

"Community School Facilities." School Executive 66:41-58; December 1946.

Series of articles on kinds and character of building facilities needed to serve all the people of the community. Topics treated include community survey and land needed, rooms for community meetings, for working and repairing things, for reading and research, food service and preservation, and all-year recreation.

Don L. Essex, "Planning the School Building for Community Use." Review of Educational Research, 28:28-31; February 1948. Reviews research literature in the field for the years 1945 to 1947.

Lois Clark, "Central School Serves Its Community." National Education Association Journal, 37:276-277; May 1948.

Relates numerous ways in which a rural school is used by community adult groups and explains the simple administrative arrangements in force.

O C. Aderhold and Joe A. Williams, "Use of School Plant by Adults of the Community." School Executive, 67:49-50 June 1948. Specific suggestions for adult use of cafeteria, auditorium, gymnasium, library, home-making department, industrial arts shop, agricultural shop, commercial department, science department, athletic field, etc.

Zeno B. Katterle, "How Schools Can Function in Summer Months." School Executive, 67:40-42; June 1948.

Suggests a community recreation program using school buildings, school farms, schools as employment headquarters for youth work experience, will-baby clinics, social dances, arts and crafts activities, pre-school play programs, dramatics, pet parades, hiking, concerts and athletic programs.

Joseph F. Bradley, "Children's Work and Play Experiences in a Recreation Program." Childhood Education, 25:175-176 December 1948.

Describes the cooperative summer recreation program in Glencoe, Illinois, naming its many facets, opportunities and values.

N. L. Engelhardt, Jr. and S. F. Leggett, Planning Secondary School Buildings. New York: Reinhold Publishing Company, 1949. 252 pp. \$10.00.

Comprehensive manual for architects, schoolmen and the lay public.

Stanton Leggett, "The Community School." School Executive, 68:44-45 January 1949.

The community school building includes many important features, all of which are diagrammed from designs for the new high school at Lynchburg, Virginia.

Vivienne Anderson, "Lights on Nightly in Wilmington Schools." Clearing House, 24:331-334; February 1950.

Describes many activities carried on every night of the week by educational, recreational, civic, business, labor, cultural and athletic groups in the community. Leadership administrative policies are outlined.

Clara Evans and Hazel Davis, "Rural School: A Face-Lifting for Community Service." Clearing House 24:495-96; April 1950.

Explains how a rural school was dressed up and given more adequate equipment as first step in making it a community center. Planning and work were cooperatively done by school and community, and a group of students and teachers from a neighboring teachers college.

W. S. Barnhart, "Summertime was a Busy Time in Indianapolis' Schools." American School Board Journal, 121:33-34; September 1950.

In 1950 summer school activities were carried as in 28 of the 82 elementary school buildings and in six of the seven high school buildings. The total program touched the lives of 16,000 pupils and required the services of 342 classroom teachers. Interest-activities such as music, food preparation, shop and gardening were featured in part-time sessions. High school pupils earned academic credits.

Hazel Moss Duncan, "Community Headquarters." National Education Association Journal 40:12-14; January 1951.

Tells how a country school teacher helps parents and children plan the school program to meet the everyday needs of children at school and families at home.

Charles Renfro, "Albuquerque's Summer Recreation Program." Educational Leadership 8:289-93; February 1951.

The schools are centers for organized recreation, in summer, adult-student planning for which begins February.

H. M. Lafferty, "Let's Keep Schools Open in Summer." Nation's Schools 48:41-42; July 1951.

Pleads for year-round use of plant and personnel, discusses historic reasons for non-use, cites reasons for full utilization, and offers three plans.

Raymond H. Ostrander, "Community Recreation Programs and Their Relation to Schools." School Executive 71:19-22; July 1952.

Urges cooperative efforts, outlines the needed role of the school, and stresses the part played by the teacher.

Robert E. Alexander, "The School as a Community Center." School Executive 72:62-63; Nov. 1952.

The strength of our country may ~~depend~~ depend in the future on the design and use of the school as its community's center.

Edward G. Olsen (editor), The Modern Community School, Chapter 4. Appleton-Century-Crofts, 1953.

The story of how a metropolis went about the business of developing two "pilot" schools as community centers.

Edward G. Olsen (editor), School and Community Programs, Chapter Prentice-Hall, 1949.

Reproduces four vital accounts of community center operations in rural, town, and city schools.

C. O. Fitzwater, "When Schools Reach Out." Educational Leadership 8:262-66; Feb. 1951; Education Digest 26:37-39; May 1951.

The story of a small, village-centered community where school and community affairs have come to be considered inseparable parts of a total enterprise in good living for all.

N. L. Engelhardt and N. L. Engelhardt, Jr., Planning Elementary School Buildings. Dodge, 1953.

A comprehensive manual for architects, schoolmen, and the lay public.

Lawrence B. Perkins, "Planning the High School for Tomorrow's Curriculum." Educational Leadership 9:409-12; April 1952.

An outstanding school architect asserts that his profession's main function is that of relating future buildings to educational needs.

G. Robert Koopman, "A New Theoretical Approach to Secondary School Planning." Nation's Schools 52:50-57; Dec. 1953.

Outlines and diagrams essential purposes and designs for the community-planned school. See also Nation's Schools, January 1954, for some reactions to Koopman's article.

H. D. Crall, "Built for Community Use and Lifelong Economy." Nation's Schools 53:60-65; Jan. 1954.

Detailed plans and diagrams, explained in dialog narrative.

THE COMMUNITY SCHOOL ORGANIZES ITS CURRICULUM

AROUND THE BASIC SOCIAL PROCESSES AND PROBLEMS OF LIVING

Joseph K. Hart, "Unprintable Textbook." Survey Graphic 49:33-35; October 1922.

As education became institutionalized in the school, it became ever-farther removed from the important realities of life and placed ever-greater emphasis upon manipulating the symbols of knowledge. As a result, the academic school is socially sterile. The only solution is to make human living the positive center of the curriculum.

Ellsworth Collings, An Experiment with a Project Curriculum. New York: The Macmillan Co., 1923.

Describes a pioneer rural school program organized around school use of community resources for vitalized education.

National Society for the Study of Education, The Foundations of Curriculum-Making. Twentieth-Sixth Yearbook, Part II. Bloomington, Illinois: Public School Publishing Co., 1936.

Analyzes the need for a new type of school curriculum, "redirected" in terms of individual abilities and interests of the learners and of the experiences possible for them in the environment.

Green, Roberta LaBrant, "Developing a Modern Curriculum in a Small Town." Progressive Education 13:189-197; March 1936.

How an ordinary school in a small community, without much equipment or special teachers, transformed itself from a conventional into a modern school, in which process the English department pioneered with a study of local housing.

Henry Harap (ed.), The Changing Curriculum. New York: D. Appleton-Century Co., 1937.

Discusses core curriculums organized around various social processes or categories of human activity.

Gordon H. Hullfish, "Secondary School and the Great Barriers." Progressive Education 14:235-242; April 1937.

A closely reasoned analysis of the imperative need to reorganize secondary education around integrating experiences in the environment rather than around integrated curricula in the traditional approach.

Harold Benjamin, The Saber-Tooth Curriculum. New York: McGraw-Hill Book Co., 1939.

Delightful satire on the relation between cultural change and curriculum theory and practice.

Elsie R. Clapp, Community Schools in Action. New York: The Viking Press, 1939.

Detailed description of two experiments in developing a public school program, from kindergarten through adult education, adjusted to the needs and based upon the resources of the community. Includes a complete record of the curriculum for every grade.

Samuel R. Powers and others, "Choice of Materials for Advancing the Aims and Functions of General Education." In National Society for the Study of Education, General Education in the American College, Thirty-eighth Yearbook, Part 2, pp. 325-348. Chicago: University of Chicago Press, 1939.

Analyzes the major situations and problems with which the individual must deal in the course of his living in a democratic society.

Hugh B. Wood, The School Curriculum and Community Life. Eugene: University of Oregon, undated.

Philosophy of learning, principles of curriculum development proposed educational program.

Alamance County Public Schools, Study of Schools and Communities in Alamance County. Graham, North Carolina: Office of County Superintendent of Public Instruction, 1940-41.

Reports county-wide study of community resources through the schools, and examines the work of each school in its own community. This study of local resources and problems underlies curriculum building in the schools of the county.

Santa Barbara County, California, Santa Barbara County Curriculum Guide for Teachers in Secondary Schools. Santa Barbara, California: Schaurer Printing Company, 1941.

Volume IV outlines a core curriculum organized around social processes.

Santa Barbara County Teacher's Guide for Use of Community Resources. Santa Barbara, California: The Schaurer Printing Studies, Inc., 1941.

A guide in building units of study centering around local community processes and resources. Excellent correlation of problems and pupils activities.

Julian L. Woodward, "Is the Community Emphasis Overdone in School Programs?" Harvard Educational Review 11:473-480; October 1941.

Warns against the dangers of localism in community study, pointing out that world problems are more important than national problems, national problems more important than local problems and that schools must retain perspective in their teaching.

Paul V. Beck, "Science Serving Community Needs." School Science and Mathematics 41:730-739; November 1941.

Emphasizes the importance of making scientific knowledge generally available so that people may live more happily and efficiently. Describes a course in geography which is organized around a community study of man's major physical needs: for food, clothing, housing, transportation and communication. Each "need" is studied as a "problem," and the various factors underlying each are studied in the local community as a reflection of the total school process.

Paul R. Pierce, Developing a High School Curriculum. New York: American Book Company, 1942.

Developmental account of how the Wells High School in Chicago was changed from a traditional into a community-centered school.

Santa Barbara County, California, Santa Barbara County Curriculum Guide for Teachers in Elementary Schools. Santa Barbara, California: Schauer Printing Company, 1942.

Volume II outlines a core curriculum organized around social processes.

Theodore Brameld, Design for America. New York: Hinds, Hayden & Eldredge; 1945.

Reports a high school course using the future as a curricular frame of reference.

Edward G. Olsen and others, School and Community. New York: Prentice-Hall, 1945.

Chapter 3 analyzes twelve basic social processes with related emergent problems, and suggests these as core curriculum content.

E. E. Meyer, "Education in the Postwar World." Teachers College Record 46: 413-419; April 1945.

Inspirational address stressing need for school programs organized around community needs and problems.

Kara Vaughn Jackson, "Curriculum for Better Living." Educational Leadership 3:25-27; October 1945.

Vital account of how a teachers college and the public schools work together to help people in communities solve their life problems. The urgent problems of living become the warp and woof of the teacher-community curriculum.

Harold F. Clark, "Schools for All the People." National Association of Secondary School Principals Bulletin 30:7-16; May 1946.

Analysis of the reasons why the traditional academic school is now inadequate to meet human needs and of the kind of school which is everywhere needed. Such a functional school will be organized around life areas such as food, clothing and shelter--not around academic subjects useful to the specialist but not to the general population.

Gordon N. Mackenzie, "High School Education for Better Personal and Community Living." National Association of Secondary School Principals Bulletin 30:17-35; May 1946.

Historical evolution of the utility motif in education, followed by psychological analysis of the inter-relationship between personal and community living and by descriptive treatment of the several curriculum considerations inherent in any planning for more effective schools.

Paul R. Hanna, "Education for the Larger Community." Educational Leadership 4:27-33; October 1946.

The cultural lag threatening society must be reduced by designing institutional controls for our larger communities produced by modern technology. To this end, use pupil interest as springboard, but plan the curriculum around the basic theme: "Helping children and youth develop understanding and behavior essential to survival and progress in our world community." Organize the program around basic social processes rather than formal academic disciplines. Specific suggestions for both elementary and secondary schools are made.

Harold Rugg, Foundations for American Education. Yonkers-on-Hudson, New York: World Book Co., 1947.

Chapters 20 and 21 insist that the curriculum be designed directly from the total culture, and indicate some fundamental implications of this position.

F. B. Stratemeyer and others, Developing A Curriculum For Modern Living New York: Horace--Mann--Lincoln Institute of School Experimentation, Teachers College, Columbia University, 1947.

Chapter VIII discusses ways in which school and community work together in curriculum development. Topics include the school's need to understand the community, the school's use of the community as a source of student learnings, co-operation of school, home and community agencies, and the school's contributions to community growth.

"Imperative Needs of Youth of Secondary School Age." Bulletin of National Association of Secondary School Principals 31: No. 145; March 1947.

Report of a national survey of curriculum needs and provisions by the committee on Curriculum Planning and Development of the National Association of Secondary School Principals. Lists 10 major needs and summarizes superior school and community programs to meet them. Stress is placed upon community study and service activities, Vocational skills, health, citizenship, family competence, etc., are included.

Lola D. Ramsay, "Core in Radnor High School." Educational Outlook 22:197-202; May 1948.

Describes a 2-year core theme in operation: "Building a Community."

B. Othanel Smith, W. O. Stanley and J. H. Shores, Fundamentals of Curriculum Development. Yonkers-on-Hudson, New York; World Book Co., 1950.

Discusses recent social changes and their curriculum implications in Part I. Parts II and III treat basic curriculum issues, principles and procedures. Clear analysis of the subject activity and core curriculums is made in Part IV, including a statement on the community school curriculum pattern.

Frank Lucas, "The Curriculum Dilemma in the Small High School." California Journal of Secondary Education 25:274-80; May, 1950.

Norman Frost, "The Curriculum and the Community School." Peabody Journal of Education 27:322-28; May 1950.

Illustrates and warns against allowing formalism to overtake true learning activities in the community school.

Harold Alberty, "A proposal for Reorganizing the High School Curriculum on the Basis of a Core Program." Progressive Education 28:57-61; November 1950.

States four basic principles for the core curriculum, and illustrates their application in terms of nineteen social-problems areas.

Milton J. Gold, Working to Learn. New York: Bureau of Publications, Teachers College, Columbia University, 1951.

THE COMMUNITY SCHOOL INCLUDES LAY PEOPLE IN SCHOOL

POLICY AND PROGRAM PLANNING

Annie Johnson, "Enrichment Through a System of Grade Sponsors." National Elementary Principal 18:494-499; July 1939.

An Atlanta, Georgia, school developed closer relationships between school and community through a system of adult sponsors for each grade or homeroom. For each grade a central activity theme was developed and sponsors interested in these activities were chosen-- a homemaker for the kindergarten, an airplane mechanic for first grade, a florist, an editor, a landscape gardener, etc.

Chester F. Miller, "A Community Plans its School Facilities." Nation's Schools 24:16-20; December 1939.

How school authorities established a program to get the active intelligent cooperation of many school and community people in planning a new school building. The successive steps taken are described and charted.

Ernest G. Osborne, "Home and School: Two Worlds or One?" National Parent-Teacher 35:11-13; May 1941.

Parents and teachers can reduce their social distance by having more social contacts, removing restrictions on teachers and exploring possible contributions of parents to the school.

Carleton M. Saunders, "Parents Make Good Partners; an Experiment in Sharing the School." Nation's Schools 28:27-28; August 1941.

Parents' groups can work with the school on school and community problems. Significant P.-T. A. programs are described, such as one involving a thirty-minute talk by the principal, forty-five minutes of class visitation and conferences and refreshments.

Irene T. Heineman, "How to Stimulate Cooperation." Childhood Education 18:115, November 1941.

Six basic suggestions for developing effective working relationships between citizen groups and the school.

National Congress of Parents and Teachers, Community Life in a Democracy. Chicago: The Congress, 1942.

Suggests many practical possibilities for parent-teacher-school cooperation.

Maratha K. McIntosh, and Martha T. Farnum, "Enlisting Parental Interest and Participation." National Elementary Principal 21:363-369; July 1942.

Presents tested plans for public interpretation of regular class work. Suggestions are made for weekly classroom observations as a parental study-group project, for parent help with discussions, with home expression of school-learned skills and for reporting to the teacher the children's out-of-school interests and activities.

- O. E. Hill, "Organizing a Community Program." School Executive 64:63-64; November 1944.

The success of the school-community program depends on the community mindedness of board and staff and the extent of lay participation in the planning. Citizens must be informed, the staff must lead, school and community must cooperate and enthusiasm and sympathy are essential.

- C. E. Ragsdale, "Evaluation of Rural Community Planning in Relation to the Curriculum of Rural Education." Journal of Educational Research 38: 286-290; December 1944.

Describes how lay citizens cooperate with school for community planning in the rural schools of Wisconsin. Interviews and field trips are arranged, surveys made and reported, local histories written, school programs changed, business policies altered, church activities extended. Local government made more functional, Several major values for pupils are listed.

- Harold S. Bates, "Tailored to Fit: How Norwood, Ohio, Revised Its School Curriculum to Meet Specific Community Needs." Progressive Education 22:8-10; January 1945.

How a city of 40,000 surveyed itself four ways to determine how better to build a functional education program: citizens were asked the strong and weak points of secondary education, business men were asked what kind of high school program would better meet real needs. Findings led to school program improvements.

- A. K. Loomis and R. B. Raup and B. O. Smith, "How an Urban Community Proceeded to Decide What its Schools Should Do." Edited by B. O. Smith. Teachers College Record 46:236-240; January 1945.

Describes techniques used to shape public opinion concerning some aspects of modern education. Through committee work, pupil needs were identified as were the educational needs of American society, the types of experiences best suited to meet these needs, the evaluative procedures to be used and the program of studies which might be set up to provide these types of experiences. Parents and teachers met in congerence to discuss findings and decide desired school policies.

- Virginia F. Matson, and E. J. Matson, "Designing and Creating Tomorrow's Schools." American School Board Journal 112:27-28; January 1946.

Vivid argument for community-wide planning of new buildings to meet modern conceptions of good educational programs.

- Clara O. Wilson, "Cooperative Venture in Rural Planning." Educational Leadership 3:220-221; February 1946.

Tells how community members in one Nebraska County cooperated with teachers and students from the nearby University, and with the State Department of Education, to convert their typical rural school into a center of activity for children and adults alike.

- Helen Storen, Laymen Help Plan the Curriculum. Washington: Association for Supervision and Curriculum Development. National Education Association, 1947.

Summarizes some basic principles of effective lay participation in curriculum revision.

Ernest F. Weinrich, Stimulating Educational Change Through Lay Participation in Planning. Albany, New York: State Education Department, 1947. 28 pp., paper.

Reports a study of experimental programs of lay participation in school planning. Guiding suggestions are given for organizing and carrying through such a program.

Shirley Cooper, "Parents and Teachers Plan Together." National Education Association Journal, 36:292-293; April 1947.

Narrative account of how 350 parents and teachers in a rural area held a week-long planning conference in the school house and developed plans for better farming, recreational facilities, and community activities.

Emery Stoops: "Community Leaders As School Advisers." School Executive 67: 38; May 1948.

Describes the organization and activities of the Torrance (California) Advisory Committee which meets monthly for the purpose of "studying educational problems as a means of enlisting community support for a better instructional program."

Robert G. Koopman, "Formula for Merging School and Community." Nation's Schools, 42:22-24; August 1943.

Education is too narrowly defined, the school is too separatistic, teacher-education largely ignores school-community relations, and the idea of "selling" the school to the public is abominable. Needed is a merger of school and community through widespread participation in education.

J. H. Hull, Lay Advisory Committees to Boards of Education in the United States. California Association of School Administrators, 365 Worth Oak Knoll Ave., Pasadena, 1949.

Summarizes a doctoral study of 44 lay advisory committees throughout the nation. Factors analyzed include organization and structure, methods of operation, activities, functions and accomplishments and evaluation.

Metropolitan School Study Council, Public Action for Powerful Schools. New York: Bureau of Publications, Teachers College, Columbia University, 1949.

Summarizes fundamental principles of effective lay-school cooperation in policy-making.

Cleve O. Westby, "Community Plans Its School Buildings." Educational Leadership, 6:285-289; February 1949.

Creative leadership in getting laymen and school people to plan together is the key to development of school buildings well located, designed and equipped.

Leslie W. Kindred, "Lay Advisory Commission Puts Into Effect the Partnership Between School and Community." Nation's Schools 43:43-44; March 1949.

Purposes, membership, size, policies, programs, limitations and values are presented.

Roy E. Larsen, "What Do Public Schools Need Most" Educational Leadership, 7:7-10; October 1949.

Discusses the role of laymen in meeting the crisis faced by the schools.

Charley T. Cole, "The School That Built a Community." National Parent-Teacher 44:5:23-25; January 1950.

Tells how a devoted P.T.A. banded together with the rest of a poverty-stricken southern community to seek outside help. What happened to the school and the community when aid came from the Save the Children Federation is told dramatically.

Muriel W. Brown, Partners in Education. Washington, D.C. (1200 15th. St. N.W.): Association for Childhood Education International, 1950.

Guide to better home-school relationships, with examples of co-operation in developing the curriculum, working out policies, strengthening school-community relationships, and finding and educating leaders in the community.

"Study Councils," School Executive, February 1950, pp. 57.

Nine articles, reporting lay study council philosophy, programs, procedures, and problems.

Henry Toy, Jr., "The Program of the National Citizens Commission for the Public Schools." School Executive, February 1950, pp. 11-14.

Outlines the purpose and procedures of this active lay commission.

Bailey, Elizabeth M. and Nell W. McClothlin, "A Cooperative Study at Indian Knoll." Educational Leadership 7:398-401; March 1950.

Tells what happened when a community organized a cooperative project to improve its schools. Five basic principles of school-community cooperation are listed.

Henry Toy, Jr., "How to Organize Local Citizens Committees." Nations Schools 46:26-28; July 1950.

Some suggestions by the Director of the National Citizens Commission for the Public Schools.

William S. Vincent, "What's Behind a School Study Council?" School Executive, September 1950, pp. 45-46.

Outlines chief aims of a lay council: to implement change, encourage exchange, think broadly, stimulate action, tackle unique problems, and preserve local control.

Truman M. Pierce, "The Growing Trend Toward Lay Participation in Education." Peabody Journal of Education 28:161-66; November 1950.

Historical statement tracing causal developments.

Cecil J. Parker, Curriculum Improvement Means Planning and Effort. California Journal of Secondary Education 25:393-396; November 1950.

Presents a basic frame of reference for successful effort in working with both professional and lay people. Suggestions include (1) get perspective, (2) be competent in group process, (3) start with specific problems requiring action, (4) remember human relationships are crucial, (5) think with current factual material, (6) work on effective communication, (7) clarify the nature of lay participation, and (8) plan for

John C. Fry and the Faculty, "Careers Day: Community-planned at Hamilton High." Clearing House 25:153-56; November 1950.

