UTILIZATION OF COMMUNITY RESOURCES
IN TEACHING THE SOCIAL STUDIES
IN FEE HIGH SCHOOL

A Thesis Presented for the
Degree of Master of Arts

By

Emma M. Howie, B.S. in Educ.

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Approved by:
Florence Greenlaw Fabb
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E.M.H.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART I</strong></td>
<td></td>
</tr>
<tr>
<td>PURPOSES, PROBLEM, PROCEDURES</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. The Problem</td>
<td>1</td>
</tr>
<tr>
<td>B. Background of the Study</td>
<td>2</td>
</tr>
<tr>
<td>C. Plan, Method and Procedure</td>
<td>10</td>
</tr>
<tr>
<td>II. THE COMMUNITY SCHOOL IDEA</td>
<td>11</td>
</tr>
<tr>
<td>A. Historical Perspective</td>
<td>11</td>
</tr>
<tr>
<td>B. The Community School, Its Philosophy and Procedures</td>
<td>17</td>
</tr>
<tr>
<td>C. Criteria for Evaluating a Community School</td>
<td>28</td>
</tr>
<tr>
<td><strong>PART II</strong></td>
<td></td>
</tr>
<tr>
<td>A SURVEY OF THE COMMUNITY AND ITS RESOURCES</td>
<td></td>
</tr>
<tr>
<td>III. THE COMMUNITY OF MAYSVILLE, KENTUCKY</td>
<td>34</td>
</tr>
<tr>
<td>A. Historical Development</td>
<td>34</td>
</tr>
<tr>
<td>B. Community Structure</td>
<td>35</td>
</tr>
<tr>
<td>C. Community Processes and Problems</td>
<td>40</td>
</tr>
<tr>
<td>D. Evaluation - Community Organization and Disorganization</td>
<td>52</td>
</tr>
</tbody>
</table>
PART III

ENRICHING THE CURRICULUM FROM COMMUNITY RESOURCES

IV. UTILIZING MAYSVILLE'S RESOURCES IN SOCIAL STUDIES 55
   A. Objectives 57
   B. Ten Approaches to Community Life 62

V. TEACHING A UNIT IN SENIOR HISTORY THROUGH USE OF COMMUNITY RESOURCES 78
   A. Aims 79
   B. Procedures 79
   C. Problems 86
   D. Evaluation 88

PART IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

VI. SUMMARY, CONCLUSION AND RECOMMENDATIONS 97
   A. Summary 97
   B. Limitations 102
   C. Recommendation 102
   D. Conclusion 103

BIBLIOGRAPHY 105

APPENDIX 108
LIST OF TABLES

TABLE | PAGE
--- | ---
I. Age, Sex and Race of Maysville's Population in 1940 | 37
II. Summary of Responses to Questionnaire | 46
III. Number of Adults Convicted of Crime by Race, January, 1945 to June, 1947 | 48
IV. Test Scores of Senior History Pupils on Units One Through Seven | 93
PART I

PURPOSES, PROBLEM, PROCEDURES
CHAPTER I

THE INTRODUCTION

Although coordination of school and community has been a popular topic in educational literature and convention programs, it is surprising how little school people actually do about coordinating their activities with out-of-school services. They set forth the ideals and values of coordination with elaborate statements of objectives, but merely scratch the surface when it comes to developing practical ways in which to accomplish it. A brief investigation soon proves that the school people make meager use of the community's resources for the guidance and adjustment of children.

The Problem.

The purpose of this study is to develop practical ways in which the community resources of Maysville, Kentucky can be utilized in the teaching of the social studies in John G. Fee High School. This is attempted by (1) examining the Community School Idea, (2) discovering the community resources in Maysville, and (3) applying the Community School theory in a specific study unit in the senior history class.
In order that the reader and writer may approach a common understanding of terms used, the following words, which frequently appear in the thesis, are defined.

1. A *community* is a population aggregate, inhabiting a contiguous territory, integrated through common experience, possessing a number of basic service institutions, conscious of its local unity, and able to act in a corporate capacity.\(^1\)

2. A *community school* is one which orients its aims and purposes to pupil needs and backgrounds, uses an array of community resources in its programs, functions as a locality service center, seeks increasingly to democratize the whole life in school and outside, and assumes a major responsibility for the improvement of area life and institutions.\(^2\)

3. *Community resources* comprise in theory the total educative objects, materials and experiences found in any one or all of the communal areas environing a school.\(^3\)

4. *Community education* signifies an organized process which is the conscious instrumentality of the many race purposes - social, intellectual, spiritual, and physical that the people of the community are seeking to achieve.\(^4\)

**The School**

John G. Fee High School is located just outside the city limits of Maysville but in a fairly convenient spot. The school is only fifteen years old and was built on reclaimed land which was formerly a large hill.

\(^1\)Lloyd Allen Cook, *Community Backgrounds of Education*, p. 27.

\(^2\)Loc. cit.

\(^3\)Loc. cit.

\(^4\)Samuel Everett (Editor), *The Community School*, p. 52.
Three hundred and fifty boys and girls are enrolled in grades one to twelve inclusive. The writer is mainly concerned about the one hundred and forty-three who make up the high school. Approximately two-thirds of them come to the school by buses and trains from rural districts in Mason County and from four adjoining counties.

The school curriculum reflects the conservatism of the larger community; it is as such relatively traditional. The recommendations of the Committee of Ten are still evident in this program. The four year curriculum is as follows:

<table>
<thead>
<tr>
<th>Grade IX</th>
<th>Grade X</th>
<th>Grade XI</th>
<th>Grade XII</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Ancient History</td>
<td>European History</td>
<td>Sociology</td>
<td>English</td>
</tr>
<tr>
<td>Algebra</td>
<td>Algebra</td>
<td>American</td>
<td>English</td>
</tr>
<tr>
<td>General Science</td>
<td>Biology</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Home Economics</td>
<td>Home Econ.</td>
<td>or</td>
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<td>Commercial</td>
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<td>or</td>
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Thirteen teachers make up the faculty of the school, ten of whom have life-time teaching appointments. Those ten have not taken any advance college work since certification. In the past four years, only four have attended the Kentucky Education Association meetings. All are, perforce, members of the Kentucky Education Association and of the National Education Association and receive educational journals, but the amount of reading
done or the degree of interest in the organizations is not known.

Teacher-pupil relationships, to all outward appearances, are wholesome. There are various programs of educational interest presented by the various grades throughout the school year to which parents come. Parents do tend to lean to the school for a great share of their passive type of recreation. In addition to attending programs, the community attends basketball games and plays.

This year, speakers came in to discuss the necessity of keeping O.P.A. and of voting the community dry. In the 1937 flood, hundreds of persons lived in the school building as it was high on the hill away from danger of flood waters. The school called on the community for homes to house visiting teams and others who came to witness basketball tournament games. A detailed list of community uses of the school or school uses of the community would be lengthy and beside the point. It has been the purpose here to list only a few uses as illustrative.

Parent-Teacher Association membership and attendance are poor; fourteen persons attend regularly. The number is partially explained by the fact that city parents work until late whereas there is a definite and
almost unsurmountable transportation problem for parents who live in rural areas.

As Paul Pierce has suggested, school personnel have considered their work too technical to be shared with people outside the teaching profession, although they are anxious to have it appreciated and supported by members of the community. In Maysville, the educative process has been regarded as a highly specialized service, connected only in a perfunctory way with the local situation. The writer's interest is in using the community for the enrichment of the school curriculum for the ultimate good of developing the learners who constitute the community.

These conditions have been stated in order that the reader may see the incentives and motives behind the community school approach attempted as a solution to some of the existent conditions in the school. It was begun with the idea that perhaps the entire school curriculum cannot be changed, but the teacher of social studies can make education more functional for her students by using all available community resources.

Importance of the Problem

The school is considered to be a community center. In such a position, school and community interaction is

5Ibid., p. 53.
inevitable. "To be successful, it (the school) cannot function as a detached organization concerned only with the imparting of a certain amount of book knowledge to a fluctuating number of pupils during a specified number of hours daily through a limited period each year."6 The child doesn't cease to learn when the closing bell sounds, but his out-of-school environment may influence him more strongly than the school environment. Pierce says: "It is estimated that the pupil spends approximately 89 per cent of his time in the home or elsewhere in the community to 11 per cent in the school."7

The better job the school does of preparing pupils for effective citizenship, the better the community becomes. Thus, the problem is of importance to the pupils, teachers and others in the community.

Outstanding educators contend that the school cannot effectively and satisfactorily do its job of meeting the deferred and immediate needs of boys and girls by dissipating their energies among a hierarchy of artificial subjects. Under such conditions education becomes passive rather than a dynamic process.

The writer is accepting the premise that in a dynamic society, curriculum improvement should take its

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6Ibid., p. 125.
7Ibid., p. 107.
direction from a careful and challenging study of the social scene. For students, this scene is first of all the community in which they live.

In other words, the curriculum must be built around the major processes and problems of human living. Thus, it becomes necessary to study the processes and problems with the aim of understanding them and attempting to offer solutions. Recognition by educators of the trend toward the Community School, coupled with a willing determination to meet this trend effectively, will mean a better community. Such is the direction and purpose of this study as it applies to the writer's own locality and teaching responsibility.

Limitations

As has already been stated, this problem is limited to the colored population of Maysville, Kentucky, and to the specific high school, John G. Fee, where the writer has taught. Community problems, like community resources, could have been materials for classroom activities. This study, however, is limited to utilizing community resources.

The degree to which we utilize community resources is further limited by factors to be found in the community.
They are:

1. socio-economic relationships
2. needs, interests, attitudes and ideals of the citizens of the community
3. class-caste patterns
4. physical features of the community
5. cultural aspects
6. relative social sensitivity or degree of community understanding.

Implications

The above limitations suggest certain implications which may be outlined as follows:

1. an historical study of the community
2. a survey of the community
3. understanding and cooperation of other school on the problem and its solution
4. an evaluation of the program in terms of objectives and outcomes.

Plan, Methods and Procedures

To enable the reader to get a perspective of the remainder of this thesis, the writer points out that Chapter Two will cover a description of the Community School Idea. In this description, the problem of education is presented with a critical evaluation of the three major solutions which have been offered by educators.
Those trends are traditional education, progressive and transitional or community-school education. It is the life-centered education which shall be examined in detail, its philosophy, procedures, and criteria for evaluating.

Part II will consist of a description of the community with reference to its history, community structure, community setting, community processes and problems, and community agencies. Lastly, the community is evaluated in terms of organization and disorganization. This view of a community is an absolute prerequisite for an intelligent program for utilizing community resources. Knowledge precedes intelligent action.