Explains how the school faculty and the business and professional leaders of the community cooperatively organize the school's annual Careers Day.

J. H. Hull, How to Organize Lay Advisory Committees; School Executive 20:49; Dec. 1950.

Suggest steps to take and procedures to follow.

L. Paul Elliott, "Is a School Crisis Necessary?" California Journal of Secondary Education 25:481-485; Dec. 1950.

Names, analyzes and answers the criticisms commonly made by lay people about schools today.

Stephen Romine, "Cooperative Planning Through the School-Community Council." Educational Administration and Supervision 36:485--89; December 1950.

Lists essential principles, needs and values of the school-community advisory council.

C. C. Loew and M. R. Sumption, "A Community Looks at Its Schools." National Schools 46:40-43; December 1950.

Tells lay citizens, students, public school teachers and administrators and university professors joined to make a cooperative school survey as a basis for immediate improvement in school practices.

Henry Toy, Jr., "State Citizens Committees Work for Better Schools." School Executive February 1951, pp. 19-21.

Suggestions for state-level organization of lay committees.

Elizabeth L. Woods, "A Community Plans a Nursery School." Childhood Education 27:415-19; May 1951.

Inspiring account of community enthusiasm and industry which led to the forming of a cooperative nursery school. Outstanding teamwork among parents, teachers, and other interested citizens developed.

Educational Policies Commission, Citizens and Educational Policies. The Commission, 1951.

Excellent general analysis of values and principles.

Herbert M. Hamlin, Citizens' Committees in the Public Schools. Illinois Interstate Printers and Publishers, 1952.

Samples the literature of lay participation and suggests basic procedures in organizing citizens' committees.

Merle R. Sumption, How to Conduct a Citizens' School Survey. Prentice-Hall, 1952.

Shows in detail how a community can organize and conduct a survey which will give the board of education a long-range plan for meeting the educational needs of the community.

Richard W. Poston, Democracy is You. Harper, 1953.

A practical guide to cooperative community study, showing how citizens can identify local problems, collect pertinent information and develop a sound, coordinated program of community improvement.

THE COMMUNITY SCHOOL STIMULATES COMMUNITY COORDINATION

Bernice Elliott, "Where School and Community Work Hand in Hand." Nation's Schools 10:57-64; August 1932.

Tells how the Michigan State Normal College led in the development of the Lincoln Community Citizenship League, an effective coordinating council.

Michigan Education Association, Department of Elementary School Principals. Cooperative Community Leadership. Lansing, Michigan; Michigan Education Association, 1934.

Describes practical ways whereby schools may take the lead in community coordination for 24-hour youth education; also points out some aspects and possibilities of public interpretation.

Pennsylvania Department of Public Instruction, Increased Social Opportunity Through Community Planning. Harrisburg, Pennsylvania: The Department, 1936.

Proposes ways and means by which communities may secure needed local developments through cooperative community planning and concerted effort. A community council for education and recreation is suggested and its work outlined.

Leonard Covello, "High School and Its Immigrant Community--A Challenge and an Opportunity." Journal of Educational Sociology 9:331-346; February 1936.

Comprehensive description of a New York City high school's program of community coordination. Emphasizes the significance of foreign background in emotional and social adjustment, the desirable role of an effective school as leader in its community, and describes the organization and activities of the community advisory council.

Julius Yourman, "Community Coordination--the Next Movement in Education." Journal of Educational Sociology 9:327-330; February 1936. Suggests that the community coordination movement, led by the schools, represents a third major stage in the development of American education. Presents five fundamental problems which grow out of the third stage.

Kenneth S. Beam, "Delinquency Prevention Through Coordination." Journal of Educational Sociology 10:9-34; September 1936.

Characteristics, accomplishments, causes of failure, requirements for success, trends and recommendations for community councils designed to prevent juvenile delinquency.

Kenneth S. Beam, "Coordinating Councils." Journal of Educational Sociology 11:67-72; October 1937.

Status, extent, and working principles of the coordinating council movement.

E. D. Grizzell, "Coordinating Function of the Modern Secondary School." 71:1-10; January 1938.

The school's primary function is to act in a residual capacity for the promotion of desirable abilities in youth. The community as a whole educates youth, so the school must take the lead in forming a community council of various agencies to cooperate in strengthening educational efforts.

A. D. Sheffield, "Techniques of Cooperation Between Community Groups and the School." Educational Method 17:335-341; April 1938.

Analysis of how the democratic school may stimulate local community leaders and groups to cooperate with it in discussing vital social questions constructively. Illustrations of desirable procedure are offered and major principles indicated.

P. J. Misner, "Glencoe's Coordinating Council." Nation's Schools 22:31-32; October 1938.

How the local coordinating community council provides the means whereby all persons are given an opportunity to participate and cooperate in the improvement of community life.

Wanda Swieda, "Cooperative Education Through a Community Association: How It Functioned in a Metropolitan Area." Progressive Education 16:488-492; November 1939.

History, development, program and activities of a community association organized to improve educational opportunities in a slum section at Columbia University's "back door."

Educational Policies Commission, Social Services and the Schools Washington: The Commission, 1939.

A systematic analysis of cooperative relationships between public schools and public health, welfare, and recreation agencies and public librarians. Stress is placed upon administrative cooperation from the top, rather than upon community study and service by the student and faculty.

Norman Fenton, "Coordinating Council Offers a Solution." California Journal of Secondary Education 15:32-37; January 1940.

Details the social and educational implications of the coordinating council, cites accomplishments, failures and limitations of the council movement.

Alvin F. Zander, "Community Council." Journal of Educational Sociology 13: 525-532; May 1940.

The typical community council's organization, functions, procedures and projects are outlined.

Lawrence Riggs, "An Opportunity for the School in Community Cooperation; The Coordinating Council." School and Society 51:598-603; May 11, 1940.
Comprehensive description of the community council movement.

Dewey A. Stabler, "Experiment in Community Co-ordination." School Review 48:488-491; October 1940.

Describes how a community health and social service committee was planned and organized.

Edna P. Amidon and Muriel W. Brown, "Community Organization for Family Life Education." School Life 26:38-40; November 1940.

Describes experimental centers in four communities where cooperative efforts of homes, schools and other agencies analyzed the needs of local families and mobilized resources to meet them.

Morris R. Mitchell, "Habersham County--In the Awakening South." Progressive Education 17:517-523; December 1940.

How Southern communities are achieving better living through democratic participation in planning and executing social planning. A county development and rural community within the county are described in human terms.

Los Angeles Coordinating Councils, Inc., Guide to Community Coordination. Los Angeles: 145 West 12th Street, 1941.

Basic principles and brief descriptions of successful community coordination programs in cities and towns under 25,000 in population.

Southeastern Workshop, A Handbook in Community Development, Greenville, South Carolina: Furman University Press, 1941.

Chapter IX presents basic principles in school-community relationships and discusses the chief barriers to better relationships with suggestions for overcoming each.

Walter D. Cocking, "Working together for Rural Welfare; Second Annual Rural Life Conference." School Executive 60:1920; May 1941.

Report of a conference wherein fifty-eight community leaders combined to improve the educational program of all agencies through coordination.

P. J. Misner, "Work of a Community Co-ordinating Council." Teachers College Journal 13:30-32; November 1941.

States the basic philosophy underlying the community coordination movement and then outlines objectives and activities of the Glencoe, Illinois, Community Coordinating Council.

Schools Awake: A Cooperative Community Program in Van Buren County, Michigan. Battle Creek, Michigan: The W. K. Kellogg Foundation, 1942.

Illustrated brochure showing how the citizens of one community moved toward cooperative solution of their school problems.

J. Ralph Irons, "Coordination Councils and the Public Schools." School Executive 61:22-23; January 1942.

Definition, history and status of the coordinating council.

Robert E. Gibson and Aubrey E. Haan, "School Participation in the Organization and Work of a Coordinating Council." National Elementary Principal 21: 382-386; July 1942.

In a town of 4,000 people there were fifty-five social and fraternal organizations working independently until the school-principal led the organization of a Community Council. Its problems, procedures, and values for in-service teacher education are outlined.

Rita Cowan, "Youth Councils." Progressive Education 19:339-342; October 1942.

Origin, development, activities and values of the youth councils operating in several upstate New York communities.

J. C. Moffitt, "Community Cooperation for Health." Educational Method 22: 175-178; January 1943.

Advantages and possibilities of improved health through school-community coordination toward that end.

Michigan Council on Adult Education, Organizing a Community Council. Lansing, Michigan: Superintendent of Public Instruction, Bulletin No. 330, 1944.

Basic principles and examples, with illustrative charts showing typical community interest groups and community council structure.

Charles E. Prall, "Community Organization and Cooperation." In National Education Association, Department of Supervision and Curriculum Development, Toward A New Curriculum, 1944 Yearbook, pp. 141-168. Washington: The Association, 1944.

Several cases of community council efforts are examined, out of which some basic principles of success are drawn; a sense of need and common purpose, a definitive community, control and participation at the grass roots, ease of assembly, equality of purpose and creative leadership.

Lorin E. Kerr, "Coordinating Health Education." Public Health Nursing 36: 463-468; September 1944.

Describes a school-community health coordination program in an Ohio county. Step-by-step developments are traced, problems are mentioned and nine-point school health education program is outlined.

William Bacon, "When Neighbors Get Together." Educational Leadership 2:111-114; December 1944.

Describes two community council programs in action; one concerned about youth recreation and the other racial harmony.

Edward G. Olsen and others, School and Community. New York: Prentice-Hall 1945.

Chapter 19 explains community coordination in terms of community council purposes, functions, organization and evaluation.

"Coordinating for Youth Service." Journal of Educational Sociology 18: No. 7; March 1945.

Entire issue exploring this theme on the local, state and national levels. Coordinating councils offer most promise for meeting youth's real needs through cooperative community effort.

Marjorie Eastabrooks, "Co-ordinated School-Community Health Program." National Association of Secondary School Principals Bulletin 29:57-66; December 1945.

Describes an experimental school-community health program carried on by the schools of forty-four districts in thirty counties of Washington State.

Harold C. Hunt and J. Paul Leonard, "Participation in Community Coordination and Planning." In National Society for Study of Education, Changing Conceptions in Educational Administration, Forty-fifth Yearbook, Part II, Chapter V. Chicago: University of Chicago Press, 1946.

Discusses the school administrator's responsibility for surveying community needs and leading the process of organizing a community council for youth. Various problems of policy and administration involved in such community coordination are examined.

- L. O. Todd, "How One College Serves Five Counties." Junior College Journal 16:295-297; March 1946.

A junior college stimulated development of school county coordinating councils which are themselves coordinated through a larger council, the chairman of which is the college president. Studies of land use capability, conservation, education, religion, business, health, etc., were made, community leadership institutes developed and many smaller group meetings held.

- W. Joe Scott, "Schools Can Create Democracy's Communities." National Association of Secondary School Principals Bulletin 30:73-84; May 1946.

The community council is the best agency through which local communities can solve their problems and improve themselves. The public school, as the foremost institution for developing and promoting democratic living in its area, should lead in establishing such a council founded by a junior high school and its supporting elementary schools.

- Leslie Kindred and Bernard G. Kelner, "Town That Found Itself." Parents' Magazine 21:28-29; September 1946.

Dramatic account of how a deterioration town of mixed racial and religious population was led by local teachers to found a school and community associations---which established a branch library, health clinic, baby ward, etc., and greatly reduced tensions as it built community morale.

- "Citizens' Councils and Community Development." Journal of Educational Sociology, Vol. 20, No. 4; December 1946.

Entire issue is devoted to descriptions of New York state's 100 community councils in terms of their organization, operation and contribution to community building.

- Victor Leonard, "Community Cooperates." School Executive 66:40; December 1946.

Well-timed efforts by the school superintendent produced a chain of events which changed a stagnating community into a progressive one. Community coordination has benefited both community living and school curriculum.

- Michigan Department of Public Instruction, Help Yourself. Lansing, Michigan: Superintendent of Public Instruction, Bulletin No. 410, 1947.

Illustrated stories of Michigan communities which are finding ways to better living through cooperative effort. Soil conservation, recreation, health, religion, adult reading are some of the areas emphasized.

- William C. Reavis, "Role of the Superintendent of Schools in Community Planning." Elementary School Journal 47:434-441; April 1947; American School Board Journal 114:45-46; May 1947.

Describes the historic role of the superintendent in community planning and discusses four present responsibilities in that area: is concerned as a citizen, provides information about schools, advocates community planning, and seeks to coordinate all youth-serving activities of high community.

Jean and Jess Ogden, These Things We Tried. Charlottesville, Virginia: University of Virginia Extension Division, 1948.

Describes and evaluates a five-year experiment in community development initiated and carried out by the Extension Division of the University of Virginia.

L. K. Carstin, "School As An Integrating Agency in Community Life." Journal of Educational Sociology, 21:409-416; March 1948.

Considers disintegrating agencies of community life, concludes that the school can help develop a local esprit de corps, and lists both obstacles and possibilities.

Miriam E. Lowenberg, "Community Program for Child Development." Childhood Education, 25:22-27; September 1948.

In Rochester, Minnesota, the Child Health Institute functions as a coordinating agency for health services, teaching and research by all community health agencies including the schools. Purpose of the program is to promote good physical growth and emotional development among all children from birth to maturity.

John W. Herring, "Education and Community Organization." School and Society, 68:273-76; October 23, 1948.

Analyzes the present community movement and then lists 6 suggestions: (1) every community should establish a coordinating council which will (2) be a people's organization, (3) learn to talk things over, (4) be bifocal in its outlook, (5) mesh education, planning and action, and (6) have trained leadership and money.

New York State Education Department, Bureau of Adult Education, Adventure in Cooperation. Albany, New York: the Bureau, 1949.

Describes the development of a community council in a rural school district. Simply, graphically written.

J. Lloyd Trump, (Editor), How Schools and Communities Work Together, Urbana, Illinois: University of Illinois Press, 1949.

The Proceedings of the Illinois Summer Education Conference, 1949. Chapter 2, "Improving Educational Programs" by Howard Y. McClusky is especially notable.

Elizabeth Ketchen, "Our Health Plan." National Education Association Journal 38:334-335; May 1949.

Tells how a community works together to improve the health of its children.

Edward G. Olsen, "Co-ordinating Community Educational Services." Annals of the American Academy of Political and Social Science 265:130-135; September 1949.

Suggests the role of the school in community coordination and illustrates with case-studies on local, state, and regional levels.

H. Curtis Mial, "Helping New York Communities to Help Themselves." Adult Education Journal. 9:6-12; January 1950.

Describes the history, program, services and future plans of the New York State Citizens' Council. This is a private organization carrying on a community development and education program aimed at helping citizens build better communities.

James Dahir, Communities for Better Living. Harper, 1950
Summarizes current efforts at community organization in U.S.A.

Elizabeth M. Bailey and Nell W. McGlothlin, "A Cooperative Study at Indian Knoll." Educational Leadership, 7:398-401; March 1950.
Tells what happened when a community organized a cooperative project to improve its schools. Five basic principals of school-community cooperation are listed.

Joseph B. Gucky and Herbert Corey, "A Community Organizes to Help Itself." Educational Leadership, 7:388-392; March 1950.
Tells the story of an experimental program of community improvement through a coordinating council. Seven committees and their projects are described.

Clarence King, Organizing for Community Action. New York: Harper & Brothers, 1948.
Summarizes successful techniques, and illustrates with many brief cases.

Ronald Lippett, Training in Community Relations. New York: Harper and Brothers, 1949. 286 p. \$3.50.
Describes in detail the planning of the Connecticut Workshop on group dynamics, and the results of a followup investigation on the effects of the workshop and on the community performance of its delegates.

Bernice M. Moore and Robert L. Sutherland, Family, Community and Mental Health: Profiles of Community Action. Austin, Texas: The Hogg Foundation for Mental Health, The University of Texas, 1950.
Illustrated suggestions and specific techniques for developing effective community planning and coordinated action toward better living for all.

"Coordinating Forces in the Community for Health Conservation." Educational Outlook 25: No. 1; November 1950.
Entire issue devoted to school-community health activities.

"Coordinating Educational Forces in the Community for Vocational Efficiency." Educational Outlook 25: No. 2; January 1951.
Entire issue devoted to school-community activities and programs.

"Coordinating Educational Forces in the Community for Citizenship Development." Educational Outlook 25: No. 3; March 1951.
Entire issue devoted to school-community activities and programs for citizenship.

Charles H. Wood, "Wagon Mound Builds a Health Center." National Education Association Journal 40:185-186; March 1951.
Tells how all the people of a small rural community worked together to meet their problem of inadequate medical services. The school led the campaign.

Ruben J. Maaske, "How to Set Up an Adult-Education Program in a Small Community." National Education Association Journal 40:252-53; April 1951.
Step by step suggestions for developing an adult program under guidance of a lay council.

Wisconsin Community Organization Committee, Teamwork in the Community. July, 1951. Publisher not stated. Brief manual presenting in question and answer form the why and how of community councils. 14 pp.

Arthur Hillman, Community Organization and Planning. Macmillan, 1950.
Discusses basic principles and procedures.

Clarence King, Organizing for Community Action. Harper, 1948.
Summarizes successful techniques, and illustrates with many brief case studies.

Edward G. Olsen (editor), School and Community Programs, Chapter 12.
Prentice-Hall, 1949.
Coordinated community efforts led by various schools are described.

Paul L. Essert and R. W. Howard, Educational Planning by Neighborhoods in Centralized Districts. Teachers College, Columbia, 1952.
A dramatic historical picture of the ways in which local citizens reorganized rural school districts into centralized districts.

Hurley H. Doddy, Informal Groups and the Community. Teachers College, 1952.
Outlines techniques for identifying and discovering those inconspicuous community groups which are so influential in the development of attitudes, opinions, and personality.

Clive Howard, "How Minneapolis Beat the Bigots." Woman's Home Companion, Nov. '51.
Excellent example of how key people and groups ranged together to fight undemocratic forces.

J. D. Mezirow, "School-Community Liason -- A New Approach." School & Society 75:65-68; Feb. 21, 1952.
Describes the effective work done by the Minnesota Youth Conservation Commission, a new public agency designed to assist local communities to organize community councils.

William W. Biddle, The Cultivation of Community Leaders. Harper, 1953.
Shows how citizens, teachers and students can cooperate to develop effective leadership for community action.

THE COMMUNITY SCHOOL PRACTICES AND PROMOTES DEMOCRACY IN
ALL HUMAN RELATIONSHIPS

Lucy Sprague Mitchell, Johanna Boetz and others, The People of the U. S. A.: Their Place in the School Curriculum. New York: Progressive Education Association, 1942.

Concrete suggestions showing how children of all ages can know better the people of their country. Many accounts of school trips and service projects are given.

Association for Supervision and Curriculum Development, National Education Association, Group Planning in Education. Washington: the Association, 1945.

Suggests definite procedures whereby children, adolescents, and adults may develop the personal and social skills necessary for success in democratic group living in school, in the community, and in the larger world. Chapters on the processes and principles of group planning with specific examples offer convincing evidence that democratic group behavior is inherently a matter of developing social outlooks and skills which must be learned by each individual through direct personal experience with group planning in classroom and community.

National Council for the Social Studies, Democratic Human Relations. Washington: the Council, 1945.

Chapter 7, "Community Utilization," discusses the role of the school, community surveys, social travel, speakers, participation in community activities and youth clubs--all in relation to intergroup education.

North Central Association of Secondary Schools and Colleges, Subcommittee on In-Service Education of Teachers, Improving Intergroup Relations in School and Community Life. The Association; 1946.

Numerous brief case studies showing the need for better intercultural relations, some successful school techniques, community arrangements, and implications for in-service education.

Edward G. Olsen, Social Travel: A Technique in Intercultural Education. New York: Hinds, Hayden and Eldredge, 1947.

Describes and analyzes field trip programs for children, youth, and adults whereby intergroup attitudes may be improved.

D. H. Garstin, "School As An Integrating Agency in Community Life". Journal of Educational Sociology, 21:409-16; March 1948.

Considers disintegrating agencies of community life, concludes that the school can help develop a local esprit de corps, and lists both obstacles and possibilities.

Ronald Lippett, Training in Community Relations. New York: Harper and Brothers, 1949.

Describes in detail the planning of the Connecticut Workshop on group dynamics, and the results of a followup investigation on the effects of the workshop and on the community

performance of its delegates.

Merton J. Sobel, "Familiarizing Children with Community Resources". Elementary School Journal, 50:223-29; December 1949.

How a Detroit teacher guided her class of mixed racial, religious and ethnic background into a first-hand exploration of their community, its people, and services. The pupils worked as committees, did surveys, heard resource visitors, wrote essays, and saw their community in a new light.

William Van Til and others, Democracy Demands It, New York: Harper & Brothers, 1950.

A resource unit for intergroup education in the high school. It features techniques, including those of social travel and community surveys.

College Study in Intergroup Relations, Volume II, Intergroup Relations in Teacher Education, Lloyd Allen Cook, Editor. Washington: American Council on Education, 1950.

An evaluative analysis of selected experimental programs designed to improve intergroup relations through college education. Chapter 7, "Coordinated College and Community Programs," suggests numerous possibilities for community education.

Association for Supervision and Curriculum Development, National Education Association, Toward Better Teaching. The Association, 1949.

Dynamic group planning is stressed, especially in chapters 3, 4, 5, 6, 7.

Alice Miel and Associates, Cooperative Procedures in Learning. Teachers College, Columbia, 1952.

Presents scores of concrete, often quote-complete, descriptions of just how the principles of group planning can be put into classroom practice.

Loretta Klee, How to Do Cooperative Planning. National Council for the Social Studies, 1952.

Presents fundamental principles in concise form.

Bernice Baxter and Rosaline Cassidy, Group Experience. Harper, 1943.

Offers working answers to the query: How shall youth be taught in order to render more effective service in and for democracy?

Wilbur A. Yauch, Improving Human Relations in School Administration, New York Harper & Brothers, 1949

Basic Principles for Principals who want to improve the quality of their educational leadership in the school

Part III

COMMUNITY RESOURCES IN TEACHING FIELDS

Arts and Music

Conservation

Family Living

Health, Safety, Physical Education

Language Arts

Science

Social Studies

Vocational Education

COMMUNITY RESOURCES -- ARTS AND MUSIC

Mary Doux, "A Community Project in Fine Arts." Clearing House 4:369-370. February 1930.

An art class in a Brooklyn high school utilized the model apartment of a department store to plan the application of art principles. Students studied principles in the classroom, then divided by teams and chose from the store's stock the furnishings they preferred for the apartment.

Augustus D. Zanzig, "School Contributions to Community Life." Music Supervisors Journal 19:18-19; March 1933.

Through musical service projects the school can do much to enrich community life. Examples of Sunday afternoon concerts, club performances, music festivals, music week activities, etc., are cited.

William W. Norton, "Community-School and School-Community in Music." Clearing House 9:414-416; March 1935.

Practical suggestions for developing an integrated school-community music program.

Delaware Department of Public Instruction, Enriched Community Living. Wilmington: Division of Adult Education, Delaware Department of Public Instruction, 1936.

Reports in specific detail the experiences of art and music leaders who sought to help adults enrich the quality of community living through these media.

Harry W. Jacobs, "Civic Institutions and Interests as Source Material in Art Education." National Education Association Proceedings, 1936, pp. 636-637. Washington: The Association, 1936.

Urges use of community art resources as the desirable basis for a vital high school course in art appreciation.

Edwin Ziegfeld, "The Owatonna Art Education Project." Curriculum Journal 8:143-149; April 1937.

How an art project of a university developed a functional course of study in art based upon a community analysis.

Rosamond H. Hopper, "Art Club Trips are Fun." School Arts 46:224-225; March 1947.

Details the procedure followed by a New Jersey high school art club in planning its field trip to New York each term.

Peter Riedel and Roy L. Soules, "A Landscape Architecture Community Project." California Journal of Secondary Education 13:31-33; January 1938.

Practical gardening experience is given many students in the eleventh and twelfth grades, and in the thirteenth and fourteenth grades in cooperation with the local state college. As a result, many landscaping jobs have been secured.

Mildred Sandison, "Community Beautification--A School Project." National Education Association Journal 27:56-58; February 1938.

Describes several local community beautification projects which have been carried out by schools and reported in the professional literature.

Juanita M. Melchier, "Utilizing School and Community Resources for Teacher Development in Aesthetic Appreciation and Creativeness." Educational Method 17:404-408; May 1938.

Through art expression in simple handicraft and other media, teachers are enabled to set aside inhibitions, release resourcefulness, live more creatively and enrich personality.

Sibyl Browne, "Community Planning a Challenge to Teachers." Progressive Education 15:410-411; May 1938.

The Teachers College at Newark, New Jersey, emphasizes the practical application of fine arts to community building. Each year the art work centers about some local art problem such as ugly housing and business buildings, parks and playgrounds.

Raymond Borrows, "Music in Community Education." Music Educators Journal 25:25-26; September 1938.

Music should be an integral part of social and community life. The music program in the New York City Community Association for Co-operative Education is described as illustration.

Lester Dix, "Aesthetic Experience and Growth in Life and Education." Teachers College Record 40:206-221; December 1938.

Includes excellent statement on importance of experiences to learning, with implications of that relationship for the school's program.

Mary Gardner, "The Artist's Course of the Primary Department." American Childhood 24:34-35; January 1939.

How a teacher with her primary class inventoried the resource visitors in her town, found many adults who could and would show the children how to do interesting things and utilized them accordingly with mutual benefit to all.

Marrow S. Smith, "Creative Expression in Art Through Trips and Experiences." Virginia Journal of Education 32:320-322; February 1939.

Interpretative account of how art experiences in the community may find classroom expression afterward.

Fletcher Collins Jr. "Local Cultural Resources." Progressive Education 16:187-91; March 1939.

How a North Carolina college and the school teachers of the region are discovering and reviving local ballads, games, etc. Dramatic productions dealing with local religious and labor viewpoints are stimulated in the community.

G. D. Wiebe, "Relations of the Music Teacher to His Community." Educational Method 18:417-424; May 1939.

Penetrating analysis of the music teacher's changing role in American society. Special attention is given to the music teacher and public relations, stereotypes in public school music, relations of music to community education and the teacher's proper function in community.

G. D. Wiebe, "Relation of the Music Teacher to His Community." Educational Method 18:417-424; May 1939.

Edwin Ziegfeld, "Developing a Functional Program of Art Education." National Elementary Principal 18:289-295; July 1939.

A college surveyed the genuine art needs of a community and then devised a program whereby functional art instruction could be included in the school program. The procedure of the study and its findings with their implication for art education in the elementary grades are stressed.

Archibald M. Wedemeyer, "Citizenship Training Through Art Activities." California Journal of Secondary Education 15:29-31; January 1940.

Participation in community art enterprises, with consequent training in both art and citizenship, is an important aspect of the Pasadena Junior College program.

Grace V. Wilson, "You and Your Community." Music Educators Journal 27:31; September 1940.

Suggesting music educators know their community, make friends in it and offer musical leadership for it.

Sibyl Browne, "Picturesque But--Drawn from Life." Progressive Education 17:524-531; December 1940.

A story, with illustrations, of how a realistic approach to the housing problem was made, and of how this class worked with government, citizens' committees, etc., in planning for slum clearance and the erection of model housing. The whole project was both an aesthetic and socializing experience.

Lucile, Spence, "Block Beautiful: Pupil Club Changes a Community." Clearing House 16:3-7; September 1941.

A girls' high school in New York City campaigned to clean up their tenement neighborhood and succeeded in improving conditions both on the streets and in the homes.

Catherine Crossman, and Archie Bauman, "The Community as an Art Workshop." School Arts 41:309; May 1942.

Teachers college students canvass their community for art resources and profit educationally thereby.

Max Kaplan, "Beethoven or a Bottle of Beer?" Junior College Journal 13:373-375; April 1943.

Music departments should catalog community resources and serve community-wide musical needs.

Lydia Powal, The Art Museum Comes to the School. New York: Harper, 1944.

How art museums in several cities have worked with public schools and how schools and museums generally can collaborate to stimulate a wider appreciation of art.

Nabel Orbuckle, "Art Serves the Community," School Executive 63:25-27; 77; November 1943.

Art instruction in Detroit is related to the needs of individual students, families, communities and nations.

Glenn Holder, "Richland, Indiana Art Experiences." Clearing House 20:208-211; December 1945.

For nearly 50 years the local art association has cooperated closely with the high school in planning and administering the art ex-

perience program of that school. As a result, 130 graduates have achieved success in the field of art. This is the story of that school-community cooperation.

Lawrence D. Smith, "The Place of Dramatic Arts in the Secondary School: Values to the Community." Bulletin of the National Association for Secondary School Principals 33:19-22; December 1949.

Discusses many ways in which high-school dramatic arts help to build democratic citizenship in school and community as well as cultural and social appreciations.

COMMUNITY RESOURCES -- CONSERVATION

Effie G. Bathurst, Conservation Excursions. United States Office of Education, Bulletin 1939, No. 13. Washington: Government Printing Office, 1940.

A hundred page pamphlet of detailed suggestions for planning, conducting and following up school excursions concerned with the problem of conservation.

March-Mount, Margaret, "As the Twig Is Bent." Progressive Education 23: 104-105; January 1946.

Six-and seven-year-olds learned forest conservation through field, classroom projects, resource visitors and tree planting.

Southern States Work Conference and Committee on Southern Regional Studies and Education, Learning by Living: Education for Wise Use of Resources. Tallahassee, Florida: State Department of Education, 1950.

Reports practice in resource-use education projects. Rejects the concept of providing a blueprint for local situations. Separate sections are addressed to the school administrator and to teacher education.

Margaret M. Seylar and Paul E. Blackwood, "They Studied Conservation by Doing." Progressive Education 27:13-16; October 1949.

Relates how seventh and eighth grade children developed a study of conservation through many vital learning experiences including trips, speakers, exhibits, publications and dramatics.

COMMUNITY RESOURCES -- FAMILY LIVING

A. T. Herr, "Home Economics and Community Development." Journal of Home Economics 27:507; October 1935.

Lists major needs or problems of children in the community and suggests the desirability of cooperative community planning to meet them.

Ella M. Cushman, "Tour as a Teaching Method." Journal of Home Economics 28:446-448; September 1936.

Describes an all-day kitchen trip organized within one county by a State College of Home Economics.

Frances Jones Farnsworth, "The Home as a Laboratory for Child Study Students." Progressive Education 14:350-355; May 1937.

Vassar College's plan of "home participation" whereby students work in homes and receive academic credit therefor. Emphasis is upon child care on a superior level.

Gertrude Humphreys, "West Virginia Farm Women's Camp." Practical Home Economics 17:176-177; June 1939.

Describes a week's camp experience enjoyed annually by farm women. Purposes and programs are discussed.

G. E. Wright, "Co-operation Between Retail Stores and Home Economics Teachers." Journal of Home Economics 31:386-387; June 1939.

Reports a study made to determine what services retail stores give to home economics departments and suggests ways in which stores and schools could cooperate further to their mutual advantage.

Mabel V. Campbell, "Home Economics Materials and the School Community." High School Journal 23:25-28; January 1940.

Values and sources of community study materials to the home economics program.

M. A. Mason, "Secondary School and Community Housing." Journal of Home Economics 32:145-149; March 1940.

A plea that home economics instruction seek to improve family living by tackling the housing problem directly and in cooperation with various other school departments. Various suggestions for such integration are made.

I. Q. Spafford, "Home Economics Teacher and the Community." Practical Home Economics 18:171-172; June 1940.

Education must be community-centered rather than school-centered and nowhere is this more apparent than in the field of home economics. This field touches the community in a number of ways: the teacher herself as a person, the building of instruction upon the needs of the people rather than upon the logic of the subject, and its acceptance of responsibility for making school and community home life education-conscious.

Joseph C. Baumgartner, "A Housing Study--Coordinating a National Problem with a Community Project." Social Education 4:470-473; November 1940.

A housing unit in which field study of local housing conditions led into a larger study of housing as a national problem.

Edna P. Amidon, and Muriel W. Brown, "Community Organization for Family Life Education." School Life 26:38-40; November 1940.

Describes experimental centers in four communities where co-operative efforts of homes, schools and other agencies analyzed the needs of local families and mobilized resources to meet them.

Muriel W. Brown, "Wichita Program." School Life 26:68-70; 77; December 1940.

Second in a series of articles describing school-community coordination for improved family life education.

Muriel W. Brown, "Obion County Educates for Home Living." School Life 26:108-111; January 1941.

Third in a series of articles describing school-community coordination for improved family life education.'

Muriel W. Brown, "And Now Toledo!" School Life 26:140-143; February 1941.

Fourth in a series of articles describing school-community coordination for improved family life education.

Opal W. List, "Eleven Months Community Homemaking Program." Practical Home Economics 19:49, 74, 76; February 1941.

New Mexico's five-year experiment in which high school home economics teachers continue their work in local communities five weeks after the close of school and begin the next year's work two weeks before school opens.

N. S. Buckey, and H. C. Brearley, "Community and the Home Economics Teachers." Peabody Journal of Education 18:281-284; March 1941.

Teachers of home economics welcome the move toward community-centered schools since this is a trend directly in line with what good home economics has been doing for some time. More attention must be given to community needs and problems such as those of health, housing, child care, family life, recreation, welfare and relief, home furnishing and beautification.

W. W. Hill, "Public Schools Promote Better Housing." National Education Association Journal 31:77-78; March 1942.

The story of how a school system came to play the leading role in improving the housing conditions of its community of 5,000 people.

Helen A. Whiting, "Working Together for Improved Living." Childhood Education 18:371-373; April 1942.

Excerpts from county supervisors' monthly reports in Georgia, showing how school-community programs in Negro schools lead to improved living conditions.

Edna D. Meshke, "Effects of Utilizing Selected Community Resources in Ninth-Grade and Tenth-Grade Homemaking Classes." Journal of Experimental Education 12:1-9; September 1943.

Reports a scientific experiment made to discover (1) if community resources could be used by homemaking classes in typical high schools, (2) relative effectiveness of instruction when it included direct community contacts and when limited to classroom activities, (3)

whether contacts with either type of experiment procedure increased pupil achievement over that which resulted from instruction not utilizing such contacts. Findings indicate that (1) community resources can be used, (2) that community contacts promote superior learning over that achieved within purely classroom situations and (3) that both types of experimental classes learned more than did the traditional type of control class.

U. S. Office of Education, "A Study of Methods of Changing Food Habits of Rural Children in Dakota County, Minnesota." Nutrition Education Series, Pamphlet No. 5. Washington: Government Printing Office, 1944.

Reports a two-and one-half year experiment to determine the effectiveness of nutrition education in changing actual food habits of children. Conclusions show children do improve food practices when they (1) discover what changes they need to make, (2) are strongly motivated to learn about foods and to apply this knowledge in their own diets and (3) have access to proper kinds and amounts of food.

Harold F. Clark, "Food, Clothing and Shelter: The Sloan Experiments Clearing House 19:418-419; March 1945.

General statement suggesting importance of these experiments for education in the future: (1) teachers must know the counties in which they work; (2) training instruction must provide practice in community surveys and studies; (3) practice and demonstration schools on college campuses are not satisfactory; they must be held in typical, normal communities; (4) school program must be built around main areas of living.

Hazel H. Price, "Choosing Community Services." Journal of Home Economics 38:503-506; October 1946.

The alert home economics teacher serves her community by making instruction functional, participating in community activities as department and as an individual and cooperating with her pupils in community services being performed by community agencies. Suggestions for each are given, together with a check list for evaluating the latter.

Johnie Christian, "Curriculum Planning on a Community Basis." Educational Administration and Supervision 33:43-48; January 1947.

A home economics education workshop used a small town as its laboratory in which to plan improved home and family membership programs. The town's home economics teacher was a member of the group. An advisory council representing various community groups was developed. Each workshop member worked on some special problem of his own as well as being a member of a committee on some phase of that community's homemaking curriculum problems.

Elizabeth McHose, Family Life Education In School and Community, 1952 Teachers College, Columbia University pp182.

To encourage the development of broad community programs in family life education, Dr. McHose offers: dramatic incidents showing the need for such a program; patterns by which cities, towns, or rural areas can approach education for marriage and family living; and, suggestions on pitfalls and ways to avoid them.

COMMUNITY RESOURCES -- HEALTH, PHYSICAL EDUCATION, SAFETY

- V. S. Blanchard, "Integration of the School Health Program with Community Health Education." American Journal of Public Health 26:625-628; June 1936.

Outlines a plan whereby school health programs may be integrated with community health education. Argues that too much attention has been given to health services in schools and too little to health education for future use. Children should be thoroughly familiar with community health problems before they are graduated from high school.

- R. E. Grout, "Function of School in the Rural Health Program." American Journal of Public Health 27:583-586; June 1937.

Examples of ways in which rural schools may successfully stimulate health habits in children--through making the school itself a healthful place, through working cooperatively with the home and through utilizing community health resources.

- Jane Franseth, "County Schools Attack Community Problems." Curriculum Journal 8:313-315; November 1937.

How instruction in rural schools was vitalized and community illis reduced by orienting the curriculum around the major social processes of living.

- L. C. Martin, "School and Community Unite for Better Health." California Journal of Secondary Education 13:441-443; November 1938.

Health agencies of school and community are coordinated in this community. Local physicians, dentists, oculists and anrists made free examinations of all children. School departments make direct attack on effects of alcohol and narcotics, athlete's foot, sanitation, diet, etc. A check-up indicated that 90 per cent of the discovered defects had been corrected by the end of the year.

- G. E. Tully, "Community Health Problem Vitalizes the Classroom." Journal of Educational Sociology 14:502-506; April 1941.

Eighth-grade students studied "How Man Has Sought to Conquer Diseases" by an historical survey and a study of progress being made in the local area in the fight against diseases. Having concluded a community health unit was needed, the pupils wrote and presented a play to dramatize that need.

- Ott, Henry J. and Others, Community Workshops for Teachers in the Michigan Community Health Project. Ann Arbor: University of Michigan Press, 1942.

Detailed descriptions of four summer workshops in which the use of community resources was given major emphasis. Health education and health in the community school were among the four areas investigated.

- Elizabeth Riner, "Health Class Paves the Way for A Community Program." Journal of Home Economics 34:166-168; March 1942.

How a social-minded school principal led in transforming a depressed neighborhood into a vigorous, improved community. An adult class in health developed interest in community factors, parents gave time to develop a community program and the school became an effective community center.

J. C. Moffitt, "Community Cooperation for Health," Educational Method 22:175-178; January 1943.

Advantages and possibilities of improved health through school-community coordination toward that end.

William M. Grimshaw, "Fitness Through Day Camping." Journal of Health and Physical Education 14:150-151; March 1943.

The need for physical fitness and continuation of day camping to its achievement. Five major proposals are made.

John E. Hoar, "Social Science Surveys Diet." American School Board Journal 108:23-25; March 1944.

A high school class surveyed its community to discover dietary habits and problems. Procedures and findings are reported, the latter in both tabular and summary form.

Lorin E. Kerr, "Coordinating Health Education." Public Health Nursing 36:463-468.; September 1944.

Describes a school-community health coordination program in an Ohio County. Step-by-step developments are traced, problems are mentioned, and a nine-point school health education program is outlined.

Verne S. Landreth, "Coordination of Community Health Education." California Journal of Secondary Education 20:30-34; January 1945.

Developmental account of the "California Community, Health Education Project." A health coordinators' workshop is described, conclusions reached are mentioned and the personnel of one typical county committee is listed.

Ernal H. Parker, "School and the Community in the Safety Program." Safety Education 25:22-23; October 1945.

A junior safety council, a teacher safety committee, assembly programs, safety movies, a safety bulletin, poster contest, adult meetings, panels and other methods are used to promote safety in one co-operating school and community.

Justus J. Schifferes, "How to Improve Health Teaching." Hygeia 23:918; December 1945.

Describes an effective school health council in terms of its personnel, objectives and activities.

Marjorie Eastabrooks, "Co-ordinated School-Community Health Program." National Association Secondary School Principals Bulletin 29:57-66; December 1945.

Describes an experimental school-community health program carried on by the schools of 44 districts in 30 counties of Washington State. Objectives, committees, curriculum, projects and activities and teaching personnel developments are interpreted.

Nina B. Lamkin, Health Education in Rural Schools and Communities. New York: A. S. Barnes and Company, 1946.

Guide for developing a practical program in health education based on daily life situations in rural schools and communities.

Bernice Moss, "School-Community Health-Education Project." California Journal of Secondary Education 22:104-107; February 1947.

Describes the gains noted over a two-year initial period of a sever-county program in California. School programs have been improved, public interest expanded and college interest stimulated.

Ethel E. Price, "Nine-year-olds Study Community Health." Social Education 11:68-70; February 1947.

Reports community health investigations planned and carried out on a project basis by a class in Washington, D. C. Hospital facilities, water supply, cleanliness in cafeteria, barber shops, schools, etc., were studied by committees. Conclusions were reached and sent to the Health Department. High pupil interest and fine critical thinking developed.

Marie M. Hughes, "Youth at Work on a Community Health." Social Education 11:68-70; February 1947.

When the incidence of tuberculosis and diphtheria among Mexicans and Negroes in Los Angeles became alarming the school people called a conference of youth representatives. Public health officials presented the facts, students went home and reported findings in various ways, a second annual conference was called and intergroup as well as health advances were noted.

"Health Educators at Work." High School Journal 30: No. 3; May 1947, and 32; No. 4; October 1949.

Two issues, each stressing school-community cooperative programs for improved health education.

Miriam E. Lowenberg, "Community Program for Child Development." Childhood Education, 25:22-27; September 1948.

In Rochester, Minnesota, the child Health Institute functions as a coordinating agency for health services, teaching and research by all community health agencies including the schools. Purpose of the program is to promote good physical growth and emotional development among all children from birth to maturity.

Ketchen, Elizabeth, "Our Health Plan". National Education Association Journal 38:334-35; May 1949.

Explains how a community works together to improve the health of its children.

COMMUNITY RESOURCES -- LANGUAGE ARTS

Paul L. Miller, "School Journeys and School Journalism." Clearing House 5:229-231; December 1930.

Emphasizes the possibilities of following up the excursion through journalistic accounts of it, written by pupils, and published in school paper and local newspapers. Sample stories are included in the article.

Kathleen McCarthy, "Do you Know Your Neighborhood?" Clearing House 10:104-108; October 1935.

How a teacher in the Thomas Junior High School, Philadelphia, helped pupils develop a school magazine project centering around their own neighborhood.

Ward S. Miller, "Interviewing for English Classes." English Journal (High School edition and College edition) 26:18-22; January 1937.

Ways of training students in the journalistic approach to the interview technique. Step-by-step procedures in arranging, conducting and writing-up an interview are described.

K. J. Hanlon, "Using Community Resources in the English Class." English Journal 26:612-618; October 1937.

To make English instruction functional and therefore interesting, relate it directly to life and events in the local community. Many suggestions for doing this are made on the basis of a comprehensive excursion program in Detroit.

William V. McCay, "Shaking Hands with Their Community," California Journal of Secondary Education 15:11-14; January 1938.

The public speaking program of this high school was changed from half a dozen varsity debaters in formal argument to more than 125 students making speeches, participating in debates, sponsoring panel discussions and conducting campaigns in the local community.

K. H. Livingston, "Vitalizing Civic Education Through the Speakers Bureau." School Activities 10:266, 269; February 1939.

At Berkeley, California, High School a Speakers Bureau sends students enrolled in public speaking classes to address various community clubs in behalf of the Community Chest, Red Cross, American Education Week, all national holidays and the like. Student interest and enthusiasm runs high.

James Irwin Wallace, "The English Class 'Writes a Book' on the Community." Clearing House 14:415-416; March 1940.

One hundred twenty high school boys wrote a book on their own community. Their enthusiasm was immense and their critical judgment evident. Historic background, present strength and weaknesses as revealed by comparison with other cities, analyses of technological unemployment, criticisms of housing situations, etc., were included in their illustrated volume.

Ruth I. Thomas, "Developing Language Skills Through the Use of Community Resources." National Elementary Principal 20:543-548; July 1941.