Part III includes chapters Four and Five. With a knowledge of the resources of the community as presented in Chapter Three, Chapter Four treats of their use in the social studies curriculum. Suggested ways of studying the community are given including a program for use of Olsen's "ten approaches" to community life.

Chapter Five of Part III deals with an actual teaching unit made up by a class of senior history pupils and their teacher in which community resources were used. Many of the pertinent and available resources extended beyond the political boundaries of Maysville. Actually, we are a part of communities rather than of a
community. The study is evaluated in terms of our aims, objectives, and outcomes.

Chapter Six of Part IV summarizes the study; conclusions and recommendations are made.

Methods and Procedures

The author has obtained the material for this thesis from several basic readings in the fields of sociology and education. Secondly, questionnaires were sent to the heads of households, and the obtained information is summarized in Table Two. Thirdly, the writer interviewed and informally talked to some of the outstanding citizens of the community, pupils and their parents who disclosed pertinent information. Fourthly, there were library researches into historical records which revealed a great deal of community history. Fifthly, use was made of census data. Sixthly, the writer as a participant-observer was in position to get additional information unobtainable from other sources. But, due to the subjectivity of information so secured, it shall be indicated when conclusions have been made as a result of having participated in and/or observed community processes.
PART II

A SURVEY OF THE COMMUNITY AND ITS RESOURCES
CHAPTER II

THE COMMUNITY SCHOOL IDEA

Historical Perspective

It has been said, more than once, that the Community School Idea is not a new one. Gordon N. Mackenzie enlarges on the statement when he points out that Benjamin Franklin urged the establishment of "useful subjects" in 1749. Since that time there has been steadily mounting pressure for secondary schools which would shift their major emphasis from the teaching of classical subjects to the guiding of boys and girls into more satisfying daily living. The academies of the last century were an indication of this trend, and the free public high schools which increased in numbers after 1870 carried the movement still further.

The Cardinal Principles issued in 1912 by the Commission on the Reorganization of Secondary Education signalized a shift from thinking of education in terms of desired outcomes. Instead of concentrating on training the mind, educators discussed freely the possibility of preparing boys and girls for every-day living.

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In 1919, the Progressive Education Association was organized. Composing its membership were those who criticized the Cardinal Principles on the basis that the principles failed to take adequate account of the child as a person and of our society as a democracy. They proposed that the child should be allowed freedom within the classroom to plan and execute his own problems. They became conscious not only of their goals but also of their methods.

During the late twenties and early thirties, the high schools were criticized for failure to attain certain goals. There were the problems of discovering means and methods for arriving at new goals as well as those of retraining teachers and reinterpreting schooling to parents.

A complete break with past practices and procedures became inevitable as efforts were centered on developing programs of education which would result in better personal and community living. The Educational Policies Commission has issued two reports "Education for All American Youth" and "Planning for American Youth" which presents this new concept.
Problem of Education

Before discussing this new concept in detail, an inquiry should be made as to the reasons why changes in education were deemed necessary. Over a period of years, social processes\(^2\) have undergone revision.

Cook points out that: "Fifty or sixty years ago our country was a composite of small local units in which children shared directly and constantly in varied elementary experiences of humanity."\(^3\)

They accepted farm and home responsibilities; they learned about politics from arguments of their elders; they participated in the recreational activities of the local community. Thus, their general behavior was conditioned by the expectations of the church, home, and community.

Schools, in these primary communities, played a minor role in the educative process. Teachers simply instructed in a few basic facts and skills and heard lessons. And, that was satisfactory since the home familiarized the children with the social processes. In short, the age was one of simplicity and stability, security and confidence.

\(^2\)See Chapter III,

\(^3\)Lloyd A. Cook, *Community Backgrounds of Education*, p. 7.
Under the impact of technological progress and expanded population, the primary communities tended to disintegrate giving rise to secondary communities. Complexity replaced simplicity. Impersonality and interdependence invaded living. Urbanism affords a distinct contrast to ruralism. Family ties are loose, the church exercises little or no control, life has taken on a faster tempo, recreation is commercialized and unsupervised; these are only a few of the indices. Resultantly, there is a degree of insecurity. Problems of unemployment, crime, labor versus capital conflicts, caste and class, war and fears of war, different political beliefs and personal maladjustments surround us and seem to envelope us at times. Answers must be found!

The good citizen believes in the inherent dignity of man and in the potentialities of the intellect. "Unless people place their trust in reason as a means for solving social problems, there remains the danger of decisions arrived at by force." We are inclined to turn to education as an unfailing solution to the difficult personal and social problems confronting us. As Sumner suggests, we may even at times go to the extreme.

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He says: "We apply schooling as a remedy for every social phenomenon which we do not like." 5 A present-day educator, Gordon Hullfish, says:

If every school were thought of as an experiment station in the improvement of human relations, each of us, now so at loss in an impersonal world, would gain a sense of being intimately related to a significant instrument for the transformation of life. 6

But, education is itself a major problem.

Olsen sums up the current problem of education when he asks:

How may teachers best aid these young people to put down deep roots of personal responsibility for group welfare, of realistic social understanding, of intelligent civic loyalties whereby they may flexibly anchor their lives against the surging tides of social barbarism at home as well as abroad? 7

In recognition of this general problem, there have come three rather clearly defined answers. These trends were mentioned earlier, but it is now the purpose to examine them more closely. Much of what has gone on in educational circles has been called experiment, confusion, disorganization and functional

5William G. Sumner, Folkways, p. 629.


7Edward G. Olsen, School and Community, p. 4.
inadequacy. This is to be expected, however, since education is a living, responsive part of a changing and restless social order.

The traditional school was popular in our primary communities where the school's job was that of imparting information for possible future use. The children were to give it back as exactly as possible. Some of the striking characteristics of this outlook are as follows:

1. Lock-step procedure
2. Inflexible rules
3. Severe punishments
4. Rigid routine
5. Fixed requirements and promotions
6. Emphasis upon "discipline"
7. Arbitrary authority of the teacher or schoolmaster
8. Lack of cultivation of responsibility in the child
9. Its predetermined boy of subject matter to be learned
10. Lack of attention to child development and mental health
11. Rewards and merits
12. Maintenance of order
13. Implicit obedience
14. External appearance of concentration

From the traditional school outlook, some persons went overboard for a new concept. Its proponents organized themselves as early as 1919. They believed that the curriculum should be set up in response to pupil's interests rather than the teacher's idea of needs. For the sake of comparing, a description of this outlook, along
with the third answer is given in the accompanying chart, pages 18 and 19.

The Community School, Its Philosophy and Procedures

A third answer to the problem of education was the Community School which became popular, theoretically speaking, by 1940. Since its philosophy has been selected as a basis for action in the community of Maysville, it shall be more closely examined. From the chart, one sees how greatly it differs from the traditional school. Further contrasts between the traditional and community schools are listed as follows:

1. All life is educative versus education is gained only in formal institutions of learning.

2. Education requires participation versus education is adequately gained through studying about life.

3. Adults and children have fundamental common purposes in both work and play versus adults are primarily concerned with work and children with play.

4. Public School systems should be primarily concerned with the improvement of community living and improvement of social order versus school systems should be primarily concerned with passing on the cultural heritage.

5. The curriculum should receive its social orientation from major problems and areas of community living versus curriculum should be oriented in relation to specialized aims of academic subjects.
<table>
<thead>
<tr>
<th>Analysis of</th>
<th>Traditional School</th>
<th>Progressive School</th>
<th>Community School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conception of Child</td>
<td>All children much the same. Teach the average.</td>
<td>Individual differences.</td>
<td>Child exists in group relationships.</td>
</tr>
<tr>
<td>Conception of education</td>
<td>Preparation for life.</td>
<td>Way of present living. Classroom is rarified replica; community is a resource.</td>
<td>Classroom is a clearing house; community is place for discovery and improvement - a laboratory.</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Set, formalized set-up in terms of subject.</td>
<td>Student interest. Teacher-pupil co-operation.</td>
<td>Recognition of social processes to living in community. Seeing interests in terms of community needs.</td>
</tr>
<tr>
<td>Motivation</td>
<td>Motivation, a problem. Grades and discipline; rewards and punishment. Myths - study hard, &quot;log cabin to white house&quot;.</td>
<td>School is continuous with life. Anticipation is motivation. Immediate needs to be met.</td>
<td>School is continuous with life: it concerns adults as well as children. Immediate and deferred needs to be met.</td>
</tr>
<tr>
<td>Socialization</td>
<td>Fit child into social order. Transmitted cultural heritage. Standard tests - evaluation</td>
<td>Education for more democratic and ethical social order. Old values change. Evaluation in personality needs - before and after tests.</td>
<td>Testing in learning outcomes. Personality and of participation (socio-metric tests)</td>
</tr>
<tr>
<td>Analysis of</td>
<td>Traditional School</td>
<td>Progressive School</td>
<td>Community School</td>
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</tr>
<tr>
<td>Role of teacher</td>
<td>Teacher, the center of education, a repositor of knowledge. Teacher to give out knowledge and pupils give it back as exactly as possible.</td>
<td>Teacher a guide, resourcer.</td>
<td>Teacher, a part of the community; she is a participant who plans in a community at large.</td>
</tr>
</tbody>
</table>
6. Public education should be founded upon democratic processes and ideals versus belief that most children and adults are incapable of intelligently either running their own lives or participating in common group efforts.  

The inadequacies of the book-centered or child-centered schools in facing a post-war world threatened by national and international conflicts has made us search for another answer. It is at present the belief of students of the subject that the persistent processes and problems of human living should constitute the core curriculum of the modern democratic school.

One thinker on the subject says:

... The ideas, attitudes, and skills necessary for successful living must be learned through active participation in the solving of significant personal and group problems; and that education becomes truly effective as it identifies individual and community problems as such, and then cooperatively attempts to deal with them constructively.  

The best of educators are restless because they are not satisfied with the present achievement of education, because they are alive to the possibilities of

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8Samuel Everett (Editor), The Community School, pp. 435-62.

9Ibid., p. 461.
significant living for all and because they are trying to come to terms constructively with an environment that is itself changing as it seldom has before. "In a changing world, excellence cannot maintain itself if growth does not continue." When a culture is on the march, education must at the least adapt itself to new circumstances. More than that, it may appropriately undertake to share in the leadership that is demanded if sound advances are to be made. Educators cannot accept a secondary role in the field of better social adjustment of children.