A sixth-grade class utilized local resources to have experience as a basis for writing, speaking, and reading. The children made a nature study trip, watched a broadcast, interviewed traffic officers, etc. All activities involved considerable exchange of ideas, and marked child growth was noted.

Doris P. Merrill, "Pros of the Interview." English Journal 30:569-573; September 1941.

Values of the journalistic interview for high school newspaper reporters. Several illustrative examples are given.

Alta McAfee, "Interviews with Celebrated Persons Motivate English." English Journal 31:323-325; March 1942.

A technique through which fully-prepared eighth-grade student teams successfully interview celebrities who appear on local music-lecture programs.

H. D. Roberts, W. V. Kaulfers and G. N. Kefauver, English for Social Living. New York: McGraw-Hill, 1943.

"The English Class and the Community Interwoven," (Part IV) presents six chapters by as many teachers telling specifically what each did to relate English instruction to community life and processes.

Lillian Ellias-Davis, "English Teaching and the Community." English Journal 32:459-461; October 1943.

English comes alive when related to life activities through student talks before community groups, service projects such as work on a Better Movies Committee, resource visitors such as local authors, trips to libraries, etc.

William S. Gray, (ed) Reading in Relation to Experience and Language. University of Chicago Supplementary Educational Monographs No. 58. Chicago: The University, 1944.

Scholarly and practical analysis of reading problems and resources, as developed for a Reading Conference at the University of Chicago. Stress is placed upon the relationships between reading, experience, and language and their implications for growth both in and through reading.

Lennox Grey, "Communication Arts and the School Community." Harvard Educational Review 14:43-61; January 1945.

Urges extension of functional teaching for community living, but warns against letting English or art become a mere tool for something else. Communication art is basic to everything else man does and is of prime value in itself.

Jennie Campbell, "Curriculum for Community Study." Educational Leadership 3:113-116; December 1945.

Elementary teachers in Utah use their professional association; summer workshops, state education department leadership, etc., to plan and execute local community studies as an integral part of the language arts program.

Louise Rowlett Grover, "Interview Helps the Student." English Journal,
37: 85-88; February 1948.

Reviews the values and uses of the interview as an English assignment.
Outlines plans for interviews with government officials, editors, judges,
union officials, zoo managers, etc., each to be followed by oral and
written reports of findings.

Joy E. Greene, "A 'Slow English Class' Investigates Community Living."
English Journal 40: 339 - 41; June 1951.

An account of a teaching unit employing firsthand experiences and
inductively developing concepts with a first-term high school class.

T. B. Hewitt, "How Can the German Department Best Serve The Community?"
German Quarterly 25:33-34; January 1952.

Some specific suggestions for schools.

COMMUNITY RESOURCES -- SCIENCE

- W. J. Tinkle, "Field Trips in Biological Courses." School Science and Mathematics 33:947-950; December 1933.
 Since biology is the science of living things, not of pickled corpses, firsthand field experience is essential. General suggestions for conducting a trip are mentioned.
- Ruth Hodson, "School in the Out-of-Doors." Childhood Education 11:3-7; October 1934.
 How a city school made nature study vital and meaningful through a series of field study trips to a nearby wooded estate.
- Frederick L. Fitzpatrick, "A Method of Field Study in Biology." Teachers College Record 34:481-489; March 1935.
 Recommended procedure is that of "carrying on an intensive study of the interrelationships of species within a certain limited area as well as the relationships of these species to their physical environments."
- Carson V. Ryan, "Science with the Eastern Cherokee Indians." Progressive Education 15:143-146; February 1938.
 How science instruction in Indian schools can aid Indians in improving their health, making themselves economically secure and in establishing a respected place in society. Explains how school instruction deals with problems of water and milk sanitation, forestry, photography, fertilizers, dyes, etc.
- M. C. Easter, "Botany in a Small High School with Access to the Country." School Science and Mathematics 38:775-784; October 1938.
 Detailed account of how a biology class was taught to "study nature, not books." Series of trips was taken--around the campus laboratory, to river, greenhouses, forests, etc. Each student chose an area for special study to be reported upon in a May convention.
- Wilbur Emmert, "Electrical Problems Clarified Through Trip to Power Plant." Educational Screen 18:26-29; January 1939.
 Outlines a trip designed to illustrate electrical principles in operation. The work sheet used is reproduced.
- N. E. Bingham, "The Environment as a Science Laboratory." Teachers College Record 40:725-735; May 1939.
 Deals more fully with the techniques of field trips generally than with science instruction itself. Considers problems of leadership, schedules, costs, liability, as well as week-end trips and more extended study tours.
- Harriett Allen, "Pupils Study at City Zoo." Journal of Education 122:301-302; December 1939.
 San Diego's program for utilizing the zoo as a learning resource for school children. An educational building on the grounds, a bus owned by the zoo, an educational director and a planned program are all described.

I. K. Brink, "Science Excursions in Winter." Instructor 49:25; January 1940.

Suggestions for short winter excursions in science; to see what birds are doing, where animals stay in winter, follow rabbit's tracks to see where they go and why, how birds need feeding stations, etc.

Dora Wood, "Planned Field Trips--An Integral Part of Science Units." School Science and Mathematics 41:28-35; January 1941.

A plan for field trips in science teaching, with report on some trips taken by classes in the school. Suggestions and warnings are given in terms of general procedures in preparing for trips, taking trips and following-up the trips. The whole is illustrated by reference to a specific trip to study rock layer formations; the specific procedures and the guide sheet used are presented.

Frank W. Trevor, "The Zoo Goes to School." Education 61:369-372; February 1941.

How students built a small zoo for the school as a stimulus to better biology work. During the four years of its growth over 200 live species of vertebrates have been on temporary or permanent exhibition.

Joseph M. Oxenhorn, "Excursion in the Teaching of Science." High Points 23:61-64; February 1941.

Specific examples showing how the science field trips can be used for purposes of motivation, actual teaching, review and social development.

N. J. Polga, "Organizing Science around Local Resources." Curriculum Journal 12:119-122; March 1941.

Lists many physical science topics which may easily find demonstration either through objects brought into the classroom or through field trips into the community.

Herbert A. Sweet, "Hiking Into the Elementary Science Curriculum." School Science and Mathematics 41:256-259; March 1941.

Detailed description of how a well-planned, science-collecting trip turned out to be one of the most valuable experiences of the school year, for it not only enriched the study of science but ramified into other types of school activity such as drawing, spelling, arithmetic, geography, history, reading, shop.

Ena McKinney, "Nature Study in Fort Worth's Botanic Garden." American School Board Journal 104:19-20; May 1942.

Educational trips in a fine botanic garden are a regular feature in one city.

George E. Pitluga, Science Excursions into the Community. New York: Bureau of Publications, Teachers College, Columbia University, 1943.

A handbook for teachers, presenting ideas and suggestions for fourteen science trips and related activities.

L. W. Anderson, "Biology Class Led Town Fight Against Mosquitos." Clearing House 17:267-270; January 1943.

Describes a pupil-inspired community fight against malaria which eventually brought about a healthier environment.

Oliver S. Loud, "Science in the New School." Educational Method 22:217-223; February 1943.

Discusses eight basic principles around which science teaching should be organized. All stress interrelationships of subject fields within the school and of school learning through community resources.

Dorothy E. Wheatley, "Science Field Trips in the Elementary School." Science Education 27:137-139; December 1943.

General suggestions for field studies of the stars, plant and animal life, seasonal changes, rock formations, etc.

Hubert M. Evans, "The Teacher of Science and His Community." Teachers College Record 45:252-259; January 1944.

Emphasizes the necessity of relating science teaching to community needs, stresses the responsibility of the science teacher within the community and makes fairly detailed suggestions for planning, executing and evaluating science projects in the community.

Arita D. E. Laton and Elsa M. Meder, "Toward Unified Learning." Teachers College Record 45:225-233; January 1944.

The Bureau of Educational Research in Science at Teachers College of Columbia University has worked in close cooperation with scientifically trained teachers and with school systems in many parts of the nation, do experiment with curriculum programs centered in needs and problems of people. On basis of community surveys, teachers reorganized courses and curricula on experimental basis.

Louise G. Dreher, "Chemistry Class Visits a Foundry." Science Education 28:38-40; February 1944.

Emphasizes what the students were told in advance to observe, the materials they saw and the processes encountered.

Irene Ahlborn, "Peter Visits the Water Plant." Educational Leadership 3:58-62; November 1945.

Graphic description of a class field trip and related activities on the intermediate grade level. The project's initiation, preparation, execution and follow-up are fully reported to show how this firsthand experience helps the child grow toward more intelligent and successful living.

R. William Burnett, "Science Teacher and Community Dynamics." Education 68:335-40; February 1948.

Describes the community Resources Workshop conducted by San Francisco State College during the summer of 1946. Philosophy, objectives, staff, scheduling, activities, analyses, and evaluation are all discussed.

COMMUNITY RESOURCES -- SOCIAL STUDIES

National Education Association, Department of Superintendence, The Social Studies Curriculum, 14th Yearbook, Washington, D. C.: The National Education Association, 1936.

One chapter defines the community, suggests ways of discovering and utilizing its resources, illustrates observational, participatory, and contributory types of contacts on various school levels and suggests some cautions with regard to the use of community resources.

Monica H. Kusch, "An Experiment in Fifth Grade Field Work." Journal of Geography 35:179-185; May 1936.

Over the course of a year five excursions were taken to clarify concepts and answer questions in geography. On each trip, each child was given a map showing the route to be followed and the next day new maps were made by the children themselves. The five trips are described in some detail.

National Council for Social Studies, Utilization of Community Resources in Teaching Social Studies, Ninth Yearbook, Cambridge, Massachusetts: The Council, 1938.

Twenty articles stressing school-community philosophy, techniques, evaluation and foreign experience.

B. B. Shockley, "Workers Who Help Us Live: a Second Grade Activity." (unit of work). American Childhood 23:11-16; January 1938.

Describes a two-month's second-grade unit on workers in the local community. Lists general unit objectives, progress data, trips taken and their outcomes and the script of the play written by the children as their culminating activity.

Mildred Bales, "The Community, a Laboratory for High School Civics." Social Studies 29:213-214; May 1938.

The junior class became acquainted with village government when it secured a pond to be flooded for skating by presenting a petition to the village council. Becoming conscious of local government, the students went to study firsthand the city hall, the county government organization, the state government and the national government. Students assisted the local League of Women Voters in community activities, heard various political speakers, interviewed lobbyists, wrote their Congressmen, etc., to make government at all levels a more personal matter.

M. F. Moznett, "Our Community; a Correlated Social Studies Unit of Activity." Grade Teacher 56:38-39; September 1938.

A primary and intermediate grade unit outline on the study of local community life. Beginning with the home, the children considered the school, the church, occupations of town and country people, protectors in the community, transportation, etc., and then made a social map. This work was correlated with various subject areas such as reading, civics, spelling, dramatization, arithmetic.

Miriam Sutherland, "Community Treks With Its Eight-Year Olds." Childhood Education 15:127-130; November 1938.

Children became interested in the oldest house in the local community, formed a junior historical society, furnished the cabin in its previous manner, learned old songs and dances, made pioneer costumes and invited the whole community to see the results.

Edward G. Olsen, "Tours and Travel Courses for Social Studies Teachers"; Chapter 7 in National Council for the Social Studies, Tenth Yearbook, In-Service Growth of Social Studies Teachers. Cambridge, Massachusetts: The Council, 1939.

Lists, describes and evaluates numerous commercial and non-commercial and non-commercial educational tours within the United States as well as to other nations.

Laura F. Ullrick and Charles H. Coleman, "Social Studies Teacher and the Community." Chapter 9 in National Council for the Social Studies Tenth Yearbook, In-Service Growth of Social Studies Teachers. Cambridge, Massachusetts: The Council, 1939.

Realistic discussion of the teacher and the community, teaching as a profession, the teacher's approach to the community, academic freedom, use of community resources.

J. Pope Dyer, "Effective Instruction in Economics." Social Education 3: 37-39; January 1939.

A high school course in economics is made vital as local business men help teach the class, as field trips of a day and longer are taken and as students publish their current essays in the city newspapers and broadcast over local radio stations.

Eleanor Iler Schapiro, "Publishing a Local History." Social Education 3: 25-29; January 1939.

How casual class discussions grew into an enthusiastic school-community project in the compiling and publishing of a book on local history.

Merrill E. Bush, "The Eighth Grade Plans a Model Community." Clearing House 14:90-95; October 1939.

Stimulating account of how a class studied community features such as charter, police, industrial locations, job opportunities, etc., in terms of the kind of community they would like to live in.

Carlo DeZafra, Jr., "The Ninth Grade Studies Local Government." Social Education 3:581-583; November 1939.

How the civics class wrote a book on local and county government, based on individual and group research both in documents and through field trips.

Educational Policies Commission, Learning the Ways of Democracy, C. V. Washington: The Commission, 1940.

Numerous challenging accounts of how schools across the nation are studying and serving their own communities.

Mildred Green, "Community Life--Today and Yesterday." National Education Association Journal 29:52; February 1940.

How local community study made a sixth-grade course in Development of Civilization meaningful to slow-learning children.

Walter S. Crewson, "The Local Community as a Resource for Teaching High School Geography." Journal of Geography 39:105-109; March 1940.

Warns against superficial looking in excursions and illustrates concretely just how deeper understanding of industrial processes may result from adequate geographic knowledge about them.

E. R. Harrington, "High School Archaeologists." School Review 48:517-520; September 1940.

How a high school class makes ancient history live through actual archaeological explorations.

A. N. Goodwin, "Community Resources and the Social Studies." Social Education 4:414-426; October 1940.

How teachers in small towns may utilize local newspaper files, artifact collections, county records, bankers, cooperative associations, etc., as well as motion pictures.

Clarence Schettler, "Social Changes, Social Studies, and the Community." Social Studies 32:3-6; January 1941.

An analytic plea for realistic social studies instruction centered in the community. Shows the far-reaching effects of such an invention as the automobile in terms of traffic accidents, crime, morality, hotel business, freight rates, etc., and argues that students must come to appreciate such matters as indicative of social change. Community study and field trips are urged as means to this larger social understanding.

Beulah G. Flath, "Community Helpers; a Unit with Activities and Tests." Grade Teacher 58:24; February 1941.

A primary grade unit on the activities of policemen and firemen. In outline form the article considers the unit in terms of origin, preparation for the trip, what was seen and done on the trip, what was done during the return trip, the class activities which followed, the outcomes in social values, the test given and a bibliography.

E. P. Parker, "Geography and the Community." Journal of Geography 40:98-108; March 1941.

Fundamental suggestions for helping pupils develop a sense of community "belonging" through overview geographical experiences. Suggestions on how to analyze a community, how to make a community map, how to carry out simple field work, see meaning in buildings and their placement, understand effect of climate and record its changes.

T. M. Flaherty, "Town Centennial Observance." New York State Education 28:434; March 1941.

The seventh- and eighth-grade study local history via the project method on the occasion of the town's centennial. The project lasted a month; the curriculum was written by the departments of English, history, arithmetic, science and geography; fixed schedules were abandoned for the time.

Walter S. Crewson, "Field Work in Secondary School Geography." Journal of Geography 40:153-156; April 1941.

Warns that field work may be either a low form of "busy work" or a vital educational process, depending upon the care in planning, executing and following-up the excursion itself. The geographic relationships underlying the manufacturing activities in Akron, Ohio are explained as illustration.

Eugene, Hensley, "Re-living History Through School Trips." School Activities 12:346-349; May 1941.

An excursion to the reconstructed home of Lincoln in New Salem, Illinois, described in detail by a student who took it with his class.

James A Sheldon, "Community Life Problems." Clearing House 16:8-11; September 1941.

Describes a ninth-grade course required in the Des Moines public schools. Pupils identified the things they wanted to know about their community, then investigated through class, committee and individual research in libraries, through interviews and field trips, and by means of a mock city government, state legislature and other laboratory procedures.

Mildred P. Ellis, "Framingham Facts; Our Pupils Investigate Local Standards of Living." Clearing House 16:140-142; November 1941.

Reports on annual survey of living conditions made by high school pupils in their own community.

Kenneth W. Povenmire, and Leland N. Drake, "Vitalizing Civics." Social Studies 34:14-16; January 1943.

In an eighth-grade civics class 15 teacher-conducted "government study tours" each semester were substituted for the usual textbook procedure.

Thomas A. Sinks, "Community Contacts and Experience That Are Vital." National Elementary Principal 22:376-380; July 1943.

Reports an attempt to give sixth-grade pupils actual contact with community life and problems. The class took field trips, heard resource visitors, wrote a book on their own community, visited the city council and circulated a petition asking a special election on a tax levy proposal to build a swimming pool. The result was the creation of a park board in that community.

E. C. Reichert and Florence Scherbarth, "Seeing Democracy at Work in Government." National Elementary Principals 22:383-385; July 1943.

Describes a sixth-grade study of government. The whole class attended a luncheon for county officials and visited the state capitol, while over half the group made a supervised tour of the national capitol. Extensive background study was made in advance. Values of such field experiences are summarized.

Gordon McCloskey, "Use of Community Resources," Chapter 14 in National Council for the Social Studies 15th Yearbook, Adapting Instruction in the Social Studies to Individual Differences. Washington: The Council, 1944.

General analysis of community resources use by schools. Purposes, community problems, organization of community-centered programs, types of school resources for the community and cautions to be observed.

Fred O. Warner, "Project in Community History." Clearing House 18:279-283; January 1944.

Enthusiastic account of how a seventh-grade class collected data, artifacts, took excursions, etc., to learn directly about the history of their town. Some basic principles of history-writing were discussed and utilized, and then a book entitled When our Town Was Young was written by the group, and published locally. The town was greatly interested, and history lived for all its people.

Gustave Schwamm, "Field Trip: Education by Contact." Educational Screen 23:391-392; November 1944.

Learning potentialities of the school excursion are suggested by this description of a single trip to a court. The judge's remarks to the visiting group are reported to indicate how such cooperation can make such a trip a vivid personal experience.

Helen Ferris Tibbets, "History Comes Alive in Our Town." Parents' Magazine 21:27, 113-120; March 1946.

Vivid account of how a local history project developed in a New York town. School children began it, but many adults helped to make and publish the story of their community's origins.

Mary K. Dabney, "Social Studies and Community Service." Social Education 11:202-204; May 1947.

Describes opportunities for community study that provide both for valuable service and for vocational exploration on the junior and senior high school levels.

O. I. Schmaelzle, "Local Lawyers Help to Teach Social Studies." Clearing House, 22:161-62; November 1947.

Members of a lawyers club gave ten lectures on various aspects of the law as an integral part of a high school course. These lectures were scheduled and developed to fit in with current classroom work.

I. James Quillen and Lavone A. Hanna, Education for Social Competence. Chicago: Scott, Foresman and Company, 1948.

Chapter 11, "Using Community Resources in Social-Studies Instruction" presents basic philosophy, methods of analyzing a community, cataloging its resources, studying them; ways of surveying the community, participating in community action, choosing activities involving community action; and developing a sound program.

J. Cranville Jensen, "The Home Community". Chapter XVI in National Council for Social Studies, Geographic Approaches to Social Education, Washington: The Council, 1948.

Geography comes alive in the local community, which should be used as a geographic laboratory at all levels of instruction.

V. Calven McKim, "Geographic Study Tours for Undergraduates." Education 69:9-15; September 1948.

Analyzes preparation, equipment, materials and safety measures needed; then suggests procedures for the field study of relief and topography, soil, climate, minerals, vegetation, erosion, population, and land use.

Clarence Killmer, "City Council Comes to Wilbur Wright Junior High School." Social Education, 12:305-06; November 1948.

Six council members came as resource visitors, told of their civic activities and answered questions.

Sylvester Siudzinski, "We Plunged Into Politics." Clearing House, 23:462-64; April 1949.

Seventh and eighth grade students actively participated in a Presidential election, attending party rallies, hearing broadcasts, meeting candidates, collecting campaign posters, literature and buttons, holding mock conventions and election.

James F. Corbett and others, Current Affairs and Modern Education. New York: The New York Times, 1950.

Chapters, "Community Resources" reports numerous ways in which community contacts and experience promote learning of current events.

Ruby Strickland, "City Hall and Court House." Clearing House, 24:344-45; February 1950.

Tells how an American Problems class go into the community to delve into local governmental agencies, watch them in operation, and get firsthand information from the officials in charge.

Sarah Lois Miller, "Guest Speakers Within the Classroom." Ohio Schools 28:413; December 1950; Education Digest 16:32-33; April 1951.

Explains how a ninth-grade social studies class uses resource visitors from many fields to vitalize their study of current social problems.

COMMUNITY RESOURCES -- VOCATIONAL EDUCATION

Edward J. Rowse, "Securing the Cooperation of Merchants in Training Salespeople in Secondary Schools." National Business Education Quarterly 4:18-20; 35; December 1935.

Characterizes three plans for providing practical salesmanship training; alternate store-and-school plan; student teams; daily short-hour plan (after-school work, etc.); occasional practice plan (Saturday, December).

M. P. Moe and L. O. Brockman, Utilizing Community Resources for Vocational Guidance and Training. Helena, Montana: the authors, 1937.

Pamphlet description of a successful program wherein community resources are widely used in vocational guidance, part-time cooperative training and education on the job, adjustment of the worker, placement and continued training.

Kenneth B. Haas, Cooperative Part-Time Retail Training Program. U. S. Office of Education, Vocational Division Bulletin No. 205. Washington: Superintendent of Documents, 1939.

Kenneth B. Haas, "No Middle Ground." Business Education World 20:449-451, 581-584, February, March, April, 1940.

Extended analysis of the distributive occupations' program of work experience. Topics treated include school store projects, model stores, preparatory store training, cooperative part-time programs, the George-Deen Act, selection of students, measurement and testing, credit, advisory committees, and examples of courses.

Alan L. Bame, "Diversified Occupations Program." Teachers College Record 42:23-27; October 1940.

Descriptive analysis of this plan as generally developed. A typical schedule, the coordinator and chief advantages are discussed.

Harry J. Hunt, "Must Have Experience." Occupations 19:578-580; May 1941.

A Baltimore high school offers work experience to students of business subjects while they are still in school. How the project operates and how it has been received by both employers and students is explained.

Harold H. Punke, "School and Industry Cooperate in Education; The Jacksonville Plan." School and Society 53:736-740; June 7, 1941.