A newer approach to educational problems through environmental studies and programs bids well to revolutionize the organization and administration of schools, not to mention the effect upon the school curriculum. Lester Neilson says:

Educators can no longer rely upon erudite philosophical bickering and continually being in controversy within the field, confusing the general public without, while the social development of children and the growth of civic responses lag. It is no longer a question of pragmatism, idealism, realism, fundamentalism or other ism. The "braintrust" individuals are too concerned with splitting rather than with developing the "hair".11


If man ever needed to study himself, his individual perplexities, his group procedures, his social problems; now is the time! Olsen suggests where and how this can be done when he states: "Now at last we must take ourselves and our students out of the crumbling ivory tower into the living community, there to study man and his problems in ways that are realistic, functional, vital!"\(^\text{12}\)

The current emphasis upon the democratic way of life highlights the importance of revivifying the person's identification with his community and a realistic acceptance of his place as a participating member in it. Persons should be trained at an early age to accept responsibilities within their immediate communities. For it is, Lois Clark says:

> Only by facing real problems of living in the community can children develop the attitudes, habits and skills which will enable them to share community life adequately and develop even better communities in the future.\(^\text{13}\)

The form education must take is defined by our conception of democracy. As a method of government and as a

\(^{12}\text{Edward G. Olsen, School and Community, p.29}\)

\(^{13}\text{Lois M. Clark, "Developing Better Rural Communities," National Education Association Journal, XXXV, (October, 1946), p. 403.}\)
way of life, democracy contains at least three basic elements which are:

1. a respect for the individual
2. a willingness to share common interests and concerns
3. a belief that intelligence can be extended to all areas of life.

Thus, any effective educational set-up within a democracy must provide for the three basic elements which in turn emphasize the development, growth and learning of the individual.

In summary, the attributes of the Community School may be expressed as follows:

1. Thinks of education as a lifelong process, reaching from early childhood through adolescence to adulthood, available at public expense as the right of every citizen.

2. Conceives its most basic purpose as meeting the life needs of learners in the coming-of-age process, defining need in reference to a democratic philosophy of life and learning.

3. Organizes the school to further a common general education for all students versus college preparation for a few, supplemented by separate subject courses, individualized activities and student guidance.
4. Makes the local area the object of concern and study, seeking to improve its way of life by classroom instruction, use of area resources and guided participation in community activities.

5. Conducts the school as a democratic community, a shared experience in cooperative living, with the teacher's major classroom role that of managing the group process in the interest of all its members.

6. Serves as a community center for non-school youth and adult groups, providing plant facilities and staff on request, subject to such limitations as a primary concern for children may impose.

7. Works actively with other local interests to coordinate and improve child care and youth services, taking the initiative in organizing community action if and as the situation appears to warrant.

8. Mediates the influence of non-local trends, interpreting them in terms of local life and values, implementing group reactions, teaching in general the role of locality in an interdependent world.

9. Evaluates its work in light of changes made in the behavior of learners, as well as in their information, skills, etc., and by improvements in home life, agency services and community conditions.
It is now the purpose to present the bases for the Community School's ideas of human growth, development and learning and to discover how teaching principles are utilized in community-centered education.14

1. The child is physically, emotionally and intellectually active.

These aspects are so closely interrelated that they cannot be separated from each other. Therefore, the child's learning situations should call out appropriate motor, mental and aesthetic activity on his part. But, these experiences should be so integrated as to provide for regular development and harmonious expression of all his powers. The Community School can utilize this principle in a well planned community study project which would involve not only intellectual understanding but, social poise, emotional control, physical activity, aesthetic response and bodily skills.

2. The child is an intelligent being.

Olsen says: "thinking, investigating, questioning and experimenting are all instinctive and hence are basically satisfying to him."15 If this be true, he needs constant opportunities for this type of activity.


15Ibid., p. 30.
The school program and classroom atmosphere then must be kept informal, flexible and democratic, so as to give children every chance to ask questions freely, confer with other children informally, share in planning their individual and group activities, carry personal responsibility for group projects and help to judge critically the results of their efforts.

Interviews, excursions, surveys, service projects, camping, work experiences, and extended field studies afford children opportunities for group planning, sharing responsibility and mutual evaluation in the highest degree. Teachers find that such life-centered projects require little artificial stimulation for their initiation and development.

3. The child is a product of his environment.

His school experiences should lead him to analyze and to surmount the limitations of the particular group mores controlling his behavior. Problem solving is the basis of functional learning. Every chance should be given for pupils to discover, define, attack, solve and interpret both personal and social problems. The curriculum should mirror the community. The Community School believes that when pupils study the familiar though
actually unknown processes, they discover not only the problems they face but the resources to be utilized in attacking their problems.

4. **The child is a creature of habit.**

   His learning experiences, however, must not be mastered upon the basis of previous habit alone but should require creative reconstruction of experience in a new patterning. These experiences must be vivid and direct. The Community School believes first-hand contact rather than mere verbalism is more concrete, interesting and meaningful.

5. **The child is creative and has interests and purposes.**

   Therefore, he learns best if given adequate and constant opportunity to express the emotions and ideas which are a part of him. The teacher should discover what his interests and purposes are and use them as a basis for further desirable learning. Olsen has this to say:

   He (the child) may not be too much concerned with irregular verbs or with the life cycle of bacillus typhosis, but he is considerably interested in telling friends about his next-door playmate who is ill with typhoid fever. Beginning with these immediate interests, it is not
hard for the alert teacher to stimulate class concern about the fact that the city does not inspect the milk supply, and that well-written letters of protest might be sent to the health commissioner and to the editor of the local newspaper.\textsuperscript{16}

6. The child is learning to live in society.

The school should provide for the achievement of lasting pupil satisfactions. There should be certain learning situations wherein children will achieve success, find personal satisfactions therein and thus grow. There are many avenues used by community-centered programs to bring this about. Projects bring feelings of success; success is satisfying.

Criteria for Evaluating a Community School

To some extent every school is a community school, finding its special problems in its community, drawing its sustenance from that community and exerting over the community and its environment a constructive influence.

In evaluation of the Community School, questions of this nature should be asked: (1) What did we do or attempt here? (2) How well was it done? (3) How might it be better done in the future? Any program must be evaluated in terms of its aims. In order that the

\textsuperscript{16}\textit{Ibid.}, p. 33.
findings may be as accurate as possible, all data relating to success and failure in achieving the goals should be assembled. Third, the scientific method calls for a formulation of conclusions based upon the evidence. Fourth, inferences can be drawn for future policy.

The goals of life-centered education are listed by Olsen to be these:

1. social understanding - developing knowledge about our evolving human culture.

2. social attitudes - establishing value standards of judgment upon contemporary affairs.

3. social skills - increasing personal competence in effective community participation.\(^{17}\)

To be sure, community school education should benefit not only pupils and teachers but must result in positive good for the layman and other members of the community.

The Department of Education for the State of Kentucky has issued two bulletins entitled "Evaluating the Community School" and "Measuring the Community School." In the latter bulletin, various "community schools" listed some evidences of progress. A summary of those evidences of progress from one county is as follows:

\(^{17}\)Ibid., p. 36.
1. An improvement in the types of materials used in the learning program.
   a. establishment of a materials bureau
   b. greater use of visual aids
   c. greater use of community resources

2. Evidences that community agencies are used more effectively.
   a. county health department
   b. improvement in and greater use of library
   c. use of home demonstration and agricultural agent
   d. use of colleges, state department of education and nearby school systems

3. Evidences of lay interest
   a. organization of a planning council
   b. organization of local Parent-Teacher Associations
   c. Cooperation of local clubs and other community organizations

4. Evidences of development of new agencies
   a. school lunch programs
   b. cannery

5. Evidences of improvements in schools
   a. greater use and better appearance of school plant
   b. improvements in school grounds
   c. health improvement
   a. community councils
   b. community participation in school planning

7. Evidences of improvement in home living.
   a. general yard and home beautification
   b. growth of health consciousness

8. Evidences of teacher growth.
   a. increased attendance at Education Association meetings
   b. greater participation in meetings
   c. evidences of leadership as revealed by teacher proposals and plans
   d. home visits
   e. greater membership in professional organizations
   f. increased educational status
   g. increased demand for new materials

9. Evidences of pupil growth
   a. growth in learning areas
   b. increase in citizenship practices and civic understanding
   c. increased attention to pupil's vocational tendencies
   d. pronounced pupil participation in school activities

10. Evidences of improvement in school enrollment and attendance.
11. Evidences of administrative improvements.
   a. More equitable pupil-teacher ratio
   b. improved transportation facilities
   c. new office equipment
   d. improvement in general record keeping
   e. employment and use of helping teachers
   f. extension of school terms
   g. professional improvement of administrative staff.

12. Evidences that Conservation of Resources is Emphasized.
   a. study of natural resources
   b. emphasis on human resources

13. Evidences of increased faculty participation
   a. workshops
   b. work conferences
   c. faculty visitation and work on problems

14. Evidences of change in faculty philosophy
   a. changing and modifying the content of courses
   b. addition of new courses
   c. sympathetic attitude toward the study
   d. re-examination of methods and procedures

From the above report and from others similar to it, some definite and concrete values have resulted, in truth, from closer community and school relations.

It is to be noted that not only did the school and community reap the benefits, but they likewise shared in the responsibilities.

To clear the point, a planning council was organized composed of laymen. The Parent-Teachers Association and other community organizations and clubs cooperated. Improvements were noted in the school, home and in other community agencies and touched the pupils, the teachers, school administrators and laymen.
PART II

A SURVEY OF THE COMMUNITY AND ITS RESOURCES
CHAPTER III

THE COMMUNITY OF MAYSVILLE, KENTUCKY

The educational facilities of the community cannot be used adequately in the school unless the significant fields of community activity as well as an insight into its past are made the subject of intensive study. This is in respect to the educational resources they offer and their current, actual, and potential use by the learners.

Historical Development

Maysville, known for many years as Limestone from the creek of that name which empties into the Ohio River at that place, is situated on the Ohio River, sixty miles above Cincinnati and was named after John May, the owner of the land. He was an intelligent and highly respectable gentleman from Virginia.

In 1784, the first settlement at this place was made and a durable log cabin and block house were built. The town was established in 1788, but it was not until 1833 that the city was incorporated and in 1848 was made the county seat.

The early settlement, like that of many other sections of the state, was attended with great hardship,
danger, and suffering. Being a border city, many daring and bloody incursions of the Indians of the North were made through the territory. Consequently, the adventurous pioneers who settled it were necessarily exposed to constant and peculiar hazards.

Community Structure

Physical Setting

The physical geography and topography of the community of Maysville have played an important part in making its citizenry. Rivers, mountains, and plains, fertile and poor soil, mild climate all tend to set a people apart and stamp them with an individuality.