A description and interpretation of a well-known school-community program of providing functional vocational education.

Virginia M. Freeberg and Paul R. Pierce, "Cooperative Development of Work Experiences." Educational Method 21:24-30; October 1941.

How teachers, pupils, principal and community members cooperate to make varied types of work experience a potent area of living and learning for all pupils in one city high school.

Alan C. Lloyd, "Occupational Experience, an Essential of Vocational Business Training." Education 62:153-163; November 1941.

Careful analysis of the arguments pro and con of actual field experience in vocational business training. Lists the various plans now in operation, steps through which programs commonly develop, basic policy questions to be answered with alternative answers to each, major reasons offered in support of cooperative training, and chief advantages thereof.

Stephen F. Vorrhees, "Community Relationships in Vocational Education." In National Society for the Study of Education, Vocational Education Forty-Second Yearbook, Part I, pp. 69-81. Chicago: University of Chicago Press, 1943.

Summarizes fruitful working relationships between school and community in terms of philosophy, advisory boards' functions and services, occupational surveys, cooperation with governmental agencies, cooperation with nongovernment bodies and other relationships such as agriculture, homemaking and part-time education.

Hughes M. Blowers, "Coordination of Instruction with Job Activities." National Business Education Quarterly 11:29-32; March 1943.

Asserts that "coordination" must be carefully planned or it will not occur and offers fifteen case examples to prove the point.

Murray Banks, "Establishing Store Relationships for a Cooperative Program of Distributive Education." Industrial Arts and Vocational Education 32:370-372; November 1943.

Procedures whereby a George-Deen program of vocational distributive education was established in one community. Topics treated include cooperative store requirements, standards for cooperative jobs, types of stores selected, individuals responsible for selection of stores, procedures whereby a store becomes a cooperative store, problems encountered, nature and form of cooperative agreement and the advisory committee.

Clinton A. Reed, "Work Experience as an Aid in High School Business Education." American School Board Journal 107:23-24; November 1943.

The New York State program as outlined by its chief administrator.

Curtis E. Warren, "A Work Experience Program for Youth." National Association of Secondary School Principals' Bulletin 27:69-78; November 1943.

The San Francisco program, explained in considerable detail. Purposes, planning, administration, supervisors, credit, evaluation, job specifications, the coordinators' functions, etc., are detailed.

Donald K. Beckley, "Meeting Business Needs Through Co-operative Education." School Review 51:539-543; November 1943.

Analyzes some of the difficulties faced by business concerns in using cooperative students and describes methods through which a cooperative plan can be organized and directed to meet real business needs.

Edward J. Rowse, and others, "Functions and Possibilities of Cooperative Training." In American Business Education Yearbook, 1944, Pp. 219-232.

Origin and development, government reimbursement, objectives, conditions for successful training, possibilities, organization and present opportunity are discussed.

A. Brewington and others, "Techniques to be Used in Cooperative Planning." In American Business Education Yearbook, 1944, pp. 290-306.

Suggestions for planning, selecting personnel, getting points of view of others, interviewing, directing and correcting students, coordinating and controlling work experiences programs.

John B. Pope, "Planning a Co-operative Program in the Distributive Occupations." National Association of Secondary Principals' Bulletin 29:80-89; March 1945

Practical, tested suggestion for organizing and initiating a co-operative work program.

Harold Ferguson and Herman O. Hovde, "Community Service Motivation in Commercial Teaching," Junior Business Education 21:11-12; October 1945; Educational Digest 11:15-16; December 1945; School Management 16:8; September 1946.

Explains how a Colorado high school provides realistic commercial training for students by arranging for them to do typing and mimeographing for community organizations. No charge is made except for materials.

Ivan G. Fay, "Going To School on the Farm". Wisconsin Journal of Education 80: 176-177; December 1947; Education Digest 13:24-25; March 1948.

Describes the on-the-farm training program offered to veterans thru cooperation of the state board of vocational and adult education.

R. E. Cammack, "Part-Time Co-operative Program in Industrial Education." Education, 69:510-14; April 1949.

Outlines characteristics, advantages, requirements, and limitations, reasons for lag and problems of cooperative training programs.

A. L. Walker, "Job-Centered Business Education". National Education Association Journal 38:348-49; May 1949.

Describes a plan of part-time work on real jobs which gives the high-school business class direction and the student incentive and experience.

H. M. Lafferty, "The House That Tyler Built." Nations Schools 46:45-46; October 1950.

Each year the Tyler, Texas industrial education classes build and sell a house. A local lay committee, including labor and realstate men, advise and cooperate

Part IV

OTHER VENTURE-AREAS IN SCHOOL-COMMUNITY RELATIONS

Schools in Small Communities

College and Adult Education

Guidance

Public Relations

Teacher Education

Administrative Leadership

SCHOOLS IN SMALL COMMUNITIES

Kenyon L. Butterfield, Chapters in Rural Progress. Chicago: University Press of Chicago, 1908.

Urges reconstruction of the school program so that pupils may be brought into closer touch with the life of the community, the schools may become a social-civic centers for adults, the children may learn to work together, and the whole curriculum may be vitalized and humanized through beginning with the firsthand experiences of the child and working out to those things he must imagine.

Report of the Commission on Country Life: New York: Sturgis and Walton, 1911.

Reports findings and recommendations of Theodore Roosevelt's notable Commission on the problems of farm life. Six types of "special deficiencies" and five "corrective forces" are described. Great emphasis is placed upon relating schools to rural living.

National Society for the Study of Education, The Rural School as a Community Center. Tenth Yearbook, Part II. Chicago: University of Chicago Press, 1911.

Reports of experiments in making schools actual community centers through such activities as adult lectures, vocation playgrounds, evening recreation programs, home and school association, extension courses.

Joseph K. Hart, Educational Resources of Village and Rural Communities. New York: Macmillan, 1913.

Stresses community-building as the supreme goal of education, and analyzes many kinds of community resources--physical, human, economic, health, political, aesthetic, recreational, religious and school.

F. W. Cyr, "Enrich Small High School Programs." School Executive 56:335-337; May 1937; Educational Digest 2:46-48; June 1937.

If high schools in rural areas are to make genuinely effective educational contributions, they must think in terms of the functions of schools, adopt the experimental approach, utilize community resources, adapt school buildings to purposes of education, provide teachers with adequate teaching materials and reorganize administratively. Illustrations of successful practice under each area are given.

R. E. Grout, "Function of School in the Rural Health Program." American Journal of Public Health 27:583-586; June 1937.

Examples of ways in which rural schools may successfully stimulate health habits in children--through making the school itself a healthful place, through working cooperatively with the home and through utilizing community health resources.

Jane Franseth, "County Schools Attack Community Problems." Curriculum Journal *:313-315; November 1937.

How instruction in rural schools was vitalized and community ills reduced by orienting the curriculum around the major social processes of living.

Anne V. Holdford, "Local Environment as a Source of Instructional Materials." (In National Education, Dept. of rural education, Newer Types of Instruction in Smaller Rural Schools, pp. 98-109, Washington: the Association, 1938.

Describes a community study project developed and executed by teachers in a New York rural school district. A resources information file was developed, a community survey made, teacher trips taken, descriptive materials prepared, and careful reports made.

Julia Weber, "Uses of Community Resources as Curriculum Materials in a Rural School." National Education Association Proceedings, pp. 512-513. Washington: The Association, 1938.

How a small, one-teacher school four miles from the nearest town used many local resources to enrich its pupil's learning.

M. C. Easter, "Botany in a Small High School with Access to the Country." School Science and Mathematics 38:775-784; October 1938.

Detailed account of how a biology class was taught to "study nature, not books." Series of trips was taken--around the campus laboratory, to river, greenhouses, forests, etc. Each student chose an area for special study to be reported upon in a May convention.

National Education Association, Department of Rural Education, Yearbook; Community Resources in Rural Schools. Washington: The Department 1939.

The philosophy and techniques of community study and service through the school program. Case examples are given in the conservation and development of resources, in curriculum development and in intercultural education. A final chapter documents the history of the school-community movement in the twentieth century.

American Association of School Administrators, Schools in Small Communities, Seventeenth Yearbook, Chapter 12. Washington: National Education Association, 1939.

Guiding principles for the development of better public relations. Discusses methods of learning interests and needs of the community, how to enlist the interests of lay groups, public relations procedures. Illustrations are given of school newsletters local newspaper releases, exhibits, etc., designed to promote community interest in the school program.

Iman E. Schatzmann, "Schools Unknown and What They Do." National Education Journal 29:57-58; February 1940.

An enthusiastic account of how the lives of a whole community were enriched because one rural teacher and his wife decided to make theirs a community school---and did so.

Morris R. Mitchell, "Habersham County--In the Awakening South." Progressive Education 17:517-523; December 1940.

How Southern communities are achieving better living through democratic participation in planning and executing social planning. A county development and rural community within the county are described in human terms.

Lynn T. Smith, "Role of the Community in American Rural Life." Journal of Educational Sociology 14:387-400; March 1941.

Defines the community and the neighborhood, then describes general trends in both.

J. C. Fitzgerald, "Rural School Sponsors Long Summer Journey." Curriculum Journal 12:213-215; May 1941.

The school Travel Club, composed of 26 pupils ranging in age from 11 to 18, together with four teachers, took an extensive school bus trip from Oklahoma to New York and return during the summer.

Walter D. Cocking, "Working together for Rural Welfare; Second Annual Rural Life Conference." School Executive 60:1920; May 1941.

Report of a conference wherein fifty-eight community leaders combined to improve the educational program of all agencies through coordination.

Arthur E. Morgan, The Small Community. New York: Harper, 1942.

Points out the primary significance of the local community in human affairs; analyzes forms of community organization, especially the community council; describes various community processes and problems, and summarizes observations.

Helen A. Whiting, "Working Together for Improved Living." Childhood Education 18:371-373; April 1942.

Excerpts from county supervisors' monthly reports in Georgia, showing how school-community programs in Negro schools lead to improved living conditions.

C. A. Sauer, "Planning Rural High Schools for Community Use." School Executive 62:34-35; October 1942.

General plan for auditorium and gymnasium designed for community use.

Southern Rural Life Conference, The School and the Changing Pattern of Country life. Nashville, Tennessee: George Peabody College for Teachers, 1943.

Specific suggestions for newer responsibilities of the rural school in the changing pattern of country life.

R. E. Tidwell, Planning Improvement in Rural Living Through The Schools. Studies in Education No. 4. University, Alabama: Bureau of Educational Research, College of Education, University of Alabama, 1943.

Reports an exploratory study of possibilities for improving living among rural people through the agency of the public schools. Detailed descriptions are given of each step taken.

Southern Rural Life Council, "Agencies Concerned With the Quality of Rural Life in the South." Nashville, Tennessee: Southern Rural Life Council, 1944.

A well annotated directory of national, regional and state agencies concerned with the improvement of rural living in the South.

U. S. Office of Education, "A Study of Methods of Changing Food Habits of Rural Children in Dakota County, Minnesota." Nutrition Education Series, Pamphlet No. 5. Washington: Government Printing Office, 1944.

Reports a two-and one-half year experiment to determine the effectiveness of nutrition education in changing actual food habits of children. Conclusions show children do improve food practices when they (1) discover what changes they need to make, (2) are strongly motivated to learn about foods and to apply this knowledge in their own diets and (3) have access to proper kinds and amounts of food.

C. E. Ragsdale, "Evaluation of Rural Community Planning in Relation to the Curriculum of Rural Education." Journal of Educational Research 38: 286-290; December 1944.

Describes how lay citizens cooperate with school for community planning in the rural schools of Wisconsin. Interviews and field trips are arranged, surveys made and reported, local histories written, school programs changed, business policies altered, church activities extended, local government made more functional, Several major values for pupils are listed.

George Peabody College for Teachers, Improving Rural Schools and Communities Through Teacher Education. Report of the small rural school workshop, Division of Surveys and Field Services, George Peabody College for Teachers, 1945.

Part II "Curriculum That Meets the Needs of Better Community Living," tells how a summer school group analyzed basic needs in several rural communities and then recommended appropriate curriculum changes and procedures.

Virgil E. Herrick, "School and the Improvement of Education in Rural Communities." Chapter 6 in Education for Rural America, edited by Floyd W. Reeves. Chicago: University of Chicago Press, 1945.

Analyzes five concepts of the school's proper role in community building and suggest four basic implications.

Clara O. Wilson, "County School Becomes a Rural Cooperating Center." Education for Victory 3:7-8; March 20, 1945.

Case study showing how a university department of education cooperated in transforming a typical country school into a vital community center which inspired the community adults and pupils as well as the educational program in other localities.

Don L. Essex, "Planning the Central Rural School as a Community Center." American School Board Journal 110:47-49; May 1945.

Discusses five factors to be considered; location in the building of facilities, used by the community, distribution of heat, provision for adequate storage space for equipment, toilet facilities and custodial service.

William D. Asfahl, "Delta, Colorado, Improved Education Through Community Interaction." School Management 15:4, and ff.. September 1945.

Interpretive account of the procedures whereby a small-town school increasingly related its total program to community life needs.

Clara O. Wilson, "Country School Becomes a Rural Cooperating Center." Education for Victory 3:7-8; March 20, 1945; School Management 15:93; October 1945.

How the Department of Elementary Education of the University of Nebraska inaugurated a cooperative community program whereby a typical rural school was changed into a community school.

Nina B. Lamkin, Health Education in Rural Schools and Communities. New York: A. S. Barnes and Company, 1946.

Guide for developing a practical program in health education based on daily life situations in rural schools and communities.

Jean and Jess Ogden, Small Communities in Action. New York: Harper & Bros., 1946.

Thirty-four true and documented accounts of cooperative community improvement programs wherein local citizens worked democratically together with imagination, vigor, and persistence.

Clara M. Olson and Norman D. Fletcher, Learn and Live. New York: Alfred P. Sloan Foundation, Inc., 1946.

Explains the eight-year Project in Applied Economics as developed in Kentucky, Vermont and Florida. This Project sought to answer the basic question: Can School Instruction raise living standards in terms of better food, clothing and housing? Results are summarized visually as well as verbally.

U. S. Office of Education, "Public Relations for Rural and Village Teachers." Washington: Superintendent of Documents, Bulletin, 1946, No. 17. *U.S. Office of Educ*

Packed with personalized techniques, this pamphlet by six rural education leaders deals practically with problems of the beginning teacher, knowing the community, self-analysis of qualifications, the school program, working with community leaders, needed professional training and summary.

Kate V. Wofford, Teaching in Small Schools, Chapter 15: "Understanding the Community." New York: Macmillan, 1946.

Specific suggestions especially useful in rural education.

Clara O. Wilson, "Cooperative Venture in Rural Planning." Educational Leadership 3:220-221; February 1946.

Tells how community members in one Nebraska County cooperated with teachers and students from the nearby University, and with the State Department of Education, to convert their typical rural school into a center of activity for children and adults alike.

Alma J. Mullins, "School Pride, Civic Pride, Better Schools." Nation's Schools 38:31-32; October 1946.

In a small, drab town the school staff sought ways to secure a better school. School pride seemed the best approach. To secure this, teaching methods were improved, professional reading begun, pupil "failures" eliminated, community surveys made, school projects dramatized, grounds beautified, student government established, resource visitors used, etc. The result was great growth in pupil confidence, teacher spirit, community interest and school support.

W. K. McCharen, Improving the Quality of Living. Nashville, Tennessee. George Peabody College for Teachers, 1947.

Presents 22 case stories of school programs in the South which are trying to serve the needs and interests of the people living in the communities where these schools are located. This is part of the author's Selected Community School Programs in the South.

National Education Accounting, Department of Rural Education, On-the-Job Education in Rural Communities, Washington: The Department, 1947.

Explores the possibilities of using on-the-job education as a means of helping solve rural problems. In these activities educational experience on a job is combined with group instruction to form an integrated program.

United States Office of Education, Schools Count in Country Life, Bulletin 1947, No. 8. Washington: Government Printing Office, 1947.

Describes examples of what some community schools are doing to improve their community's food habits, housing and clothing selection and care. Emphasis falls on total faculty planning to discover and meet economic and health needs; suggested pupil problems and activities in solving these problems.

J. W. Edgar, "Small Community's Program of Public Relations." School Executive 66:67-68; March 1947.

Asserts that special problems and situations in the small community make its school public relations a completely different program from that in larger communities. Five basic principles of good public relations are explained.

Shirley Cooper, "Parents and Teachers Plan Together." National Education Association Journal, 36:292-293; April 1947.

Narrative account of how 300 parents and teachers in a rural area held a week-long planning conference in the school house and developed plans for better farming, recreational facilities, and community activities.

Lorene K. Fox, The Rural Community and Its School. New York: Kings Crown Press, 1948.

Analyzes inter-relationships between rural life and education, and proposes a rural school program which related educational patterns and practices to actual life needs.

William K. McCharen, Selected Community School Programs in the South. Nashville, Tennessee: George Peabody College for Teachers, 1948.

A doctoral study examining the community concept in education, describing in detail the actual programs of 22 selected community schools, and then analyzing those programs in terms of organization and administration, integration of school and community, teachers and the children.

Lois Clark, "Central School Serves Its Community." National Education Association Journal, 37:276-277, May 1948.

Relates numerous ways in which a rural school is used by community adult groups and explains the simple administrative arrangements in force.

Herbert M. Hamlin, Agricultural Education in Community Schools. Danville, Illinois: Interstate Publishing Co., 1949.

Shows how the community school concept has been worked out in programs of agricultural education.

Juanita B. Tompson, "Walnut Cap Has Its Face Lifted." National Education Association Journal 38:16-17; January 1949.

Tells how an unattractive, run-down rural school became a dominant community-wide influence.

Richard W. Poston, Small Town Renaissance. New York: Harper & Bros., 1950.

Dramatic account of the famous Montana Study, showing how small communities improved their own quality of living through self-study.

C. P. Loomis and J.A. Beegle, Rural Social Systems, Prentice-Hall 1950.

Chapters deal with social strata and the school

groups which eventuated in creative community action in such areas as industry, art, recreation and education.

Carl F. Brown, "A Rural Community Goes to School". Educational Leadership 7:307-11; February 1950.

Reports ways in which teachers and parents in a consolidated rural school share common responsibilities for the welfare of their children.

Mary White and Wilda Woodroff, "The Sand Hill Story". National Education Association Journal 39:204-205; March 1950.

Explains how a nearby college helped a southern rural community on its way to improved community relations and a vital school program.

Clara Evans and Hazel Davis, "Rural School: A Face-Lifting for Community Service." Clearing House 24:495-96; April 1950.

Explains how a rural school was dressed up and given more adequate equipment as first step in making it a community center. Planning and work were cooperatively done by school and community, and a group of students and teachers from a neighboring teachers college.

Lloyd H. Elliott and Samuel E. Duncan, "Small High School Has Valuable Community Resources." Nations Schools 46:47-48; October 1950.

Urges wider use of field trips, surveys, resource people and firsthand community research.

Hazel Moss Duncan, Community Headquarters." National Education Association Journal 40:12-14; January 1951.

Tells how a country school teacher helps parents and children plan the school program to meet the everyday needs of children at school and families at home.

Charles H. Wood, "Wagon Mound Builds a Health Center." National Education Association Journal 40:185-186; March 1951.

Tells how all the people of a small rural community worked together to meet their problem of inadequate medical services. The school led the campaign.

E. H. Schroth, "Use Your Community Resources to Make a Community School." Nations Schools 47:50-51; May 1951.

Reports a small school's activities involving resource visitors, surveys, work experiences, shop use by adults, curriculum improvement and cataloging of local community resources for use by all 12 grades.

Joseph K. Hart, Education In The Humane Community. Harper 1951.

Maintains that only in the smaller community with its possible primary social relationships can the finer values of human living be preserved.

Lucille M. Richmond and Effie G. Bathurst, "Culloden Improves Its Community" U.S. Office of Education. Bulletin: 1951 No. 2.

Tells how a small West Virginia school and community cooperated in developing a community-related curriculum.

Community Resources in College and Adult Education

Arthur Andrews, "How the Junior College Serves the Community." Department of Secondary School Principals Bulletin 25:340-347; March 1929.

Special service to the community consists in vocational education programs adapted to local needs, adult education offerings desired locally and through courses in business administration, engineering, nursing and art.

Emily B. Smith, "Junior College and the Community." Junior College Journal 5:286-290; March 1935.

How one municipal junior college related its developed program to community interests and needs.

Byron S. Hollingshead, "Community Junior College Program." Junior College Journal 7:111-116; December 1936, and condensation Education Digest 2:42-44; February 1937.

A Pennsylvania junior college has organized six educational committees made up of educators, businessmen, ministers, social workers, engineers, lawyers and health workers. The functions of each committee are described, as is the general philosophy and the resultant program.

Byron S. Hollingshead, "Integration with Community Needs." Junior College Journal 7:475-479; May 1937.

This college has enlisted a community council representing many occupations and professions, the members of which aid in guidance, placement, etc., of students. The faculty gives over 300 lectures a year to adult groups; these are arranged through a speakers bureau maintained by the college. The student paper is sent to newspapers, ministers, etc. The faculty also serves in many community organizations. The college holds open-house days for the public, provides free library service to the community and makes its plant available to adult groups.

George P. Weldon, "Agricultural Research in the Junior College." California Journal of Secondary Education 13:15-17; January 1938.

How a junior college in an agricultural region centers its study around that occupation and how results have justified the program.

Mark Ellingson and others, "Occupational Motivation in General Education." In National Society for the Study of Education, General Education in the American College, Thirty-eighth Yearbook, Part 2, pp. 277-298; Bloomington, Illinois: Public School Publishing Company, 1939.

Describes the vocational training and work experience programs at Pasadena Junior College, Los Angeles City College, Berea College, Antioch College and the Rochester Athenaeum and Mechanics Institute.

Jean Carol Trepp, Uses of Field Work in Teaching Economics. Bronxville, New York: Sarah Lawrence College, 1939.

Tells how the college field trip program developed over a six-year period. Courses in economic behavior and in industrial relations are described in detail and eight examples of students' field work are reproduced.

Tom P. Emerich, "Vitalized Economics in the Junior College, Journal." Junior College Journal 10:27-31; September 1939.