Situated as it is on the Ohio River, Maysville is a border town between the North and South. The climate is temperate and healthful. Rainfall is well distributed through the year, though it is usually slightly above the average in the spring.

Maysville is located in the most famous section of the state, a region of rolling hills known as the "Bluegrass." Its soil is underlaid with limestone which possesses large quantities of phosphorus and greatly adds to its natural fertility. In addition, this makes for rural building, hard-surfaced roads and railroad construction.
The growing of corn, wheat, hay and tobacco and the raising of livestock and poultry in Mason County greatly shape the occupation and income of the Maysvillians. Maysville is an important shipping point for livestock, tobacco and wheat. Formerly, it was one of the principal hemp markets of the country.

High grade land, with fertile soils and favorable climate can never be counted on as a source of any considerable permanent supply of lumber. Accordingly, trees were destroyed over a century ago in the process of clearing the land for agricultural use. The original timber growth was walnut, butternut, sugar maple, ash, hickory, elm, giant bur oak and tulip.

Human Setting

It is with the Negro group that this study is chiefly concerned. Facts, however, are most meaningful when used in comparison. Thus, data on the number, age and sex composition of all the inhabitants are given in Table One on page 37. This data is based on the United States Census Report for 1940.

As in all southern cities and northern ones, a caste system definitely exists. It is most evident in Maysville in the restricted housing districts, segregation in employment, separate schools plus a differ-
TABLE 1

AGE, SEX AND RACE OF MAYSVILLE’S POPULATION IN 1940

<table>
<thead>
<tr>
<th>Age</th>
<th>White Male</th>
<th>White Female</th>
<th>White Total</th>
<th>Negro Male</th>
<th>Negro Female</th>
<th>Negro Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 5</td>
<td>167</td>
<td>163</td>
<td>330</td>
<td>28</td>
<td>40</td>
<td>68</td>
<td>398</td>
</tr>
<tr>
<td>5 to 9</td>
<td>203</td>
<td>178</td>
<td>381</td>
<td>42</td>
<td>53</td>
<td>95</td>
<td>476</td>
</tr>
<tr>
<td>10 to 14</td>
<td>220</td>
<td>211</td>
<td>431</td>
<td>49</td>
<td>53</td>
<td>102</td>
<td>533</td>
</tr>
<tr>
<td>15 to 19</td>
<td>212</td>
<td>231</td>
<td>443</td>
<td>49</td>
<td>37</td>
<td>86</td>
<td>529</td>
</tr>
<tr>
<td>20 to 24</td>
<td>252</td>
<td>300</td>
<td>552</td>
<td>45</td>
<td>46</td>
<td>91</td>
<td>643</td>
</tr>
<tr>
<td>25 to 29</td>
<td>258</td>
<td>297</td>
<td>555</td>
<td>41</td>
<td>48</td>
<td>89</td>
<td>644</td>
</tr>
<tr>
<td>30 to 34</td>
<td>262</td>
<td>252</td>
<td>514</td>
<td>36</td>
<td>53</td>
<td>89</td>
<td>603</td>
</tr>
<tr>
<td>35 to 39</td>
<td>197</td>
<td>206</td>
<td>403</td>
<td>34</td>
<td>23</td>
<td>57</td>
<td>460</td>
</tr>
<tr>
<td>40 to 44</td>
<td>164</td>
<td>169</td>
<td>333</td>
<td>21</td>
<td>36</td>
<td>57</td>
<td>390</td>
</tr>
<tr>
<td>45 to 49</td>
<td>149</td>
<td>174</td>
<td>323</td>
<td>33</td>
<td>33</td>
<td>66</td>
<td>389</td>
</tr>
<tr>
<td>50 to 54</td>
<td>120</td>
<td>145</td>
<td>265</td>
<td>20</td>
<td>28</td>
<td>48</td>
<td>313</td>
</tr>
<tr>
<td>55 to 59</td>
<td>116</td>
<td>151</td>
<td>267</td>
<td>20</td>
<td>21</td>
<td>41</td>
<td>308</td>
</tr>
<tr>
<td>60 to 64</td>
<td>99</td>
<td>131</td>
<td>230</td>
<td>15</td>
<td>17</td>
<td>32</td>
<td>262</td>
</tr>
<tr>
<td>65 to 69</td>
<td>97</td>
<td>117</td>
<td>214</td>
<td>14</td>
<td>16</td>
<td>30</td>
<td>244</td>
</tr>
<tr>
<td>70 to 74</td>
<td>68</td>
<td>100</td>
<td>168</td>
<td>11</td>
<td>10</td>
<td>21</td>
<td>189</td>
</tr>
<tr>
<td>75 years and over</td>
<td>63</td>
<td>113</td>
<td>176</td>
<td>7</td>
<td>8</td>
<td>15</td>
<td>191</td>
</tr>
<tr>
<td>21 years and over</td>
<td>1,801</td>
<td>2,096</td>
<td>3,897</td>
<td>283</td>
<td>330</td>
<td>618</td>
<td>4,515</td>
</tr>
<tr>
<td>All ages</td>
<td>2,647</td>
<td>2,938</td>
<td>5,585</td>
<td>465</td>
<td>522</td>
<td>987</td>
<td>6,572</td>
</tr>
</tbody>
</table>
ential allocation of funds for Negro children. The list continues with such social segregation as this: special sections - balconies in the two theaters, non-admittance as prospective customers to sandwich stands, restaurants and hotels. These and other barriers and their effect upon community life will be discussed later. In recent years, there has been no banding of Negroes together to combat prejudice and discriminations.

Within a race, one usually finds a class structure. This appears to be rather indefinite if not completely lacking among the colored aggregate of Maysville. Those who might have promulgated an upper class have moved to Lexington, Cincinnati or to other cities. The professional class is limited to a relative few. Thirteen school teachers and five ministers almost compose the list. But, of the thirteen teachers, only six permanently reside here; the remaining seven are away throughout the summer and on school holidays.

The ministers of the Methodist and Holiness churches are yearly appointed; thus they are not likely to be deeply rooted in the culture of this community. To illustrate, the Methodist Church has had three different pastors in the last four years; the Baptist pastor has served four years; and the Holiness pastor has been
in the community for three years. Most of the colored persons here have not come from other states but have formerly lived in the rural districts of the county or in nearby counties. A person's residence, then, does not serve to determine his class status; here, it merely suggests that he is in a position to inform the newcomers as to the background of others.

A majority of the children have plans for leaving the community upon graduation and some adults make frequent trips to Cincinnati and Dayton. It was to these cities that many Maysvillians migrated during the war, and all have not yet returned.

There is a crying need for militant leaders who will conscientiously strive to remove the barriers to community organization. Sensing the opportunities for economic improvement, a group of Negro men recently tried to interest others in a cooperative store. As yet, the move has not met with success. This is to be partly explained by the fate of a mortuary some ten or fifteen years ago. Several persons had shares in the business, but after the sudden exit of the mortician, only two-thirds of the original investment has been recovered.

This year, efforts were made to unionize the hundreds of Negroes employed at the tobacco warehouses.
Announced opposition on the part of the owners and subsequent fear of losing jobs on the part of employees, brought little success to the movement. The white organization was successful. The former group labors under the rule that they are "the last to be hired and first to be fired."

Community Processes and Problems

We shall now see how Maysvillians meet their basic human needs. An examination and application of Olsen's twelve social processes and problems\(^1\) will serve to further describe this community and its people.

1. Utilizing Natural Environment. It has already been said in the description of the community that Maysville has well used its bountiful share of natural resources. But, since adjustment implies a mastering of environment as well as submitting to it, a problem is noted here.

In 1937, one of the most disastrous floods in the history of the town, destroyed hundreds of thousands of dollars worth of property. There have been reoccurrences of the same since 1937, notably during the spring of 1945. What has been done? No steps toward flood control have been taken. The wealthy moved to Edgemont Hill, while the

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\(^1\)Edward G. Olsen and Others, *School and Community*, pp. 50-65.
lower classes, both white and Negro, are forced to occupy the river front or flood front areas.

2. *Appreciating the Past.* It is an accepted fact that interest in a community should be preceded or accompanied by an historical study of the community. But, extremes are reached here when one becomes so imbued with the past that he clings tenaciously to it to the neglect of positive changes. Maysville's racial pattern is traditional, dating back to pre-Civil War days when the role of the Negro was set. No amount of scientific evidence which may prove him mentally equal to the white man, has yet been accepted in practice.

3. *Adjusting to People.* The way people get along with each other, whether it be between social classes, social, political or economic groups or races, influences the pattern of life in the community. Differences or contrasts often make for a richer life, but they may disrupt community living. Especially is this true when one group believes his way is best and deliberately attempts to superimpose that on another. Racial suspicion, fear and hatred exist between members of the white and colored races, but it is evident in the minor key.

4. *Exchanging Ideas.* Inasmuch as there are no foreigners in Maysville, the English language reaches all
through the two local newspapers. These papers are read by 90 per cent of the town's residents. Moreover, the local offices and carriers for the Cincinnati Enquirer, the Cincinnati Post and the Louisville Courier-Journal report their daily subscription copies are delivered to 150 homes; there are 706 homes. The librarian reports that 11,439 books were borrowed in 1944; 10,133 books in 1945 and 10,482 books in 1946. To what extent information influences persons to act is another question. We can't be certain that understanding comes from exposure to facts, for the Gallup Poll releases some startling findings. Maysville's thinking seems to be guided by the newspaper editors. Since one paper is Democrat, and the other Republican, their powers are balanced. The ministers have tried to legislate prohibition measures, but they have failed largely due to lack of backing. The news editorials were busily engaged in pointing out the negative aspects of prohibition.

Negroes in Maysville, as a group, do not have access to the public library. By special arrangement, teachers may send a responsible pupil to the library to secure material which would be unavailable in the school library. Under this rather complex arrangement, teachers and students, alike, are reluctant to make use of this center.
The writer asked the 143 high school pupils to verbally indicate what type of reading material interested them most and also which they read most frequently. From the oral responses, an early suspicion was corroborated. They read little outside of assigned readings. As history teacher for the seventh, ninth, tenth and twelfth grades, it has been a difficult problem to sell beginning pupils on the need for familiarizing themselves with the domestic and foreign issues of the day. They readily say that the radio dial is turned to another station whenever a news commentator comes on. Since many are frequent movie goers, much of their knowledge of current history comes visually from newsreels.

5. Making a Living. As previously stated when discussing the people in general, the Negro professional class numbers nineteen. Wages are low and most unskilled laborers receive such low wages that almost all members of the family are forced to work. Most of the females, adults and girls, are domestic workers. The long and many hours mothers and the older girls are forced to be away from home, lends itself to creation of other problems as the younger children are left without supervision.

Efforts were made to get the 1947 census data on salaries of Negroes, but the sample was too small to be
really representative. In lieu of that, questionnaires were given to the heads of colored households. A copy of the questionnaire appears in the appendix. From a total of 618 persons, 458 responses were obtained. The results are summarized in Table Two, page 46.

An examination of Table Two provides for the following interpretations:

1. The females are younger and have gone to school for a longer period of time than the males. Many of the males in the unskilled group, no doubt, were compelled to terminate their schooling in order to supplement the family income. The tobacco warehouses offer relatively attractive salaries even though the work is seasonal.

2. The leaders, or those who have the highest amount of formal education, are few in number. Moreover, they constitute the oldest grouping. This probably accounts for their conservatism and reluctance to act for the purpose of improving their community.

3. There is little correlation between education and income. The skilled workers receive more money per week than the professional teachers and ministers. The business men receive twice as
much as the female professionals.

4. It is the writer's opinion that many women who are classified as housewives in the table do work part-time away from home.

At the time of sending out the questionnaire, it was not known that workers should be designated as full-time or part-time workers.

5. The writer knows that no children of parents in the professional class are enrolled in the school. Skilled and unskilled laborers are the parents of those who are now in school. If they fall in the latter class their income is above average, although their formal education is low in either case.

A knowledge of these class backgrounds will influence an alert teacher's curriculum and the methods and procedures she adopts for implementing. For example, it would be unwise to plan many excursion programs outside of Maysville where transportation and other expenses would be factors. On the basis that parents were financially unable to meet the costs, the program might fail to receive the cooperation of parents.
### TABLE 2

**SUMMARY OF RESPONSES TO QUESTIONNAIRE**

<table>
<thead>
<tr>
<th>Sex and Occupation</th>
<th>Total Number</th>
<th>Median Age</th>
<th>Averages of Highest Grade Completed in School</th>
<th>Average Weekly Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td>458</td>
<td>41.3</td>
<td>8.00</td>
<td>$25.73</td>
</tr>
<tr>
<td>Male</td>
<td>200</td>
<td>44.8</td>
<td>6.06</td>
<td>30.60</td>
</tr>
<tr>
<td>Skilled</td>
<td>25</td>
<td>40</td>
<td>8</td>
<td>50.00</td>
</tr>
<tr>
<td>Unskilled</td>
<td>158</td>
<td>45</td>
<td>5</td>
<td>25.00</td>
</tr>
<tr>
<td>Professional</td>
<td>9</td>
<td>50</td>
<td>14</td>
<td>40.00</td>
</tr>
<tr>
<td>Business Men</td>
<td>8</td>
<td>50</td>
<td>12</td>
<td>70.00</td>
</tr>
<tr>
<td>Female</td>
<td>258</td>
<td>38.6</td>
<td>9.51</td>
<td>21.95</td>
</tr>
<tr>
<td>Professional</td>
<td>15</td>
<td>35</td>
<td>15</td>
<td>35.00</td>
</tr>
<tr>
<td>Domestic</td>
<td>100</td>
<td>30</td>
<td>8</td>
<td>20.00</td>
</tr>
<tr>
<td>Housewives</td>
<td>143</td>
<td>45</td>
<td>10</td>
<td>--</td>
</tr>
</tbody>
</table>
The local United States Bureau of Unemployment Compensation reported that from January through April, 1947, there were no reported cases of unemployment among those physically able to work, except for war veterans. There was, to be sure, dissatisfaction due to inadequate wages, long hours and/or undesirable employment. Dissatisfaction over working conditions has been the principal factor responsible for the exodus of Negroes from Maysville.

6. **Sharing in Citizenship.** Implied by sharing in citizenship is the way persons meet their responsibilities and how they participate in the political activities of the community. Out of the 618 Negroes of voting age in Maysville, 432 are registered voters. All too many appear to be indifferent. Like many other southern Negroes, they dutifully vote the Republican ticket. There are only five democrats in the Negro aggregate. This, to the observer, is pathetic since neither party feels obliged to give any special consideration to the Negro group. The Republicans are sure of their vote, anyhow. The political administration is likewise apathetic toward such problems as those of education, the already mentioned flood protection and housing. It is to be recommended that Negroes exert some pressure upon the Republican Party in order that their needs such as a recreational program, flood control,
improvements in education, might be more adequately met.

In looking at the court records of Maysville's citizenry, it seems that they are above average in being law abiding citizens. The judge keeps no records of delinquent boys and girls. The visiting teacher reported that fourteen boys and four girls were continually referred to her because of non-attendance at school. The elementary teachers reported that, in the last five years, only three children had been sent from school to the institution for delinquents. From my association with high school pupils, it is my observation that few had any problems with the court, although many cases were not reported.

The following information was available on adults who were convicted of crimes for the period 1945 through May 30, 1947.

TABLE 3

NUMBER OF ADULTS CONVICTED OF CRIMES BY RACE
JANUARY, 1945 TO JUNE, 1947

<table>
<thead>
<tr>
<th>Year</th>
<th>White</th>
<th>Negroes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1945</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>1946</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>1947</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

7. Maintaining Health and Safety. The Health Department has just recently made some efforts to prevent
diseases. Heretofore, it was primarily a curing agency. Commendatory is the giving of blood tests to all school pupils. Veneral disease patients are sent to Louisville for the first treatments and must report back to the local office once per week. The board receives an average of three persons weekly. Of course, there is no record of those who go to private physicians for examination and treatment. It was not possible to get statistics on Negroes as such, but from my own observation, the number of persons affected by communicable diseases, seems quite high.

Cancer and tuberculosis financial drives are well subscribed. Traffic fatalities and fires are at a minimum here. Only thirteen persons were killed within the city limits in 1946, and the fire department made only fifty runs. Public safety bulletins are given to all school classrooms, and safety is taught in the elementary schools.

8. Improving Family Life. Maysville is one of Kentucky's towns to which persons from bordering states come for a quick marriage. To be at least eighteen years of age and to have a negative blood test report are the major requisites for obtaining a license. There is no
time wait. The lack of rigid rules concerning marriage has furnished a subject for many pastoral sermons. Church groups and some school classes give some help in preparing persons for marriage. But, here they are subject to public criticism. The lack of birth control information accounts for a high percentage of abortions and unwanted children.

9. Securing Education. In general, fairly adequate provisions have been made for the education of Maysville's youth; there is a ten month school term. The school board members, like the mayor, receive no salary. Among them are doctors, attorneys, bankers and business men. Their preoccupation in making a living probably accounts for their lack of knowledge and real concern about educational needs, problems and trends.

The high school curricula are college preparatory. Especially is this unfortunately true in the Negro high school when such a small percentage of the graduates go to college. No special provisions have been made in the schools for the handicapped or superior pupils.

10. Meeting Religious Needs. The religious life of the Negro aggregate is cared for by three churches, Methodist, Baptist and Holiness. The average Sunday
attendance total does not exceed 250 persons. Ministers of the Baptist and Methodist churches try to corral members to fight the social evils. The two churches often meet together for special afternoon preaching programs and for Thanksgiving and Christmas dinner parties. An example of their sensitiveness to community needs is proved in the care of indigents who require financial aid. To provide for such emergencies, both churches have a special fund which keeps a minimum balance of $200.00. Over $1,000 was appropriated in 1946.

11. **Enjoying Beauty.** Maysville is a beautiful community, flowers grow in abundance, and the contour of the river adds to its beauty. But, frequently, nature's beauty is taken for granted by those who daily see it. Since few Negroes own their property, the interest of the majority is found lagging when it comes to repainting or doing whatever is necessary to have a pretty home. Owners of rented houses likewise show disinterest in keeping up repairs. The comparative cleanliness of the town is due to the weekly collections of trash and garbage.

13. **Engaging in Recreation.** Provisions for wholesome leisure time activities for Negroes are very limited. Two theatres, a dance hall and the school are the sole
commercial providers. Last year, the Methodist Church inaugurated a Youth Play Night, but the program met opposition from the church members and so was discontinued. There are no public parks. One private park sets aside a day each year for colored persons. School children quite eagerly await the annual trip to the Cincinnati Zoological Gardens. The school's recreational offerings are seasonal. Adults may see plays or the basketball games, but they have no opportunity to participate in any type of recreation there. Accordingly, the lack of sufficient wholesome recreational activities has led to unwholesome habits such as gambling, over-indulgence in movies, dancing, sex-play and drinking.

An Evaluation of Community Organization and Disorganization

Community disorganization, like all disorganization, is relative. Every community tends to have some disruptions and tensions. Just as no community is completely organized, so no community is completely disorganized. The community is a complex unity which has both a physical locus and a psychological consensus; the latter is a matter of degree. Community disorganization cannot be considered apart from the disorganization of the individuals who compose it, nor can the breakdown of the individual be separated from the concomitant dissolution of the community in which he lives.
The growth of the city itself inevitably entails a considerable degree of disorganization and that degree depends upon the extent to which normal functions are disturbed or perverted. Much of what was thought to be disorganization has proved to be only a transition to better organization.

A more critical analysis of Maysville's processes, shows the unsolved problems to be these:

1. A need for flood protection to prevent destruction of property and life and to prevent disease.

2. Park land which is in the hands of private citizens should revert to the city to provide recreation for all. Some studies have shown that supervised recreational programs positively lower delinquency rates. Moreover, Negro population figures, one might reasonably assume, would cease to decrease, for there would be greater satisfaction in being in their community of Maysville.

3. A need for more stringent marriage laws and guidance clinics to give pre-marital instruction and information on birth control. This might reduce the number of ill-advised marriages and consequent family disorganization. Unwanted children often prey on the community.

4. Voting records suggest a serious disinterest in local politics. This, in turn, accounts for negligence on the part of the local officials to the people's problems.
5. A change in the Negro high school curriculum. In our opinion, in lieu of the academic, college preparatory curriculum, the school should seek to prepare pupils for democratic living within the community upon graduation rather than to leave that job for colleges since a small percentage ever get to college and still fewer graduate.

6. A program to aim at adjusting people to each other is needed. This would be difficult as a greater degree of disorganization will develop from an unsuccessful program. A practical solution, however, would be the integrating of one or more courses of mental hygiene in the school curriculum.