Because some of his students slumbered under traditional methods of teaching, a young instructor experimented with a program of field trips, resource visitors, vital literature, etc.

Sheldon M. Haydon, "Junior College as a Community Institution." Junior College Journal 10:70-73; October 1939.

The function of the junior college is not to prepare students for college entrance alone, but to educate for life in the community. To this latter end, the junior college should be a genuine community institution.

Daniel S. Sanford, Jr., "Cooperative Arrangements in Junior Colleges." Junior College Journal 10:251-256; January 1940.

Reports a study of the extent to which junior colleges use community relations to supplement and improve their programs. Libraries, museums, exhibits, concerts, guidance services, athletic facilities, services rendered by individual and community plants, hospitals, etc., are being used by such institutions.

Archibald M. Wedemeyer, "Citizenship Training Through Art Activities," California Journal of Secondary Education 15:29-31; January 1940.

Participation in community art enterprises, with consequent training in both art and citizenship, is an important aspect of the Pasadena Junior College Program.

Edward G. Mason, "Behind the Counter They Go to College." Nation's Business 29:66; May 1941.

How junior colleges across the nation are cooperating with business enterprises to provide valuable practical training for young people seeking to become competent in restaurant management, hotel service, insurance work, retail selling, carpentry, journalism, etc.

Francis T. Boylan, "Part-time Job in the Junior College Plan." Junior College Journal 13:80-83; October 1942.

General statement of purposes and programs along with problems.

Max Kaplan, "Beethoven or a Bottle of Beer?" Junior College Journal 13:373-375; April 1943.

Music departments should catalog community resources and serve communitywide musical needs.

Peter Sammartino, "School and Business Plan Together." School Executive 63:44-45; May 1944.

Students from a junior college surveyed consumer economic trends and postwar probabilities in their community.

Helen M. Lynd, Field Work in College Education. Sarah Lawrence College Publications, No. 5, Pp. 302. New York: Columbia University Press, 1945.

Comprehensive description of the Sarah Lawrence College field work programs which involves systematic observation, participation and research carried on outside the college. Implications of field work for liberal education are examined.

- Grace B. Carleton, "Practical Education Through Internship." Junior College Journal 15:308-309; March 1945.
Values and activities of a department store selling experience program for junior college girls.
- Harold R. Bottrell, "Beyond Campus Fences." Junior College Journal 15:341-345; April 1945.
Describes a special community service project program at Stephens College and details the kinds of projects engaged in 404 students in one typical week.
- Guy M. Winslow, "Cooperative Merchandising at Lasell." Junior College Journal 16:5-9; September 1945.
Describes a well-established junior college program as it operates in a Massachusetts community.
- A. J. Cloud and W. C. Marsh, "Terminal Program Dovetailed with Industry." Junior College Journal 16:10-15; September 1945; Education Digest 11:41-44; November 1945.
Hotel and restaurant, insurance, merchandising, floriculture, commercial art and laboratory technique are the six fields in which a San Francisco junior college integrates field experience with classroom instruction.
- John H. Sexson and John W. Harbeson, The New American College. New York: Harper and Brothers, 1946.
The terminal program in a four-year junior college.
- Jeanne P. Olson, "Going Beyond the Classroom in Savannah." Junior College Journal 16:303-305; March 1946.
Forums, veterans guidance, a playhouse, evening classes, Red Cross service, home economics activities and chemical research are among the ways in which a Georgia junior college relates itself to local community life.
- L. O. Todd, "How One College Serves Five Counties." Junior College Journal 16:295-297; March 1946.
A junior college stimulated development of school county coordinating councils which are themselves coordinated through a larger council, the chairman of which is the college president. Studies of land use capability, conservation, education, religion, business, health, etc., were made; community leadership institutes held and many smaller group meetings arranged.
- Marjorie L. Willis, "Friday Evening in Bradford, Massachusetts." Junior College Journal 16:298-300; March 1946.
This junior college has made itself the cultural center of its community by presenting lectures, musical events, plays, vesper services, etc.
- Edward C. Soloman, "Beyond the Classroom." Educational Leadership, 84:91; November 1946.
Describes the field work which is an integral part of the liberal arts program at Sarah Lawrence College. The author is Director of Field Work for the College.

Harold R. Bottrell, "Opportunities, Patterns of Organization, Techniques in Community Service and a Socio-Educational Orientation." Junior College Journal 18:12-19, 57-63, 128-134; 231-237; September, October, November 1947, January 1948.

Four articles presenting findings and recommendations of an investigation of community service programs in junior colleges.

Ivan G. Fay, "Going to School on the Farm." Wisconsin Journal of Education 80:176-77; December 1947; Education Digest 13:24-25; March 1948.

Describes the on-the-farm training program offered to veterans thru cooperation of the state board of vocational and adult education.

Norman Burns and Cyril O. Houle (editors), Proceedings of the Institute for Administrative Officers of Higher Institutions, 1948. The Community Responsibilities of Institutions of Higher Learning. Chicago: University of Chicago Press, 1948. Digests ten reports on varied aspects of the problem.

Carl M. Horn, "Flying Schoolmasters." Education, 68:300-03; January 1948.

An aerial field trip to Chicago, Detroit and New York City is taken by 200 school administrators studying business and industrial relations.

C. W. Bemer, "Flying Classroom's Summer School." School Executive, 68:50-52; October 1948.

Forty-six school executives flew around the nation, conferring with top business, industrial, professional and labor leaders on educational problems of today.

Ryland W. Crary, "TVA Journey 1948." Teachers College Record 50:179-85; December 1948.

Describes a field study course on the Tennessee Valley Authority taken by graduate students at Teachers College, Columbia. This was "an experimental regional study project through direct experience in the region itself, carried on by a group comprised of individuals of very different backgrounds and cultures."

S. E. T. Lund, The School-Centered Community. New York: Anti-Defamation League of B'nai B'rith, 1949.

Offers a conception of adult education which would transform the community itself into a school of adult education--where citizens can study and live democracy at the same time.

Bert Hansen, "Evaluation of the Montana Study." Journal of Higher Education, 20:18-27; January 1949.

Reviews the history and philosophy of the Montana Study of 1944-47, and evaluates the community work done in terms of this philosophy.

Merritt, Neal R., "Ghost Towns of Minnesota." Clearing House 23:474-74; April 1949.

A junior college class found local history came alive when they tracked down and secured data on many "ghost towns," and then planned to publish their findings.

Kenneth D. Borne and Alvin Zander, "More Effective School-Community Projects." National Education Association Journal, 38:364-65; May 1949.

Presents and analyzes a case study showing how school systems may develop personnel trained in group dynamics and at the same time sensitize their communities to their need for such consultant services.

John W. Harbeson, "The Community College." National Education Association Journal, 38:502-03; October 1949.

Relates how Pasadena Junior College is providing a varied program of education for the whole community through such activities as evening classes, a community forum, an institute program, recreational services, etc.

Mary White and Wilda Woodruff, "The Sand Hill Story." National Education Association Journal 39:204-05; March 1950.

Explains how a nearby college helped a southern rural community on its way to improved community relations and a vital school program.

Homer Kempfer, "Adult Education in the Community College." Junior College Journal 21:18-25; September 1950.

Needs and responsibilities for adult education through the community college, with emphasis on community coordination of educational activities.

James W. Reynolds, "What is a Community College?" Junior College Journal 21:201-02; December 1950.

Lists 8 criteria for identifying a community college.

Homer Kempfer, "Community Colleges Are Here." School and College Management 20:4-7; September 1950; Education Digest 16:28-30; December 1950.

Lists characteristic features of genuine community colleges in terms of purposes, organization, program and community leadership.

Community Resources in Guidance

Ada Delts, "Excursion Club as a Supplement to the Class in Occupations." Vocational Education Magazine 11:112-115; December 1932.

Discusses the formation of an excursion club and stresses the opportunities for vocational guidance which it provides.

George E. Myers, "A Quarter Century of Guidance." Occupations 12:33-36; May 1934.

Includes a detailed discussion of social agencies and other community resources which can be utilized in vocational guidance.

M. P. Moe and L. O. Brockman, Utilizing Community Resources for Vocational Guidance and Training. Helena, Montana: The Authors, 1937.

Pamphlet description of a successful program wherein community resources are widely used in vocational guidance, part time cooperative training and education on the job, adjustment of the worker, placement and continued training.

Marguerite Wykoff Zapoleon, "The Counselor and Community Resources." Occupations 16:632-635; April 1938.

School counselors should utilize all community agencies in their advisory service. Counselors need to know thoroughly the community in which they work, so that they may effectively utilize such agencies and other resources. Many agencies are listed by way of suggestion.

G. E. Harris, "School Counselor and the Community." California Journal of Secondary Education 13:358-363; October 1938.

The counselor cannot do an adequate job unless he knows well the community backgrounds of every child he attempts to advise. He must be intimately acquainted with local delinquency-prevention agencies, health, recreation, character-building agencies; employment agencies, labor unions, service clubs, etc., which can be utilized at need.

William Scanlan and H. A. Weinberg, "Excursions to Local Industries--Their Possibilities for Vocational Guidance." Social Studies 30:76-79; February 1939.

Lists and analyzes thirty occupational centers to which youth might be taken on vocational guidance excursions. Creamery, meat market, power plant, bus station, restaurant, theater, doctor's dentist's and lawyer's offices, beauty parlors, etc., are among these listed.

Willia S. Girault and Stewart T. Walton, "We Gave Them Experience." Educational Method 18:262-265; March 1939.

Sketches a cooperative program of vocational guidance and education as developed in a Denver High School. Students studied the qualities expected by employers, analyzed the vocations in which they were interested, examined means of securing employment, were interviewed by local employers and engaged in jobs of work in the afternoons. Employers rated the students and the project itself.

Paul H. Junge, "Guidance Through Tours." Nation's Schools 25:23-24, 52; February 1940.

Guidance values inherent in the excursion technique are usually ignored, yet they are among the most important of all outcomes. Through trips the teacher may come to know the children better than he can in the classroom alone. Tours enable the teacher to study the child in an uncontrolled setting, to discover pupil interests, to establish a fine sense of comradeship.

Floyd W. Reeves, "National Coordination of Guidance Activities." Educational Record 21:148-159; April 1950.

Contrasts two schools to show how important and effective it is to coordinate the guidance activities of all community agencies.

Charles W. Willis and Robert C. Henley, "Real Interviews for High-School Seniors." Clearing House 14:464-466; April 1940.

As part of his guidance program, each senior undertakes an actual interview with a business executive. Prior questions are used, and a written report made.

Clarence T. Richardson, "Excursions in the Self-Appraisal and Careers Classes." Chicago Schools Journal 21:270-273; May-June 1940.

How the Tours Division of the Chicago WPA conducted vocational guidance excursions for high school pupils, with emphasis upon the procedures and problems of this arrangement.

Frank F. Taylor, "Portland's 600 Dutch Uncles." Readers Digest 39:109-110; July 1940.

Popular account of how service club members cooperate with schools to provide vocational interview experience for high school students.

Vernon E. Anderson, "A Community Guidance Conference on an Area Basis." School Review 49:27-31; January 1941.

An experiment in which counseling was provided for youth in a community guidance conference. Many community groups and agencies joined to discuss vocational adjustment, education and recreation problems. Values were more in the development of community awareness of youth problems than in specific guidance help provided.

Edward G. Olsen, "The Use of Local Resources in Guidance." School and Society 53:385-391; March 29, 1941.

Contrasts the educational purposes of the traditional school, the activity school and the community school, and urges the guidance program to take full account of all educational influences and resources in the community as well as within the school itself. Suggests four major resource areas which should be utilized by the counselor and analyzes both vocational guidance and civic guidance from the community-education viewpoint.

George P. Haley, "Vocational Guidance: A Community Responsibility." School Executive 62:32-33; March 1943.

Community committees, acting in an advisory capacity, render yeoman service in promoting vocational guidance programs.

National Vocational Guidance Association--out-of-school Guidance Committee, "Organizing the Community for Vocational Guidance." Occupations 22:102-108; November 1943.

Outlines a plan for organized community action toward securing effective vocational guidance services. Types of cooperating agencies, steps in organization, the council at work, problems of publicity and finance, description of communities using the plan and suggestions for utilizing this report are included.

Leslie L. Chisholm, Guiding Youth in the Secondary School. New York: American Book Company, 1945.

Chapter 14, "Opportunities in the Community," outlines a coordinated program of guidance involving all educational opportunities available in the local community. Emphasis falls upon youth benefits, the community survey and the coordinating council.

Harry A. Jager and Franklin R. Zeran, "Community Adult Counseling Centers; Some Illustrative Experiences in Organization." Occupations 23:261-308; February 1945.

Entire issue devoted to problem and techniques of counseling adults in local communities, as now being tried out in seven states. In any such service schools must take leading part because they have community-wide jurisdiction, trained personnel, adult education programs and an interest.

Elna Dorothy Baxter, An Approach to Guidance. New York: Appleton-Century, 1946.

Chapter VII, "The Teacher Believes in the Community," presents in dramatic dialogue form the problems and possibilities of studying community agencies, teachers' public behavior, intercultural education and cooperative civic projects.

Ella-Mason Wittker and Esther Health, "Community Resources in Student Adjustment." California Journal of Secondary Education 21:391-394; December 15, 1946.

Maximum use of both school and community resources is essential to any defensible guidance program. Specific illustrations and suggestions are given.

Margaret K. Andrews, "Five Steps to Minneapolis' Senior Job Conferences." Clearing House, 22:334-38; February 1948.

Vocational guidance conferences are arranged for students with successful, interested adults in their own work-places. The plan's five steps are (1) determine student's job choice, (2) gain community cooperation, (3) meet with speakers, (4) orient students, (5) schedule conferences. Each step is explained in some detail.

Ella-Mason Wittker, "Utilization of Community Resources for Pupil Adjustment." California Journal of Elementary Education, 16:182-86; February 1949.

Joint study groups for teachers and social workers offer a basis for more effective guidance programs.

Charles A. Selby, "A Career Conference." National Education Association Journal, 37:808-09; December 1948.

Tells how University of Denver students sponsored a successful vocational guidance conference using businessmen in resource people.

John Caffrey, "Community's Career Night." California Journal of Secondary Education, 24:399-401; November 1949.

Describes a vocational guidance plan which used lay people as resource visitors. The ten steps taken to organize the program are listed.

Amer Arthur Warburton, Alliance for Guidance of Rural Youth In Cooperation with the Department of Rural Education, N.E.A., Washington, D.C. 1952

Developed a guidance program to serve as a pilot project. Included the ordinary nature of the problems encountered in the community.



Public Relations

Arthur B. Moshman, "Sociological Survey in the Public Relations Program." Nation's Schools 5:72-77; April 1930.

Successful public relations must be based upon a thorough and sympathetic research study of the community. Specific suggestions for planning and organizing such a survey are offered, with special attention given to economic, cultural, religious, health and governmental factors.

Arthur B. Moshman, "Interpreting the Secondary School to its Community." Nation's Schools 9:51-54; January 1932.

Outlines ten major public relations activities of the high school principal.

"National Survey of School-Community Contacts." Department of Elementary School Principals Bulletin 11:163-193; April 1932.

Reports a national survey of 1083 elementary school principals' opinions concerning desirable extent of school-community contacts. Included in this report are the six "test cases" involving school policy to which the respondents were asked to react. These examples show how advertising is attached to free materials offered the schools, assembly speakers, loaned equipment, etc. Specific cases reported by the principals are described. Conclusions and recommendations are listed.

Hubert W. Hurt, "Relationships with Community Organizations." Education Method 14:422-425; May 1935.

Lists many service and profit-seeking agencies which help to "educate" children in a community.

James A. Hall, "Nature and Scope of a School-Interpretation Program." American School Board Journal 92:31-32; February 1936.

Lists and comments upon nine types of community conditions which must be considered in planning any school's program: racial composition, family conditions, economic life, ethical life, community life, leisure activity, leader group studies, history, social conflicts.

Frances L. Johnson, "New Teacher and the Community." University High School Journal 15:45-55; October 1936.

Sprightly discussion of public expectations, especially in small community. Living quarters, smoking, political and religious opinions and practices and social participation problems are frankly faced.

Ward G. Reeder, An Introduction to Public School Relations. New York: Macmillan, 1937.

Stresses the importance and characteristics of an efficient public relations program and desirable ways and means of conducting such a program by the public schools for their community.

Harold Spears, Experiences in Building a Curriculum. New York: Macmillan, 1937.

An illustrated treatment of the high school curricular program of Evansville, Indiana. Chapter 11, "Informing the Public of Course of Study Changes" is particularly useful.

Edward G. Olson, "Preserving Academic Freedom." National Education Association Journal 26:3-4; January 1937.

Ten tips to teachers on developing community status as a basis for safeguarding freedom to learn and teach.

Arthur B. Moehlman, Social Interpretation New York: Appleton-Century, 1938.

Comprehensive treatment of the principles and practices of community and public school interpretation.

American Association of School Administrators, Schools in Small Communities, Seventeenth Yearbook, Chapter 12. Washington: National Education Association, 1929.

Guiding principles for the development of better public relations. Discusses methods of learning interests and needs of the community, how to enlist the interests of lay groups, public relations procedures. Illustrations are given of school newsletters, local newspaper releases, exhibits, etc., designed to promote community interest in the school program.

Laura F. Ulrick and Charles H. Coleman, "Social Studies Teacher and the Community." In National Council for the Social Studies, In-Service Growth of Social Studies Teachers, Tenth Yearbook, pp. 170-182. Washington: the Council, 1939.

Community attitudes toward teachers, the teacher's approach to the community, the problem of academic freedom and possibilities of in-service growth through use of community resources.

Millicent Taylor, "Interpreting the School to Home and Community." Childhood Education 15:420-422; May 1939.

Every teacher must serve the schools as an individual public relations worker. This can best be done by participating in community activities, planning school visiting days, using reports, radio broadcasts and newspapers.

Florence Greenhoe, "The Community Contacts and Participation of 9,122 Public-School Teachers Selected as a National Sample." School and Society 50:510-512; October 14, 1939.

Reports an extensive study covering teachers in every state in terms of four factors in their community contacts: teacher mobility, "social fitness" for teaching, teacher reaction to community codes, teacher participation in organized community life.

"Public Relations." Education 61: No. 3; November 1940.

Entire issue is devoted to various aspects of school-public relations.

Southeastern Workshop, A Handbook in Community Development Chapter IX. Greenville, South Carolina: Furman University Press, 1941.

Presents basic principles in school-community relationships, and discusses the chief barriers to better relationships with suggestions for overcoming each.

Dorman G. Stout, Teacher and Community. New York: World Book Company, 1941.

Techniques of leadership whereby teachers may promote better understanding and cooperation between school and community.

Edward L. Bernays, "Speak up for Progressive Education." Progressive Education 18: 111-123; February 1941.

Outlines public relations activities. Major problems are identified as lack of public understanding of the objectives of progressive education and lack of lay participation in planning programs to create better understanding. Three procedures are advised: set for yourself your specific goals in the local community itself, study the public attitudes in the community toward you and your work to see whether your goals are attainable or not and decide what symbols, words, pictures and actions will help you overcome negative attitudes.

Gerald M. Weller, "Visits from Community Leaders." Clearing House 16:26-28; September 1941.

How a junior high school carefully selected and entertained 150 community key people from 100 local organizations--two visitors only on a single day.

Lila McKinney, "Classroom Teacher--Community Relations Specialist." Nation's Schools 28:19-20; November 1941.

Better than anyone else, the teacher can determine parents' interests and break down barriers between school and community. The teacher who does so becomes a richer personality, develops classroom enthusiasm, understand better the school program and gains in public esteem.

E. J. Lafferty, "The Social Status of the Teacher." Educational Administration and Supervision 27:641-654; December 1941.

Descriptive analysis of the community's attitude toward teachers, and the latter's consequent restricted behavior. Ample quotations from the best literature of this field make the article interesting as well as authoritative.

M. E. Herriott, "Cooperation with Different Culture Groups through Staff Committees." National Elementary Principal 21:374-378; July 1942.

A California junior high school with 25 racial and language groups in its student body has developed excellent public relations. The device used is that of an annual series of evening programs for parents: Chinese, Italians, Japanese, Mexicans, etc. Each program is prepared by the children of the group concerned, with faculty sponsorship and some contributions from the adult community.

Carleton M. Saunders, "Teachers as Interpreters." School Executive 62: 41-42; October 1942.

Teachers in a New Jersey community increased their friendly contacts with the community. to their own advantage as well as for improved school public relations.

Eleanor M. Harrington, "Commercial and Advertising Use of the Schools." American School Board Journal 105:27-29; November 1942.

Cites specific rulings in many states, both by school law and by court decisions. An evident trend is to bar commercial use of school organization, name lists, etc., as well as direct advertising appeals, but rulings vary widely.

George E. Hill, "Teaching Profession and the Public." School and Society 56:496-498; November 21, 1942.

General analysis of public relations, listing many reasons why teachers are often not "accepted." Four suggestions are made for improving this situation.

Benjamin Fine, Educational Publicity. New York: Harper, 1943. Revised, 1951.
Stresses public relations policies and procedures, especially through the newspaper. Examples of both good and bad techniques are given.

Edward G. Olsen, School and Community. New York: Prentice-Hall, 1945.
Chapter 17 gives specific suggestions for securing community consent and support, publicizing community study findings, avoiding exploitation of the school program and preserving freedom to learn.

Paul R. Pierce, "Selling a Community on its High School Program." Progressive Education 22:16-21; 43-44; January 1945.

Step-by-step procedures, as successfully worked out at Wells High School in Chicago. Parental conferences, home visits, classroom visits, parent-teacher-student associations, cooperation with community leaders, development of community committees and councils, community surveys, field trips and service projects by students and vocation guidance programs are described.

J. E. Nancarrow and others, "Community Relationships." National Association of Secondary School Principals Bulletin 29:36-44; May 1945.

Successful school-community relationships involves every teacher helping to tell the community what services are rendered by the school, discovering what services the community wants and cooperating with the public to discover and carry out additional desired services. Fifteen aspects of a sound public relations program are outlined in some detail, including plans of organization for small, medium and large school systems.

Jean Ogden and Jess Ogden, "Education That Changes Communities." Journal of Education Sociology 19:14-19; September 1945.

Resistance to change can be overcome only by telling people in a way that is meaningful to them. This account shows how that was done in one Virginia county.