In conclusion, all groups must enjoy wholesome community living if a contented citizenship is to be developed. Failure to achieve creates a definite lack in their daily life and emphasizes the influence of forces unfavorable to progress, well-being and happiness. They have become isolated from the main streams of social consciousness. This is evidenced by the Negro's lack of interest in Maysville's community projects: voting and Red Cross solicitations are examples. These problems will not find their own cure, and as long as they exist, the lesser the degree of organization in Maysville.
PART III

ENRICHING THE CURRICULUM FROM COMMUNITY RESOURCES
CHAPTER IV

UTILIZING MAYSVILLE'S RESOURCES IN THE SOCIAL STUDIES

In Chapter II, the writer explained in detail the community school approach to education wherein the whole child is educated in an informal, flexible and democratic atmosphere. Democracy, in contrast to authoritarian philosophies, emphasizes individual development through sharing and the interplay of the intelligence of the common man to be extended to all areas of life. A synonym for democracy is participation. The closer tieup the school can make to the community, the nearer it can come to training for democratic living. Many of the origins of the problems of learners lie in the community. The learner and the community are a unit.

Perhaps, the greatest need in the American public school today is for teaching personnel who are conscientiously dedicated to the main purpose of the school - to teach children how to live richly, effectively and efficiently in a democracy. Such a high goal implies the full use in education of all the community's resources; and this, in turn, implies an understanding of the environment, both with respect to the educational resources they offer and their current actual and potential use by pupils.
The approval of school curricula based on community needs and community resources is certainly not new in the educational world. However, when it comes to the actual use of the community as a vital part of the school program, there seems to be a marked discrepancy between theory and practice. Some of the so-called practical subject areas such as home economics and industrial arts have made greater strides in the use of these materials in the community than such subjects as mathematics, English and the social studies.

The social studies field, however, is probably the one best able to use real life situations, for it is closest of all school subjects to the business of real living. It is the vital part if not the essential core of any program of preparation for intelligent American citizenship in this interdependent world. A very inclusive definition of the social studies is that it is a study dealing with the techniques and knowledges designed to render our increasingly elaborate social life comprehensible to the individual.

The following subject matter fields have been commonly designated as belonging to the social studies curriculum: history, civics, government, political science, human geography, economics, sociology and other composites of these subjects such as contemporary civilization,
modern problems, social science and human relations. The social science area should participate directly in selected studies on recreation, occupation, civic beautification, city planning, safety, delinquency, education, social welfare and any other problems of similar nature.

The social studies have three broad goals. They are:

1. acquiring functional information
2. analyzing social problems
3. practicing desirable social relationships.

These twelve specific objectives are representative of the most important aims of instruction in the social studies.

1. understanding special vocabulary.
2. understanding chronological relationships.
3. understanding maps.
4. understanding graphs and tables.
5. knowledge of important concepts, generalizations and findings as a prerequisite to reaching valid conclusions about social problems.
6. locating, selecting, organizing and evaluating information.
7. drawing conclusions and stating them effectively.
8. applying social facts, generalizations and value principles to new problems.
9. understanding and developing values consistent with the democratic way of life.
10. understanding the social implication of specific facts and types of behavior.
11. applying democratic values consistently in judging the desirability of policies and courses of action.
12. understanding the importance of social action to further the solution of social problems.
and being willing and able to take such action.¹

The pertinent question at this point then becomes: How can a social studies teacher at Fee High School use Maysville's resources in teaching? There is no social science class per se but in the history classes taught by the writer, sociological treatments of the subject matter are frequently presented.

Answers to the question was attempted in terms of what could be done under present conditions, ways, means, techniques and channels for using the resources. In order to answer it, one must know what resources are available, for the educational facilities of the community cannot be used adequately in the school unless the significant fields of community activity are made the subject of intensive study.

There are several ways of studying a community. McClenahan suggests the following:

1. observe people and organizations.

2. interview older residents, parents and local leaders.

3. participate in various community clubs or projects.

4. send out questionnaires to adults of the district.

5. invite adults or a selected group to visit the school.

6. study city's history, chamber of commerce reports and municipal documents.

7. cooperate with police departments and bureaus of governmental control.

8. examine children.²

None of her suggestions were neglected in the study of the community of Maysville. Unfortunately, the study was conducted only in part by the school pupils, because of some limitations which have been mentioned. The religious institutions, recreational and cultural facilities for Negroes in Maysville have already been examined in Chapter III. The appendix shows the political agencies and major industrial agencies within the community which could be used by the colored teachers and pupils. These findings were placed in the school library and so made available to the other teachers.

In the matter of studying the city's history, the writer is of the opinion that students should be concerned with local or regional history because some knowledge of the past gives a kind of third dimension to studies of the present which becomes a segment of a development from the past into the present.

²Bessie Averne McClenahan, "How to Know and How to Use Your Community," Department of Elementary School Principals of the National Education Association, 1941-42, p. 13.
Knowledge of beginnings, hardships, failures and successes should bring some of this appreciation to the student otherwise inclined to take his way of living for granted.

It is interesting to note the revived interest shown by my pupils of American history when we are discussing the Maysville Bill, Daniel Boone's trip to Maysville or even when it is made known that Henry Clay and the author of the Crittenden Compromise were Kentuckians. A feeling of pride develops; there is a sense of "belonging" as they share the prestige of outstanding leaders who gained national prominence.

Certain aspects of local and regional history lend themselves to investigation. A suggestive list is as follows:

1. The treatment of Indians in Mason County. A study of what may happen when two civilizations of unequal development meet. Daniel Boone's explorations in the state will give pupils an opportunity to tie familiar places into major events.

2. Circumstances of the founding and growth of important or distinctive local industries.

3. Underground railroad stations, local men who attained national prominence, the contributions of Negroes to Maysville.
The objectives for enriching the curriculum by utilizing community resources may be listed as follows:

1. To enrich the in-school learning activities of the pupils with personal educational experiences in Maysville.

2. To provide stimulation and motivation in a course of study of academic nature with the immediate concerns found in the community.

3. To inform both teacher and pupils of the valuable sources of instructional materials within the community.

4. To facilitate the administrative and instructional procedures necessary in the use of resources available.

5. To promote a continuous study whereby better articulation and correlation of learning experiences may evolve in the total educational program of the school.

6. To create a more wholesome atmosphere toward needed integration in the pupils' development by cooperative action of the teacher, pupil and others concerned in Maysville.

7. To meet more adequately the needs and interests of the pupils.

8. To inculcate an appreciation for, awareness of and civic concern in the life of Maysville, and to under-
stand better present-day problems, changing conditions, necessary adjustments and adaptations.

It should be stated from the outset that educational resources which are available in any community to any group are dependent upon the total socio-economic relationship, physical features, class-caste patterns and cultural aspects.

Ten Approaches to Community Life

Olsen lists ten major approaches which a school can make to community life. He calls them "bridges" between school and community. They are: documentary materials, audio-visual aids, resource visitors, interviews, field trips, surveys, extended field studies, camping, service projects and work experiences. It was, at the time of the study, impossible and impractical to use all these ten approaches in Maysville, but each of these recommendations was examined and utilized wherever feasible.

Documentary materials refer to all written or printed sources of information obtainable from books, magazines, newspapers, pamphlets, bulletins, diaries, records, census reports, deeds, abstracts, tax receipts, and bank statements. These materials have been

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3Edward G. Olsen and Others. School and Community p. 73.
used to a greater extent by all classroom teachers than any of the other approaches. They are valuable sources of information as they provide interesting teaching materials, promote development of the scientific attitude, stimulate needed perspective and permit intelligent solution of community problems but they have been overworked to the neglect of some other bridges.

The community survey as presented in Chapter III could not have been made if books, census reports, newspapers and records had not been used in the compiling of information, but if the survey had limited itself to those sources, three important criticisms could be made. The first is that printed materials, such as census reports, are highly impersonal. The census simply summarizes facts without giving one an indication as to why or how. The written word is so often accepted as being absolute. To counteract this tendency on the part of learners, teachers must constantly strive to encourage critical thinking. We often hear a pupil say, "But it says in the paper..." This is an opportune time for discussion to follow on slanted news, the policy of newspapers, etc. The third difficulty is that words convey different meanings in the minds of different persons. Thus, the interpretation varies.
Audio-visual aids are those teaching devices which appeal to the physical senses such as radio, records, transcriptions, charts, graphs, maps, pictures, models, films, television and dramatic skits. These aids are increasingly being used. They are valuable because they economize time, make real the past, personalize geographically distant scenes and events, simplify complex data and furnish vivid experiences.

Care must be exercised in the use of audio-visual aids. They must not be a substitute for teaching but are aids to good teaching. The Maysville Board of Education just recently came into possession of a movie projector. At first, some of the teachers showed all the films in one day. In realization of the fact that some teachers were merely displaying the films and providing entertainment rather than integrating them with lesson plans, the superintendent admonished against this practice.

Merrill F. Hartshorn lists certain curriculum allies outside the realm of the social studies upon which the teacher may depend for aid. These include literature, music, the other arts and science. The fusion of courses in American history and American literature is worthy of thought and experimentation.

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Music which has been a medium to express the emotions of man from the earliest primitive days, has not been used to any great extent by teachers of the social studies. The teacher who can make use of music in the classroom uses a deeply emotional aid, enriches his subject and enlivens his method and procedure.

Pupils can sing songs illustrating the place of history being studied, or a phonograph with various records to illustrate and emotionalize the study of history can now be obtained. The plaintive but rhythmic Indian songs and melodies, the hymns of the colonial period, and songs of the Revolution and of other crises in our history can be made direct aids to the study of our American history. "The Star-Spangled Banner" written by Francis Scott Key during the War of 1812 and set to the music of an old English drinking song is familiar to most.

During the dread period of the slavery controversy many songs were born that still live. Stephen Foster's songs including "Old Folks At Home" and "Old Kentucky Home" are perhaps the greatest. The songs of the Civil War including "The Battle Cry of Freedom," "Tenting On The Old Camp Ground" and "Marching Through Georgia" as well as "Dixie," "God Save the South" and "Maryland, My Maryland" stirred the emotions of Northerners and South-
orners during a dark age of strife. To the pupil, they are an authentic record of the past.

The various forces and cross currents of the time may be studied through the work of artists interpreting the American scene. The story of science is part of history, and the development of science has changed modern civilization. Among the topics that invite a correlation of subject matter or interdepartmental cooperation are public health and hygiene; medicine; conservation; the changing technology affecting industry, transportation, communication; the farm and the home; the scientific services of the government and related educational program; and the whole question of social planning.

Knowledge of where to obtain the audio-visual aids is quite important to the teacher. An adequate list of those aids would be quite lengthy — a thesis in itself. Therefore, the writer can merely suggest a few resources; reference to educational literature will keep one informed.