Frederick L. Hipp, "These Teachers Are Serving as Community Leaders." Nation's Schools 36:20-21; October 1945.

In New Jersey a state-wide public discussion program called "Democratic Discussions" is sponsored by the New Jersey Education Association. Under this program, some 4000 teachers discussed timely public issues with 33,000 fellow citizens at more than 600 meetings held during one school year.

American Association of School Administrators, School Boards in Action. Twenty-fourth Yearbook, Chapter 8. Washington: National Education Association, 1946.

Analyzes the general problem of school board and public relations. Many sound cautions and suggestions are offered.

Paul R. Mort and William S. Vincent, A Look at Our Schools. New York: Jaques Cattell Press, 1946. 115 p. \$1.50.

Helps parents and others understand recent changes in school programs and the reasons therefore. Deals with the science of learning, the three R's, character and discipline, and what really makes a good school.

U.S. Office of Education, "Public Relations for Rural and Village Teachers." Washington: Superintendent of Documents, Bulletin 1946, No. 17.

Packed with personalized techniques, this pamphlet by six rural education leaders deals practically with problems of the beginning teacher, knowing the community, self-analysis of qualifications, the school program,

working with community leaders, needed professional training and summary.

Wisconsin Cooperative Educational Planning Program, School-Community Cooperation. Lansing, Michigan: State Department of Public Instruction, 1946. 20 pp.

Identifies three possible approaches to public relations in public education (casual and emergency community contacts, centralized and carefully controlled, and joint planning cooperative method) and then outlines third type for a county, a small community, a medium-sized city and a large city.

Mary Lichter, "Social Obligations and Restrictions Placed on Women Teachers." School Review 54:14-23; January 1946.

Summarizes a national study of women teachers' opinions, with sample suggestions to colleges for making teacher education more realistic in terms of community understanding and experiences. Social pressures, not school boards and administrations, are the teacher's major limitations.

Clarita E. Neher, "How One School Makes Friends." California Journal of Secondary Education 21:117-118; February 1946.

Describes a successful public relations program in a Los Angeles high school. The basis of the program is planned visits by community leaders throughout the year.

Lyle W. Ashby, "For Allentown's Children." National Education Association Journal 35: 63-66; February 1946.

Describes the Allentown, Pennsylvania, successful bond issue campaign and reduces pages from the 20-page cartoon booklet sent into every pupil's home.

Frances B. Chase, "Nothing too Good for the Schoolhouse." Nation's Schools 37:22-24; February 1946.

First-prize winner in a national essay contest "How to Gain Public Support for Schools."

"Planning School Public Relations." School Executive 66:55-68; March 1947.

Series of articles on planning, organizing and operating successful public relations programs. Topics treated include public understanding of school objectives and potentialities, the annual report and public opinion poll, laymen as resource visitors and consultants, current publicity, large and small community problems.

Belmont M. Farley, "It's Different in Decatur." National Education Association Journal 35:138-139; March 1946.

This city of 60,000 has a full-time school director of public relations. Her carefully planned and organized program is described in detail, with emphasis upon its continuous and cooperative nature.

Earl C. Kelley, "Make Them Like It and They'll Support It." Nation's Schools 37:22-24; March 1946.

Second-prize winner in a national essay contest "How to Gain Public Support for Schools."

O. E. Heckathorne, "Learning How the Schools Stand with Local Groups." Clearing House 20:482-485; April 1946.

Educators who seek more community support for school programs would do well to find out which local groups are friends, which are indifferent

and which are potential allies. A questionnaire which secured such information in a Pennsylvania school, is here explained.

- H. A. Tiemann, "Industry Works with Education." Educational Leadership 3:377-381; May 1946.

Although great strides have been made in developing better relationships between industry and education, much still needs to be done. Both educators and business men need to know each other's problems.

- N. E. Demoney, "Elementary-School Building Program." National Education Association Journal 35:259; May 1946.

The story of how the educational forces in a town of 6,000 people campaigned successfully and secured 96 per cent popular support for a school bond issue proposal.

- Worth McClure, "Public Relations--Modern Design." Education 66:614-617; June 1946.

Unless the superintendent assumes his rightful place as a leader of community planning, all the usual school publicity devices will be virtually worthless.

- Howard W. Hightower, "Public Relations in a School System." Educational Administration and Supervision 32:449-457; November 1946.

Points out real significance of public relations and the role of the principal therein; lists 20 ways of knowing the community and suggests 17 ways of informing the public about the school.

- John Schroeder, "Psychological Basis of Good Business Relations." National Association of Secondary School Principals 30:36-42; December 1946.

Basic principles are discussed, including preserving a sense of security, avoiding a sense of being thwarted, encouraging lay participation and establishing first-hand contacts with the community.

- J. W. Edgar, "Small Community's Program of Public Relations." School Executive 66:67-68; March 1947.

Asserts that special problems and situations in the small community make its school public relations a completely different program from that in larger communities. Five basic principles of good public relations are explained.

- M. Helen Connor, "We Make the High School Annual Interpret Our School." Nation's Schools 40:30-32; October 1947.

How one school photographed its complete curricular and extra-curricular program, wrote non-technical captions for each picture, and thus presented a comprehensive portrayal of itself to its community.

- Harold C. Hard, What People Think about Their Schools. Yonkers, New York; World Book Company, 1948. 219 pp. \$2.52.

Describes a workable procedure for gaining reliable information on teacher, parent and pupil opinion.

- Theodore D. Rice, "A United School-Community Program." School Executive 67:53-55; January 1948.

Desirable basic policies and procedures are outlined in summary fashion.

"School and Community Agencies." Part IV in Public Relations in Secondary Schools, Bulletin of the National Association of Secondary-School Principals 32, No. 152; February 1948.

Nine articles on varied aspects in public relations improvement through interaction of schools and community agencies.

Gilbert C. Finlay, "Public Relations and Curriculum Development." Journal of Educational Research, 42: 30-36; September 1948.

Surveys and analyzes problems and techniques of securing better public relations.

National Education Association, Department of Elementary School Principals, The Elementary-School Principalship--Today and Tomorrow. Washington: The Association; September 1948.

Chapter 9, "Community Relationships of Principals," reports a research study comparing present community activities of principals with those reported in a 1928 study. Concludes that principals now spend more time in community work, belong to more lay organizations, and engage in many more community activities. Six community-relations recommendations are made.

Pauline Walsh Olsen, "Class Behind Class." Washington Education Journal 28:6-7, October 1948; also in National Education Association Journal 37:509; November 1948.

The Bremerton schools placed exhibits and presented demonstrations in downtown show windows during American Education Week.

Association for Supervision and Curriculum Development, Building Public Confidence in Our Schools, Washington: National Education Association, 1949. Gives timely illustrations of how schools work with community groups in improvement of instructional problems.

National Education Association, Department of Elementary School Principals, Twenty-Eighth Yearbook, The Public and the Elementary School. Washington: The Association, 1949.

Analyzes the public relations program of the school in terms of the principal, the curriculum, the children, the teachers, the parents, community agencies, the public, and the administration.

Metropolitan School Study Council, Public Action for Powerful Schools. New York: Bureau of Publications, Teachers College, Columbia University, 1949.

Reports an extensive study of lay participation in school program planning. Basic principles and various patterns of public participation are discussed.

U.S. Office of Education, Organization and Supervision of Elementary Education in 100 cities. Washington: Government Printing Office, 1949.

Part VI, "School Community Relations" reports present situation in selected cities with regard to coordinating councils, services to parents, cooperation of community groups and extension of school program toward a longer day, week, and year.

Kenneth E. Oberholtzer and A. Helen Anderson, "Denver Votes Bonds for School Buildings." National Education Association Journal 38:178-79; March 1949.

Explains the plans made and steps taken to carry a bond campaign thru community-wide understanding of the need.

Kenneth D. Benne and Alvin Zander, "More Effective School-Community Projects." National Education Association Journal 38:364-65; May 1949.
Discusses the contribution of group dynamics to school-community relations.

Thomas E. Robinson, "Ten Best Public Relations Devices." School Executive, 68:36-38; August 1949.

Devices cited are (1) getting businessmen to criticize student letters, (2) character-training bulletin to first-grade parents, (3) historical quiz program for service clubs, (4) coffee hour for parents, (5) postcards to parents commending the child, (6) pamphlet to parents answering their common questions about school operation and procedures, (7) prompting pupils to tell parents what they learned each day; (8) production of filmstrips on reading, (9) teaching mothers to read shorthand to illustrate problems of teaching reading and (10) note from teacher to mother thanking her for "loaning" her child to the school.

Harry A. Fosdick, "Freeways to Friendships." National Education Association Journal 38:582-83; November 1949.

Caveman Gigg-nu, the first public-relations expert, lays down some simple principles for school public-relations committees.

American Association of School Administrators, Twenty-Eighth Yearbook, Public Relations for America's Schools. Washington: The Association, 1950.

Explores the broad field of school public relations, indicates essential landmarks, and suggests specific procedures and stresses purposes, principles, relationships, and values.

Arthur Hillman, Community Organization and Planning. New York: Macmillan, 1950.

Reviews the philosophy, procedures and problems of local community planning.

George H. Holmes (ed.), Public Relations for Teacher Education. Oneonta, New York: American Association of Colleges of Teacher Education, 1950.

Designed to help colleges develop better programs of public relations which will correctly and adequately interpret the profession of teaching to the public.

W. T. Edwards, "The Community Elementary School." National Education Association Journal 39:270; April 1950.

Outline factors involved in developing a community school thru effective two-way flow of ideas between the school and the community.

"What U.S. Thinks about Its Schools." Life Magazine 29: 11; October 16, 1950; Education Digest 16:40-42; December 1950.

Summarizes the findings of Elmo Roper on attitudes of Americans toward many aspects of the schools.

David Hulburd, This Happened in Pasadena. New: Macmillan, 1951.

A factual, documented account of the chain of events in Pasadena, California, through which a determined minority of reactionary people forced Willard Goslin to resign as school superintendent.

William A. Yeager, School Community Relations, New York: The Dryden Press, 1951.

A thorough revision of Home-School-Community Relations, published 1939. This is an encyclopedic treatment with chapters on such general topics as pupils, finance, and the board of education as well as on specific problems such as concepts of school-community relations and the community school.

Otis A. Brosby, "The Nation Reaches a Verdict in the Case of the People vs. Today's Schools." Nation's Schools 47:34-37; January 1951.

Reports a public-opinion study of 97,000 people in 371 cities in over a third of the 48 states. Some 70% felt children today read as well as the previous generation, 77% favored general education in contrast to specific vocational instruction, only 16% objected to sex education in the elementary school, nearly all wanted "an understanding of religion" taught.

Louis Kaplan, "The Attack on Modern Education," Phi Delta Kappan 32:223-26; January 1951; Education Digest 16:1-3; March 1951.

It is a mistake to assume that an informed public is a supporting public. We must also develop effective lay participation in policy-making.

Robert A. Skaife, "Right-Wing 'Front' Organizations; They Sow Distrust." Nation's Schools 47:27-30; January 1951; Education Digest 16:1-4; April 1951.

List eight organizations now attacking the schools and illustrates the nature of their efforts.

Willard B. Spalding, "Academic Freedom." Progressive Education 28:111-17; February 1951.

Explores problems involved in the interrelation of academic with other freedoms, and frankly faces the dilemma confronting those who seek to preserve freedom of inquiry in an age characterized by conflicts between great value-systems.

Ivor F. Callaway, "Business-Education in San Francisco: An Appraisal." California Journal of Educational Research 2:67-72; March 1951.

Reports preparations made, activities of school coordinator, publicity, analysis of teacher responses to an evaluative questionnaire, and plans for a follow-up return visit by business men to the schools.

"Interpreting the High School to the Community." High School Journal 34: No. 3; March 1951.

Entire issue is devoted to 7 articles on this theme.

Irving R. Melbo, "What Can School Board Members Do to Answer Criticisms of Public Education?" American School Board Journal 122:27-28ff; May 1951.

Outlines sources of criticisms, how to receive criticisms, basic board responsibility, techniques for channeling and treating criticisms.

Robert A. Skaife, "They Want Tailored Schools." Nations Schools 47:35-37; May 1951.

Documents some current attacks on school textbooks and curricula.

Teacher Education for the Community School

Elsie Ripley Clapp, "The Teacher in Social Education." Progressive Education 10:283-287; May 1933.

The socially functioning school claims as its learning problems the community conditions which affect its residents, including children; participates actively in these; provides health, social and recreational services when not otherwise available; and sees its teaching job as the learning of socially functioning subject matter.

Edgar C. Bye, "Peripatetic History." Education 55:605-608; June 1935.

Detailed account of the three field courses conducted in social science by the College: New England trip, Central Eastern region trip and the New York metropolitan region.

John Dewey Society, The Teacher and Society, Chapter IX, First Yearbook. New York: Appleton-Century 1937.

Identifies and analyzes five successive levels of relationship between the teacher and his local community and recommends extensive community study, participation and service by every teacher.

Georgia State Department of Education, The Community as a Source of Materials Instruction. Georgia Program for the Improvement of Instruction in the Public Schools. Atlanta: The Department, 1938.

Practical advice for utilizing community resources in the school program. Especially useful are the suggested questions concerning community needs and resources, together with possible ways of investigating them.

Harry A. Brown, "Student Participation in Institutional Life and Contemporary Culture as an Essential Aspect of Modern Teacher-Education." Educational Administration and Supervision 24:29-38; January 1938.

Future teachers must understand as many varied aspects of life at they possibly can, and this requires active and extensive participation in both college and community activities of many kinds. Such contacts are important not only for professional understanding and skill, but also for personality development of a high order.

Lelia Ann Taggart, "Enriching Teacher Experiences." Childhood Education 14:252-255; February 1938.

Teachers must themselves have a wide range of community experiences upon which to draw if they would hope to enrich their own teaching. To meet his need, the supervisory staff in Santa Barbara County first made a survey of the cultural, industrial and historical aspects of their community and then arranged a series of teacher excursions throughout the school year.

Association for Childhood Education, Committee on Teacher Preparation. "Making Use of Community Agencies." Childhood Education 14:261-263; February 1938.

Lists typical social service agencies whose aid may be enlisted by the teacher in helping solve pupils' problems and meet their needs. Also lists a variety of typical school situations in which the aid of community agencies might well be used.

H. O. Lathrop, "Field Work in Economic Geography." Business Education World 18:551-554; March 1938.

Describes the long geographic tours carried out during summers by the Illinois State Normal University. Camp equipment is carried and a traveling commissary is used. Credit is given.

John F. Cuber, "Community Training in the Preparation of Teachers." Educational Administration and Supervision 24:382-388; May 1938.

Increased training of teachers is now required in many states. Shall it be more academic content or more professional training? Neither. There is a third alternative: development of genuine community competency. A unit of instruction toward that end is proposed.

Lillian Gray, "Gaining Background for Teaching." Journal of National Education Association 27:136-137; May 1938.

A rich background of experience is essential for the modern teacher. He must know life to be able to teach well.

Vesta M. Shimel, "Teachers Study the Community." Educational Method 18:340-344; April 1939.

How a public school system helped its teachers explore their environment and its resources and thus become socially sensitive to current social forces.

Joy M. Lacey, "Acquainting Future Teachers with School-Community Relationships." Teachers College Journal 10:89-97; March 1939.

Teachers must become familiar with community agencies and resources. Every school should have a materials bureau, whose contents are listed. Suggestions for surveying a community, for knowing a school, for investigating children's social information and interests and for surveying a classroom group are offered.

A. V. Hooldford, "Teacher's Use of Her Environment." Instructor 49:12; November 1939.

Realizing that they themselves did not know enough about their environment, the teachers in one school district made a survey of community resources useful in teaching and listed these with pertinent information in a card file. They also made a map of hobbies in the community, an art survey and established a school museum from which items may be borrowed as one does a book from a library.

Edgar C. Bye, "Field Work in a Teachers' College." Business Education World 19:457-459; February 1939.

Describes the field work program at the Montclair, New Jersey, State Teachers' College.

Julian C. Aldrich, "Utilizing Community Resources for In-Service Training of Counselors." School Review 48:193-196; March 1940.

Eighteen school districts and certain local youth agencies set up the St. Louis County Guidance Council in order to help guidance counselors actually understand the requirements of their jobs and to function better in them. Conferences, seminars, demonstrations of case-conference procedures were used and the program was expanded for the following year.

James A. Fraser and A. M. Elliott, "Study Excursion in Natural Sciences." Minnesota Journal of Education 20:315-316; April 1940.

A 6000-mile study trip requiring a full month of summer session was made by twenty-eight people from the Bemidji Teachers College in 1939. Six private cars were used, cabin accommodations were arranged in advance and the cost per student was \$130. Full college credit in biology and geology was given.

Florence Greenhoe, "Contribution of Community Sociology to Teacher Training." Journal of Educational Sociology 13:463-470; April 1940.

Describes a program at Ohio State University whereby teachers are taught to analyze communities and use their educational resources.

Howard Y. McClusky, "Teachers Should Know Life of Community." Michigan Education Journal 17:485; April 1940.

Teachers cannot be effective unless they know community life through personal, extensive experience. This experience should desirably be given through some form of internship or personal assistantship to community agencies such as libraries, public health agencies, etc.

C. W. Grace, "Teachers College Studies Its Environment." Curriculum Journal 11:256-258; October 1940.

Starting with presidential convocations devoted to the vital problems of the area, the program went on into individual discussions with professors, formation of committees and general curricular reorientation. Community music, history, literature, economics, conservation, etc., are stressed in their respective departments.

Morris R. Mitchell, "Teacher Education Through Useful Work." Educational Method 20:15-22; October 1940.

A stirring account of how pioneering teacher-educating institutions are beginning to prepare teachers for genuine community leadership through giving them constructive work experience as an integral part of their school education. Reports in dramatic detail on what such experience does to the individual in terms of developed insight, social understanding and social motivation.

Stephen E. Epler, The Teacher, The School and the Community. Washington: American Council on Education, 1941.

An annotated directory of organizations and agencies concerned with community problems, and a selected bibliography covering books and pamphlets, motion pictures and magazine articles.

Dorman G. Stout, Teacher and Community. New York: World Book Company, 1941.

Techniques of leadership whereby teachers may promote better understanding and cooperation between school and community.

Verna A. Carley, "Teacher Education in the Study of a Region." Educational Method 20:226-235; February 1941.

Sketches the program and activities of a week's traveling seminar taken through the Tennessee River Valley by twenty-four supervisors of student teachers from all regions of the United States

Margaret C. Brown, "Program of Community Service." Teacher Education Journal 2:162-163; March 1941.

All prospective teachers in a New Jersey college do community service through a required sophomore course taken for full credit. They work in social and recreational agencies of many kinds, attend conferences, write reports and are supervised cooperatively by the instructors in sociology, biology and education. In the junior year students are assigned as part time technicians in orthopedic clinics. During the summers they serve as camp counselors and playground instructors and then, in the senior year, begin their formal student teaching in the public schools.

Jules Karlin and George J. Steiner, "Prospective Teachers Study and Serve Chicago." Social Education 5:339-342; May 1941.

The field trip program of the Chicago Teachers College is described; seven of the twenty trips offered being outlined in full. Seven principles for evaluating field study are stated, and emphasis is placed upon the point that future teachers must be motivated to participate actively in community service projects as well as to know them at firsthand. Various forms of participation in social group work are described.

James A. McHener, "Teacher in the Community." Social Studies 32:219-221; May 1941.

Describes and evaluates a Harvard Graduate School of Education community study course. The group spent the first week on campus orienting itself to its problems; they spent a week in each of three different New England Communities, studying them and their social processes through extensive interviews; after which a final week at Harvard summarized their finds.

Ralph B. Price, "Education Takes to the Tall Timber." Clearing House 15:531-532; May 1941.

Firsthand studies of five Colorado communities were made in a 2,000-mile journey during summer session; cattle raising region, sugar beet region, coal fields, gold mines, dust bowl. Stirring accounts of educational values in each are the heart of this article.

William Stocking, Jr., "Teachers Should Work in Summer." Nation's Schools 27:68; May 1941.

Challenges teachers' colleges to develop work experience programs for teachers, both as a part of their professional preparation and as continued in-service training.

Roma Gans, "The Teacher in the Community." Teachers College Record 43:100-107; November 1941.

If teachers are to be effective under modern conceptions of what education means, they must be constructively identified with the problems of living, must comprehend the place of children in a complex environment and must be genuinely concerned with the total welfare of each pupil.

Committee on Field Services, Department of Education, University of Chicago, The School and the Community. Chicago Heights, Illinois: Boards of Education Districts 170 and 206, 1942.

Describes a field course and survey, an in-service teacher education project carried on under the auspices of the local boards of education in cooperation with the University of Chicago.

New York Teachers College at Oneonta, Teachers as Learners. Oneonta:
The College, 1942.

Describes a two-week group study, under professional guidance, of contrasting local communities. Tells what the group did and why, where they went, how they went at it, what they got out of the experience and why they were successful.

Edward R. Miller. "Teachers in a Summer Work Camp Program." Childhood Education 18:324-326; March 1942.

Tells how sixty teachers participated in a summer work camp program of the American Friends Service Committee. Benefits of the experience are listed.

Julia M. Morey, "Seminar for Community Study." Teacher Education Journal 3:175-177, 180; March 1942.

Staff members in a New York Teachers college organized themselves into a group to carry on a field seminar in community study. Their planning, project and results are described.

Gordon W. Blackwell, "Studying the South Firsthand." Educational Record 23:271-282, April 1942.

Describes a field course in southern conditions offered annually by Columbia Teachers College in cooperation with the Open Road. Each year fifteen students from the North and West join Southerners in a scientific study of a typical southern community.

Walter E. Snyder, "Teacher Growth Through Environmental Study." Curriculum Journal 13:174-176; April 1942.

Teachers planned an elementary school social studies program involving direct pupil experience in the community and then discovered they themselves knew little directly of the environment. To remedy that lack, a number of field trips were organized for the teachers. The total plan included trips, general meetings, bulletins to teachers and resource visitors.

C. L. Phelps, "Educating Teachers for Participation in the Life of the Community." School and Society 55:641-643; June 6, 1942.

The community-participation program at the Santa Barbara State College is described as it has developed since 1920 and as it now operates. Students teach in city schools and in distant communities, work with the local recreation commission, with churches, social welfare agencies, government offices, etc.

John A. Bartky and William W. Wattenberg, "Community Studies in General Education." Harvard Education Review 12:396-404; October 1942.

Chicago Teachers College has developed an extreme program of community study and participation as a required part of its students' professional preparation.

Carl Maxon Saunders, "Teachers as Interpreters." School Executive 62:41-42; October 1942.

Teachers studies their community, arranged school trips, made home visits, discussed findings in faculty sessions, conferred with parents, wrote weekly newspaper columns, gave teas for parents, etc. Result was improvement of their own professional attitudes and abilities and better community support for the schools.

Karl P. Zerfoss, "The Use of Field Studies in Teaching Educational Psychology." Journal of Educational Psychology 33:527-537; October 1942.
Students carry on field work in social agencies, correlating through directed observation with theoretical learnings in the classroom.

Gordon W. Blackwell, Toward Community Understanding. Washington: American Council on Education, 1943.

Reports and analyzes the community study and service programs of teacher education carried on in sixteen outstanding institutions. Practical suggestions for those interested in similar experimentation are offered.

David M. Trout (ed.), The Education of Teachers, Chapter 9. Lansing: Michigan Cooperative Teacher Education Study, 1943.

Suggestions for educating teachers for community service and for freeing them to participate in community life.

New York State Education Department, Elementary School Social Studies Pamphlet III, "Exploring the Environment." Albany: University of the State of New York Press, 1943.

Practical suggestions to teachers for understanding a community better, for becoming a participating member of the community and for making effective school use of community resources.

Jules Karlin and George J. Steiner, "Future Teachers Serve Their Community." Chicago Schools Journal 24:68-74; January-June, 1943.

Describes seven areas of community action utilized by Chicago Teachers College in its training program: field study, local community study and research, social group work, club work, public recreation, adult education, and counseling. The first three activities are carried on by all students; the latter four by specially selected student leaders.

Edward G. Olsen, "National Survey of Teacher Education in Community Study Techniques." Educational Record 24:421-435; October 1943.

Major finding: about one-third of the fully-accredited teacher-educating institutions were offering students some type of introduction to the philosophy, programs, procedures and problems of community education through academic courses, workshops, special units and opportunities for individual participation in local community service projects.

Charles E. Prall and C. Leslie Cushman, Teacher Education in Service. pp. 182-196; 215-227; 387-435. Washington: American Council on Education, 1944.

Stimulating accounts of how teachers in three different systems discovered community resources, planned how to build the school into the community and worked cooperatively toward the solution of community problems.

William E. Mosher and Roy A. Price, "Equipping Social Studies Teachers for Community Study." Social Education 8:65-66; February 1944.

Describes a six-week summer school course established at Syracuse University to train experienced social studies teachers as competent interpreters of community life.

George Peabody College for Teachers, Improving Rural Schools and Communities Through Teacher Education. Report of the small rural school workshop, Division of Surveys and Field Services, George Peabody College for Teachers, 1945.

Part II "Curriculum That Meets the Needs of Better Community Living," tells how a summer school group analyzed basic needs in several rural communities and then recommended appropriate curriculum changes and procedures.

Carl M. Horn, "Swinging on the Learn-Shift." Educational Leadership, 1:359-363; March 1944.

Guidance counselors worked two months in a Chrysler plant to get firsthand knowledge of life in industry. They paid regular university tuition charges and received university credits.

New York State Teachers College at Oneonta, Exploring the Community: A Student Experience in Community Study. Oneonta, New York: State Teachers College, 1945.

Describes a four-day field study made by staff members and senior students in a village in which a central school had recently been established. The program for each day is described in full and some evaluation of the project is made.

Edward G. Olsen and others, School and Community. New York: Prentice-Hall, 1945. Chapter 20, explains types of teacher-education program, outlines criteria for judging a teacher-educating institution, lists ten suggestions for developing in-service community competence and presents criteria for appraising personal fitness for community-school teaching.

Mer E. Bonney, "Stimulating Community Participation and Initiative in Prospective Teachers." Teachers College Journal 16:90-94; March 1945.

Describes a project in which forty-three psychology students assumed responsible roles with children in classroom situations. Each student worked two to four hours per week for two months, serving as supervisor in a social center for underprivileged children five to sixteen years of age.

Kara Vaughn Jackson, "Curriculum for Better Living." Educational Leadership 3:25-27; October 1945.

Vital account of how a teachers college and the public schools work together to help people in communities solve their life problems. The urgent problems of living become the warp and woof of the teacher-community curriculum.

Jennie Campbell, "Curriculum for Community Study." Educational Leadership, 3:113-116; December 1945.

Through a statewide workshop, followed by local district planning, teachers in Utah were helped to plan community experiences for children which could be expressed in linguistic and art media. One county's plan for community study is outlined.

D. F. Folger, "Experience Curriculum for Teaching." Educational Leadership 3:123-236; December 1945.

Student teachers in West Georgia College share in community life as part of their professional training. In this college the faculty concluded that the problems of the community must become the curriculum of the school if teachers educated therein were to learn the things they would need to know as leaders in rural communities. The result is a community experience curriculum that is vital.

Howard Y. McClusky, "Teacher as Community Engineer." Michigan Education Journal 23:197-; December 1945.

Teacher training should make the teacher well acquainted with his community, including its class structure and should stimulate him to act as community catalyst or coordinator.

M. W. Carlington and R. A. Skudler, In-Service Education of Elementary Teachers. Lincoln, Nebraska: B-S Wynne Company, 1946.

"What I Should Know about My Community" is section 5 of this practical guidebook and self-educative instrument. Topics outlined are (1) Opportunities and limitations in my community, (2) Preparation for best use of resources, the use I make of resources, homes in the community, cultural heritage, school, people, organizations, agencies, communication and transportation, government, historic items, natural resources, farms, occupations, teaching materials.

Paul B. Gillen, "Training Teachers for Active Participation in Solving Community Problems." Teachers College Record 47:323-330; February 1946.

Reports findings of a nation-wide survey made in 1944 to discover what the state teacher-training institutions were doing to develop community-minded and community-competent teachers. Outlines a suggested program of this nature for teacher training centers.

Walter S. Ryder and Eugene C. Chenoweth, "Community Discovery Through Survey and Discussion." Journal of Educational Sociology 19:436-444; March 1946.

Reports the activities of a teacher's extension course which simultaneously surveyed local communities and analyzed findings through group and forum discussion. The instructors made a two-day preliminary survey of the county by automobile, then helped the class define a community, survey the social survey movement, become familiar with basic techniques.

North Central Association of Secondary Schools and Colleges, Sub-Committee on In-Service Education of Teachers, Improving Intergroup Relations in School and Community Life. The Association; 1946.

Numerous brief case studies showing the need for better inter-cultural relations, some successful school techniques, community arrangements and implications for in-service education.

Wilbur D. West. "Teachers Go Camping." Educational Leadership 3:278-281; March 1946.

Prospective teachers at Western Michigan College of Education may spend two weeks as counselors in a regular school camp. This is the equivalent of two months' classroom experience since it is 24-hour responsibility. The program's organization is described, and its values to the future teacher stated.

L. P. Young, "Preparation of Teachers for Community Service." Teachers College Record 47:382-386; March 1946.

An account of how the Keene Teachers College faculty took stock of their offerings in the light of the criterion "How will the lives of my students and the community be improved through taking this course?" and what happened in many of those courses as a result.

Dorothy Spauling, "Work, Sing and Eat: Intercultural Activities of Kalamazoo Teacher Group." Intercultural Education News: quoted in Clearing House 21:43; September 1946.

Teachers determined to become acquainted with minority group people, so they shared food, music and friendliness with folks of other nationalities, races, religions. Then they studied intercultural facts with these new fields, put on programs, sponsored newsletters, did panel discussions, etc.

"Teacher in the Community," Journal of Educational Sociology, Vol. 20; No. 5; January 1947.

Entire issue is devoted to problems and possibilities of meeting children's basic needs through vital community education.

Edward G. Olsen, "Washington State's New Program." Progressive Education 24:100-101, 105; January 1947.

Describes the development, functions and available services of the Community Resources Service program in the State Office of Public Instruction.

Stewart B. Hamblen, "Teaching Them to Live." National Education Association Journal 36:296-298; April 1947.

Explains how the work of the Sloan Experiment in Applied Economics is being carried from the original centers in Florida, Kentucky, and Vermont to colleges and schools throughout the nation.

John M. Miller and Robert J. Maaske, "Socioeconomic Needs of a Geographical Area in Relation to Preparation of Teachers." Elementary School Journal 47:500-07; May 1947.

Reports a seven-county study in Eastern Oregon. Interviews and questionnaires were used to discover felt needs in areas of recreation, housing, moral and religious ideals, community cooperation, health, school expansion and youth leadership. Eight major implications for pre-service teacher education are listed, among them needs for training in community study, participation and improvement techniques.

Geoffrey Graham, "Gear the Curriculum to Your Community." Educational Leadership, 5:97-101; November 1947.

Describes an extension course in community study taken by a group of Connecticut teachers. Three working committees made field studies of (a) school graduate opinions of their school experience, (b) industry-school relations, and (c) utilization and study of community resources. Objectives, procedure and findings of each committee are stated.

Carl M. Horn, "Flying Schoolmasters." Education 68:300-303; January 1948.

An aerial field trip to Chicago, Detroit and New York City is taken by 200 school administrators studying business and industrial relations.

William R. Burnett, "Science Teacher and Community Dynamics." Education 68:335-340; February 1948.

Describes the Community Resources Workshop conducted by San Francisco State College during the summer of 1946. Philosophy, objectives, staff, scheduling, activities, analyses, and evaluation are all discussed.

Jane R. McAllister, "Making Citizens Out of Students." School Executive, 67:40-42; February 1948.

Describes in detail the "out-of-school study of children" and "community group living and leadership" experience program of Miner Teachers College, Washington, D.C.

Virginia White James, "On the Use of Community Resources." Childhood Education 24:408-412; May 1948.

Reports typical workshops, conferences and other programs in various southern states. Emphasis falls upon conservation and intelligent use of natural resources.

Harley Holmes and Troy L. Stearns, "Preparing Teachers for Community Living." Nation's Schools 42:28-30; September 1948.

The Michigan State College pre-service education program includes a twelve-weeks internship in community mindedness and community leadership in a town 50 miles from the campus. The field experiences include many trips, interviews, discussions with agency representatives, social activities in homes and in the community, civic club luncheons, service projects and working with children in classroom situations.

C. W. Bemer, "Flying Classroom's Summer School." School Executive, 68:50-52; October 1948.

Forty-six school executives flew around the nation, conferring with top business, industrial, professional and labor leaders on educational problems of today.

Walter E. Milholland, "Freshman, Psychology and the Community." Social Studies 39:320-323; November 1948.

Reports purposes, programs and problems involved in giving teachers college freshmen observational experiences with children in the community.

Leo M. Chamberlain and Leslie W. Kindred, The Teacher and School Organization. New York: Prentice-Hall, 1949.

Chapter 19, "Improving Community Life," emphasizes the philosophy of the community school, community study procedures, the school as a community center and the role of community councils.

Kenneth D. Benne and Alvin Zander, "More Effective School-Community Projects," National Education Association Journal, 38:364-365; May 1949.

Presents and analyzes a case study showing how school systems may develop personnel trained in group dynamics and at the same time sensitize their communities to their need for such consultant services.

Richard A. Mumma, "The Real Barrier to a More Realistic Curriculum: The Teacher," Educational Administration and Supervision 36:38-44; January 1950.

Lists the reasons commonly given to explain slow development of a functional curriculum and then affirms that the greatest obstacle is the opposition of secondary-school teachers based chiefly on (a) their own experiences as students, (b) their academic slant, (c) vested interests, (d) the simplicity of traditional subject-matter organization and (e) the difficulties of the new approach.

Richard L. Weaver, "Planning a State-wide Program for Enriched Teacher Experiences." Childhood Education 26:412-414; May 1950.

Summarizes North Carolina's cooperative state, area, and local projects for acquainting teachers, on both preservice and inservice levels, with the resources of the state. The Resource-use Education Commission is described in terms of its organization, program, and plans. Workshops, conferences, discussion groups, bulletins, films, recordings, extension courses, radio broadcasts and teaching guides are among approaches used.

Helen C. Howland, "Community Study for Better Living," Childhood Education 27: 66-69; Oct. 1950.

Tells how a group of 19 college students with two staff members made a four-day study of a city neighborhood. Describes student, community and school planning involved, community and group participation, and school-community outcomes.

Harold S. Tuttle, "A Functional Workshop," Teachers College Record 52:181-87; December 1950.

Describes a teacher education workshop in which students spent full time in a neighboring local community making surveys of needs and resources, and reporting their findings directly to local lay groups.

Norris A. King, "Teachers Discover Their Community," Educational Leadership 8:176-80; December 1950. (BALTIMORE CO.)

Junior high school teachers in one county carry through their own community study program as a basis for better teaching of a ninth-grade core curriculum course called "Living in an Ever Widening Community."

Harry Bard, "Baltimore's Community Study Program," Educational Leadership, 8:399-405; April 1951.

Describes the organization and program of a three-year, in-service study of their own community. Nearly 800 teachers are currently enrolled in the program; about 200 have finished it. Child acculturation, curriculum revision and community action are stressed as goals.

H.E. Nutter, "Conservation Education Must Begin in the Teachers College." Nations Schools 47:44-47; March 1951.

Specific suggestions for effective teacher education in conservation.

Edward G. Olsen, "Community Resources Publication and Workshops by State Departments of Education." School and Society 74:24-26; July 14, 1951. Reports a research study covering the 48 state departments.

Edward G. Olsen, "Promoting Community Study Programs in Washington State." School Executive 58-60; September 1951.

Illustrates a statewide program carried on over a five year period.

Hollis A. Moore, "Teacher and a Community Service Program." Junior College Journal 22:283-92; January 1952.

Examines various explanations to account for the typical role of the teacher in the community.

"Sharing the Reservoir of School Staff Resources." School Executive 72:45-65; January 1953.

Documents many ways in which school personnel help improve the community in a score of areas from coast to coast.

Edward G. Olsen (editor), The Modern Community School. Apleton-Century-Crofts, 1953.

Stresses by implication the professional responsibilities of the teacher toward and in the community.

Edward G. Olsen, "Social Class and Teacher Training." Journal of Educational Sociology, April 1952

Entire issue is devoted to this topic.

Alvin T. Stolen, "Teachers Learn Brewing, Baking and Money -Making." School Executive, April 1953.

Interesting account of teacher field trips.

Gladyce H. Bradley, "Community Participation in Teacher Education." Educational Administration and Supervision. 39: 218-24; April 1953

Explains the procedures through which active participation in the work of community agencies was made an integral part of a college course.

THE COMMUNITY SCHOOL EDUCATION MOVEMENT

Chronological Bibliography of Books

Edward Olsen, Professor of Education

Samuel Everett (ed.), *THE COMMUNITY SCHOOL*. First book to deal with the concept and practices of the community school as so defined. Reports on the programs and principles of 9 community schools, a survey of additional community activities, and an analysis of the programs in terms of basic issues. (Appleton-Century, 1938)

Elsie R. Clapp, *COMMUNITY SCHOOLS IN ACTION*. Describes two experiments in developing a public school program, from kindergarten through adult education, adjusted to the needs and based on the resources of the community. Includes a complete record of the curriculum of every grade. (Viking Press, 1938)

National Education Association, Department of Elementary School Principals, *COMMUNITY LIVING AND THE ELEMENTARY SCHOOL: 24th Yearbook*. Presents numerous descriptions of actual practice in both rural and urban situations, with stress on the underlying philosophy as well as on procedures. (The Association, 1945)

Edward G. Olsen (ed.), *SCHOOL AND COMMUNITY PROGRAMS*. Presents over 150 dramatic, true accounts of successful community study and service practice in many fields and at all levels from kindergarten through adult education. (Prentice-Hall, 1949)

National Society for the Study of Education, *THE COMMUNITY SCHOOL: 52nd Yearbook, Part II*. Examines the concept of the community school, reports varying practice in the United States and abroad, and evaluates progress and problems in community school development. (University of Chicago Press, 1953)

Edward G. Olsen, (ed.), *THE MODERN COMMUNITY SCHOOL*. Uses actual and fictional case studies from which are abstracted basic operating principles upon which some schools have been working toward the community school orientation; also summarizes the philosophic framework involved. (Appleton-Century-Crofts, 1953)

Edward G. Olsen and others, *SCHOOL AND COMMUNITY*. A college textbook treating the philosophy, procedures and problems of community study and service through schools and colleges. See especially Parts I and V. (Prentice-Hall, 1954)

National Society for the Study of Education, CITIZEN CO-OPERATION FOR BETTER PUBLIC SCHOOLS: 53rd Yearbook, Part I. Explains the importance and role of citizen cooperation in public school education, considers major problems and issues, current developments and their implications and offers suggestions for improving cooperation in the future. (University of Chicago Press, 1954)

Ernest O. Melby, ADMINISTERING COMMUNITY EDUCATION. States the challenge to educational administration posed by social problems of today, and outlines a community-centered concept and practice of leadership. (Prentice-Hall, 1955)

Truman M. Pierce, Edward C. Merrill, Jr., Craig Wilson and Ralph R. Kimbrough, COMMUNITY LEADERSHIP FOR PUBLIC EDUCATION. Explores the role and techniques on the educational leader who uses group dynamics and community resources in democratic community school administration. (Prentice-Hall, 1955)

Harry L. Stearns, COMMUNITY RELATIONS AND THE PUBLIC SCHOOL. Offers to parents, educators, members of civic groups and businessmen tested suggestions for building an effective school-community relations program. (Prentice-Hall, 1955)

Dorothy and Curtis Mial, OUR COMMUNITY. A book of detailed, practical suggestions for surveying a community through group activity. Includes readings, suggested discussions, procedures to help people develop insights, information, and skills for concerted community action. (New York University Press, 1960)

Edward T. Ladd and William C. Sayres (eds.), SOCIAL ASPECTS OF EDUCATION. A book of authentic cases involving genuine school-community situations; rating a superintendent, school desegregation, student rebellion, a non-graded school, moral and spiritual values, religion, and science in the curriculum, etc. (Prentice-Hall, 1962)

Edward G. Olsen, THE SCHOOL AND COMMUNITY READER: EDUCATION IN PERSPECTIVE. Hundreds of representative selections from the professional literature, covering all aspects of school-community field. (Macmillan, 1963)

Henry Saltzman, "The Community School in the Urban Setting." In A. Harry Passow (ed.), EDUCATION IN DEPRESSED AREAS, pp. 322-21. Brief discussion of what is involved in developing a community school in an urban community. (Bureau of Publications, Teachers College, Columbia University, 1963)

Muriel Crosby, CURRICULUM DEVELOPMENT FOR ELEMENTARY SCHOOLS IN A CHANGING SOCIETY. Pages 9-16 provide fine explanation of the subject-centered, childcentered and problem-centered orientations. Strengths and weaknesses of each are discussed. (D.C. Heath and Company, 1964)

Gene C. Fusco, SCHOOL-HOME PARTNERSHIPS IN DEPRESSED URBAN NEIGHBORHOODS. Promising practices to provide increased educational opportunities for culturally deprived children, and at the same time enlisting the active cooperation of parents through assistance to adults in developing and improving their abilities, skills and talents. (U.S. Office of Education. Supt. of Documents, U.S. Government Printing Office, 1964.

Merle Sumption, SCHOOL-COMMUNITY RELATIONS: A NEW APPROACH. To be functional in social change, the school must be recognized as a public enterprise; seek truth and teach people to live by it; secure systematic and active community participation in educational planning and evaluation; and maintain effective two-way communication between itself and the community. (McGraw-Hill, 1966)

Archibald B. Shaw and John Lyon Reid, "The Random Falls Idea." In William M. Alexander, THE CHANGING SECONDARY SCHOOL CURRICULUM: READINGS, pp. 399-408. Sketches a bold proposal for a partnership program through which "youths are helped to move from junior to full partnership with adults in a joint effort to bring maximum self-realization in each individual and improvement to the community." (Holt, Rinehart & Winston, 1967)

William Marshall French, AMERICAN SECONDARY EDUCATION. Chapter 20, "The Secondary School and the Community," sketches community education philosophy and describes functions of the P.T.A., Citizens Councils, Science Fairs, Adult Education and other aspects. (Odyssey Press, 1967)

Harold L. Hodgkinson, EDUCATION, INTERACTION AND SOCIAL CHANGE. Chapter 6, "The Quest for Community," examines the question of what a community really is, how the concept is widening, relations of urban and suburban areas, and the relation of education to the human quest for community. (Prentice-Hall, 1967)

Gordon McCloskey, EDUCATION AND PUBLIC UNDERSTANDING, Second Edition. A full discussion of how to obtain adequate moral and financial support for schools, focusing on current circumstances and resources. (Harper & Row, 1967)

Patricia Cayo Sexton, *THE AMERICAN SCHOOL: A SOCIOLOGICAL ANALYSIS*. Chapter 9, "City and Community," explains basic concepts, defines the community, and lists eight characteristics of the community school. (Prentice-Hall, 1967)

Clyde M. Campbell (ed.), *TOWARD PERFECTION IN LEARNING*. A case history report on Community Education in action. A rich source of actual experiences of case workers in the field. Midland, Michigan: Pendell Publishing Co., 1969.

Howard W. Hickey and others (eds.), *THE ROLE OF THE SCHOOL IN COMMUNITY EDUCATION*. Statements on various aspects of community schools including philosophy, administration, staffing, financing, facilities, programs and evaluation. Midland, Michigan: Pendell Publishing Co., 1969.

W. Fred Totten and Frank J. Manley, *THE COMMUNITY SCHOOL*. Comprehensive review of the concepts of community, of community education, the community school, and community development. The goals of community education and of the community school are explained, as are problems of organization and staff requirements. Galien, Michigan: Allied Education Council, 1969.

Harry E. Miller and Roger R. Woock (ed.), "School and Community." Chapter 10 in *SOCIAL FOUNDATIONS OF URBAN EDUCATION*. Community concept and structure; urban decentralization in New York City and Washington, D.C.; Black power and the schools; possibilities of the community school for urban life. Dryden Press, 1970.