A. Films:

1. Film and School, Rand, Helen and Lewis. D. Appleton Century Col, 1937.

2. Radio In the Schools of Ohio, Searley Reid

3. The Society for Visual Education, Inc., 100 E. Ohio St., Chicago, Ill. (provides free copies of their listings).

4. Air Age Education Research, 30 E. 42nd St., New York 17.
5. Philp Photo Visual Services, 1218 American Ave., Long Beach 13, California.

B. Records:

1. The Educational Dept. Radio Corp. of America, Camden, New Jersey.

2. The School Broadcast Conference, 228 N. La Salle St., Chicago 1, Ill.


C. Radio Programs:

1. **Child Study Magazine** analyzes children's radio programs.

2. "Our Foreign Policy" N.B.C. Saturdays 7 to 7:30 p.m. E.S.T.

3. "World Security Workshop" Thursday, 10 p.m. E.S.T.

4. American Forum of the Air

5. America's Town Meeting of the Air

6. Cavalcade of America

7. Invitation to Learning

8. March of Time

9. NBC Symphony

10. Report to the Nation

11. Roundtables

12. American School of the Air
D. Audio-Visual (a combination)


Valuable as they are, audio-visual aids, like documentary materials, possess limitations. As previously stated, there is the danger of their becoming an end in themselves. Furthermore, reproduced reality should not be habitually substituted for direct experience. There is danger of oversimplifying complex situations. Finally, there is the danger of propaganda and problem of integrating these aids with subject matter. Although the positive values of radio, one of the most outstanding of the audio-visual aids, are well known, program offerings have suffered because of such things as annoying and harmful commercial amusements, unfunny humor on variety programs, the pulp magazine type of daytime serials, and the high emotional appeal.

3. Resource Visitors. Resource visitors is another of the bridges between school and community. They are people who have and are willing to share their special abilities or information which are of value to school pupils. They are worthwhile, as Olsen points out,
because they permit vital and realistic experiences when excursions are not feasible.\textsuperscript{2} Secondly, pupils come to know how interesting informal persons can be.

Generally, outside organizations are very willing to cooperate with the school in furnishing speakers. For example, it may be possible to secure a member of the Social Security Board to speak on social security, the chief of police on crime, health officers, state police, probation officers, judge in any local court or the mayor. Business and industrial organizations are invariably willing to cooperate with the schools; they render a fine service in bringing these groups into better understanding and better relations. Although the resource visitor has the job of presenting the material, certain advance preparations must be made by the teacher and pupils.

The class must determine the purpose for the visitor's coming, what problems need solving, who is available, how shall the material be presented. In addition, the invitation has to be issued and the speaker should be informed about the needs and interests of the class group. The group must exercise discretion in selecting a person who can really enlighten the pupils. Many persons know and can talk to other adults but are at a loss in trying

\textsuperscript{2}Edward G. Olsen and Others, \textit{School and Community}, p. 129.
to make their knowledge meaningful to younger age groups.

4. **Interviews.** A fourth bridge is that of interviews. It differs from that of using resource persons in that it is held in the expert's usual place of work and is primarily a question-and-answer procedure. Only a small number of persons can confer because of limited room space, and it is a mediated experience.

5. **Field Trips.** Field trips are organized excursions taken for educational purposes. Different from interviews, they give pupils real experience with life as they make personal explorations. Students become more curious about other areas. Thus, the instructional process is enriched for both pupils and teacher. And, through it all, Olsen reminds us that character is built "through the practical necessity of developing such traits as courtesy, patience, sportsmanship and cooperativeness."\(^3\)

It is one of the most important and most valuable in bringing pupils into direct contact with functional situations, to provide experience in the functional situations, to provide experience in the elements of concreteness, to clarify instructions. It is the most accessible and often least expensive of all techniques of visual instruction. It blends school life with the world situation.

\(^3\)Ibid., p. 149.
For instance, the children are studying the judicial division of the government, a visit to the court is a real experience. The child sees, hears and experiences life situations which are vital. The school journey offers opportunities to train the pupil in powers of observation which means seeing and interpreting. Here there are opportunities for training pupils in consideration and solution of problems arising from individual and group participation in the natural situation.

When trips are well organized, they call for actual participation by each member of the class in many duties arising in the planning. The problems are the answer to the felt needs of the class, for no trip should ever be attempted until there is a need for it; until the class can see some connection between the trip and the topic which they have under consideration. Without this felt need the trip would be nothing more than an outing on school time.

If a pupil must write a letter asking permission to visit an agency, integration of subject matter enters because English is meaningful. Citizen training is also evident. A pupil is held responsible for his own conduct while on the journey. Journeys provide for narration and discussion and organization of thought if some of the pupils report back to others. Pupils learn profit-
able ways to spend leisure time. Out of the experience of the field trip should come a natural desire to go and see things. The great out-of-doors should be looked upon as nature's storehouse wherein everyone is privileged to enter and enjoy.

6. Survey. The sixth of Olsen's bridges is the survey. Chapter III described the facts to be known regarding the community of Maysville. Ideally, it was mentioned, the survey should have been made, in its entirety, by school pupils under supervision. But, the inflexible scheduling of classes plus the lack of cooperation and of adequate funds were real, unsurmountable obstacles. This survey, like many others, was further limited by the two usual major factors. First, others are likely to oppose pupils' scurrying around in the community. They are inclined to feel that they learn best when in the classroom. The second limitation is that teachers are inclined to do too much of the job leaving the pupils none of the planning.

Approximately 85 per cent of Fee High's pupils who live in the city work and must leave school a period earlier in order to do so. The county pupils likewise leave on schedule to get the buses or trains which take them a distance of from three to thirty-three miles home.
As is true of many other small schools, the scheduling of classes is inelastic. The principal and other teachers were cooperative to the extent of permitting trips to nearby places, but they remained unconvinced of the potential values to be derived from a community survey which would take several days, in lieu of formal class work.

Thus, the survey of Maysville was done through reference to school, police, fire, court, health department records, census reports, resource persons and a brief questionnaire sent to the heads of households, and personal observation of people and organizations.

All important in the survey technique is the follow-up. The data should be made available to more persons than actually participated in it. The more pictorial and graphic the presentation, the greater the appreciation. Thus, visual aids such as photographs, maps, charts, graphs and diagrams should be utilized. Secondly, the findings should be publicized in such ways as newspaper articles, community exhibits, speeches, written summary reports or radio broadcasts.

7. Extended Field Studies. Extended field studies are similar to excursions but cover a longer time period. Opportunities for living with others are afforded in this. Pupils go out of their home environment and get an opportunity to work, learn and live with others in new and
different surroundings. The ratio of pupils and teacher should not exceed fifteen to one. A larger group presents a problem of supervision for the teacher. Field studies are being conducted at an increasing rate in colleges, but little has as yet been done in high schools. Expense and responsibilities involved in caring for adolescents over long periods of time are probable reasons.

8. **School Camping.** School camping, like extended field study, can offer maximum experience in group living. One writer says, "Perhaps, camping comes closest of all the ten approaches to being a continuous, direct and responsible personal experience with the realities of our natural environment." It provides a sustained experience in democratic living and community service, fosters intimate appreciation of nature and promotes health through developing outdoor interests.

The values of camping are limited by the ideas of others who believe schools are to be operated within the tax-supported school building rather than in the woods. Another limitation is that it cannot go on for years, for continuous living in such a retreat is both socially and psychologically undesirable. On the one hand, our lives become centered within the confines of a schoolhouse; on the other, we isolate ourselves from the rest of the world.

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by retreating to the woods.

9. **Service Projects.** Included in the group of contributions to community welfare are civic improvement projects, consumer welfare projects and scientific thinking projects. Any of these, if efficiently handled, will culminate in the actual improvement of living in the community as well as give needed opportunities for pupil growth. Here again, the using of this bridge is conditioned by popular ideas and prejudices and the ability of the teachers to guide students in planning, executing and interpreting a successful project.

10. **Work Experiences.** This final bridge between school and community aims to give youth a vocational orientation and at the same time to infuse them with the spirit of cooperative service for social welfare. Financial remuneration may or may not be given. Learning by helping is being advocated by several high schools throughout the United States.

In the South Philadelphia High School for Girls, juniors and seniors do volunteer work in such social agencies as hospitals, public libraries, settlement houses, dental and medical clinics for which social science credit is given. Two points are added for thirty hours of work and three points for forty-five hours.
In New York City, student volunteer dental aids help in the clinics of the Children's Aid Society. Juniors and seniors do a similar type of volunteer service at the Atherton High School for Girls in Louisville, Kentucky. The derived benefits may be listed as follows:

1. the community is served.

2. pupils develop an understanding of community problems and needs in the cooperative service for social welfare.

3. pupils receive pre-vocational experience in vital life work areas in the social service, teaching, nursing, recreational group work, medicine, family case work or community organization.

The problems in this service are finding competent supervision; management is often opposed to temporary work programs by immature students and organized labor likewise fears newcomers.

Perfection of programs depends in large measure upon the adequacy of evaluation in the form of careful follow-up to indicate progress and to determine if readjustment is necessary. If, because of varying factors and conditions; the original guidance of an individual into vocational and avocational areas does not lead to a satisfying adjustment, redirection is essential. Periodic check-ups are likewise essential.

The system of follow-up must be characterized by follow-through as well. Where need for readjustment is
indicated, it should be attempted without delay; where need for retraining because of unsatisfactory accomplishment, lack of competence, or loss of interest or where inability to adjust becomes evident; such retraining must be provided at once.

The opportunities for establishing a more functional educational program in a democratic world by utilizing the community's resources, offers so many possibilities until any writer on the subject can do little more than suggest some of the approaches within the confines of one volume. None of the approaches have been exhausted due to the lack of space and because they have been adequately covered in educational literature. Some of them will be further examined in Chapter V where the writer tells which of those bridges were used in a senior history study unit.
CHAPTER V

TEACHING A UNIT IN SENIOR HISTORY THROUGH USE OF COMMUNITY RESOURCES

Greatly imbued with the values to be derived from the community school approach to education, the writer began to plan to teach a unit in senior history by using all of the community's resources believed to be feasible. We didn't confine ourselves to the political environs of Maysville but went into the county and to Ripley, Ohio, for any pertinent accessible materials which would enrich our unit.

In a description of the community, it was said that the Negroes who live in Maysville are not a contented lot but, for the most part, would like to live elsewhere. They refer to their community as "this little old place." Statistics show, however, that the population has been fairly stable, except during the war. Thus, one of the aims of this work was to help the pupils have a feeling of "belonging" not only to an interesting community but to a race which has made noteworthy and significant strides in a relatively short period of time.

Lesson plans were made so that the class would be ready to study the Slavery Controversy during Negro History Week which comes in February. From a study of current
events, pupils were already acquainted with Negro History Week. Thus, a study of the unit was quite timely especially since the preceding unit had dealt with the expansion of the United States to the southwest and Pacific northwest.

Each member of the class was asked to bring questions to which he would like to know the answer. From those questions the class and teacher constructed a study outline. Answers to all their questions could not be found in the adopted class text, "The Development of America" by Wirth nor in the accompanying workbook. Accordingly, the class saw the need for reference to other sources. We got on the alert for probable sources for the added information we sought. The completed outline developed by the class of eighteen seniors was as follows:

Subject: The Slavery Controversy

Aims:

(1) To help pupils to realize the role played by Negroes in American history.

(2) To develop critical thinking.

(3) To help pupils to see the role their community played in pre-Civil War days.

(4) To enable pupils to more fully appreciate the contributions made by Negroes to American life.

(5) To help develop attitudes of open-mindedness and tolerance and to free students from hatred and prejudices through pres-
entation of background material and minority group techniques.

(6) To help learners understand the motivating influences of sectional leaders.

Time: 2½ weeks.

Outline of Subject Matter.

I The Negro in the Colonial Period
   1. The beginning of the African Slave Trade
   2. The planting of slavery in the colonies
   3. Servitude and slavery
   4. Early efforts toward restriction
   5. The status of the slave

II The Era of the Revolution
   1. The Character of the Age
   2. The Boston Massacre.
   3. Crispus Attucks
   4. The Negro in the War
   5. The First Steps toward abolition
   6. The constitution and slavery
   7. The influence of Toussaint L'Ouverture
   8. Inventions
   9. New states and territories

III Beginnings of Social Improvement and Organization
   1. Beginning of race consciousness
   2. Social Improvement
   3. Phillis Wheatley, Benjamin Banneker, Gustavus Vassa
   4. Origins of the Negro church

IV The Institution of Slavery
   1. A general view of the system
   2. Procuring slaves
   3. The middle passage
   4. Prices of slaves
   5. Work of slaves
   6. Laws concerning slaves
   7. Punishment
   8. Economic failure of slavery

V The Negro's Reaction to Slavery
1. The outlook for the slave
2. Fugitives, Indian and Negro
3. Insurrections
4. Frederick Douglass, Sojourner Truth, Harriet Tubman

VI Slavery, a National Issue
1. The character of the period
2. The Missouri Compromise
3. The American Colonization Society, Liberia
4. Antislavery and proslavery arguments
5. Annexation of Texas
6. The Compromise of 1850
7. The Fugitive Slave Law
8. The Underground Railroad
9. The Kansas-Nebraska Bill
10. Origin of the Republican Party
11. The Dred Scott Decision
12. Uncle Tom's Cabin, The Impending Crisis
13. Charles Summer
14. Secession

VII Social Progress Before the Civil War
1. Fields of improvement
   a. Institutions
   b. Representative Negro views
2. Fraternal organizations
3. Invention, literature, stage, music and art
4. Civil rights

VIII Slavery in Maysville
1. Effects upon life of a community
2. Landmarks
   a. Slave auction block (Washington, Ky.)
   b. Slave quarters
   c. Underground railways (Eliza House, Ripley, Ohio)
3. Other resources
   a. Newspapers published in the 1860's in library
   b. Former slave owners
   c. Former slaves
   d. Members of the D. A. R. Research Council
   e. Books from public library
   f. Books found in homes and Ohio State Museum
The bibliography used by the class for the slavery unit is as follows:

Books:


Periodicals:


Pamphlet:

Aptheker, Herbert. "The Negro in the Abolitionist Movement."

The first trip was made to the public library. With special arrangements, we were permitted to peruse copies of the local newspapers which were published in
the 1850's or 1860's. Previous to leaving school, it was explained to the class that we were not attempting to show off by leaving the school early and walking en masse downtown to the library but that we were carrying on the learning process. Accordingly, we had made a list of the questions to which we wanted answers. We had, written down, several questions which we hoped the newspapers would answer. They were as follows:

1. What was the attitude of Maysville's papers toward slavery?

2. What did advertisements for run-away slaves look like? How were they worded?

3. Did Lincoln's views on slavery influence the state? If so, how? What was said about his speeches and debates with Douglas in the paper?

4. What were the views of Maysville's population as reflected in the press?

5. How did the papers of that period compare to papers of today?

Our second trip was made to a former slave quarter in Maysville. It is now used by its owners for storage, but the class members did enjoy seeing for themselves the physical appearance of the room.

The third trip was to a slave auction block in Washington, Kentucky, a distance of four miles from Maysville.

The fourth trip was to the Eliza House or Rankin House, Ripley, Ohio, a distance of eighteen miles from
Maysville. As in each of the other trips, questions were prepared in advance. These questions were in the minds of the students on this trip:

1. What did the underground railways look like?
2. What provisions were made for secreting the slaves? Where were they hidden?
3. Who was John Rankin? How can we account for his interest in helping slaves escape?

The actual trip prompted other questions, of course. They wished to learn of the role of Rev. John Rankin, a noted abolitionist and owner of the house; of other underground railroad stations and their operators; and of some actual stories of how slaves were spirited away from place to place. For this information, the July issue for 1930 of the Ohio Archaeological and Historical Quarterly was secured. An article entitled "A Quaker Section of the Underground Railroad in Northern Ohio" gave the answers to many of the other questions. It should be added that interest in planning the trip to the Eliza House was accentuated by a newspaper article stating that the House was being remodeled and had been taken over by the Ohio State Museum for the purpose of memorializing it.

In addition to the group excursions, one of the pupils in discussing the study unit with her employers, learned a great deal more about slavery in Maysville.
She eagerly shared the intelligence with the other class members. One of the more reassuring facts was that Maysville was not a slave mart because of its proximity to the river which afforded slaves a too convenient means for escape. Two pupils and the teacher interviewed an old insurance agent who told us additional facts about slavery in Kentucky. The class invited an ex-slave of 102 years of age to the school to tell of her experiences. Her tale was an interesting contrast to the story told by the slaveholder. The D. A. R. Research Council made much of their information on slavery available to us.

The need for following up and following through any educational program has been expressed. Upon the conclusion of each of our learning experiences, we referred back to the original questions in order to see whether they were satisfactorily answered by the information gained. Each person was responsible for getting answers and expressing his findings orally. A general discussion ensued in which the class and teacher attempted to summarize the most striking findings.

Written reports of each trip, interview or talk were not required for fear the students might come to dislike the teaching procedures for that very reason. It has happened that pupils dread the forms of community-school inter-
action because of assigned write-ups of their experiences afterwards. In this instance, the teacher felt an adequate insight into pupil's organization of information could be secured through their oral expressions.

The class eagerly accepted an invitation from the principal to sponsor an assembly program which was to be in keeping with Negro History Week and which utilized their findings concerning Negroes. The program as presented lasted forty-five minutes and was quite popular. There arose a general demand from other classes to carry out a program similar to that of the seniors. The public was invited to attend; few did, however, because of their working hours.

The program presentation gave the seniors an excellent opportunity to summarize their findings; it likewise helped them to better express themselves—the discussion was spontaneous; it served the purpose of informing their hearers. Other less obvious values of the program were that it helped develop traits of courtesy, patience, sportsmanship, and cooperativeness.

Our Problems

The lack of time was a distinct problem in the teaching of this particular unit. A class in Commercial arithmetic was scheduled to follow the history class period.
Finding no means of correlating that subject matter with what we were doing in history, that teacher insisted that the pupils come promptly to his room at the regularly scheduled hour. Planning the trips after school might have been an answer, but it was offset by the fact that twelve of the eighteen pupils lived in the county and left the city at scheduled times on school buses or trains. We were able to make our trips within Maysville during school hours by using study periods. The trip to the Eliza House was made on Sunday.

Transportation is always a problem when trips outside of the school building are planned. We made the trips to Ripley, Ohio and Washington, Kentucky in cars owned and furnished by three faculty members. They accepted no remuneration for this service, thus the problems of financing and transportation were non-existent. Another problem is that of the teacher's liability in case of an accident. Teachers ought to secure the written consent of the people's parents before beginning the trip. The parents of the seniors were well informed about our proposed trips, but no consent slip was given to them for their signature.

Another big problem was that of evaluating our learning outcomes. Answering the question "how did we do?" is a sixty-four dollar question. We can measure the results positively or negatively, but when we definitely
try to discover to what extent we did well or poorly, we are stumped. New criteria are needed to supplement the present measuring devices. The conventional practice of estimating pupil progress almost entirely in terms of skills and memorized information has become so deeply rooted as to form a serious handicap to the average teacher in judging values and progress in essential daily life activities.

In the discussion of values of the community school approach, the development of positive personality traits was emphasized. Little, however, is known about how to appraise those qualities of mind and character that make up the effective personality. No means have yet been devised of evaluating education's effectiveness in developing those intangible qualities that characterize the effective person. In the absence of precise instruments for measuring, use of a clinical record or log of evidences of growth is recommended.

A set of criteria adapted from Everett\textsuperscript{1} was used by the teacher.

1. Socialization. There were many opportunities for observing behavior. In-group and out-group feelings had existed between the city pupils and the county pupils.

\textsuperscript{1}Samuel Everett (Editor), \textit{The Community School}, pp. 71-2.
The former group claimed superiority. The county group did not, as a rule, openly contest this idea, but they did not participate very much in school affairs. This was unfortunate, for they receive higher grades than the city group. Since there is a great amount of work entailed in community education, all class members had to share in the planning and executing of the project.

The teacher was able to conclude that a greater amount of cooperation was evident on this study unit than on any other curricular experiences or even on extra-curricular projects. The writer had sponsored the class last year when they gave the Junior-Senior Prom. The arguments and general confusion, characteristic of the meetings for planning the dance, were quite a contrast to the class meetings here. One must, however, keep in mind that one took place in a classroom situation where pupils feel obliged to respect the rights, privileges and feelings of others, whereas the dance plans were extra-curricular activity. It is to be hoped that this cooperative spirit will carry over into non-academic activities.

2. Social Action. There would have been need for more social action had we been attempting to solve community problems rather than in using its resources. Our plans had been made so thoroughly so that when we took a
trip, translating those ideas and plans into action was relatively easy. For example, the class knew just what we wanted from the library; the teacher had gone in advance to get permission for the visit and at the same time saw what was available.

3. **Self-Reliance.** When it was suggested at the beginning of the unit that we might go to the library for solutions to our problems, someone said, "oh, we can't go there." But, after we had made that trip and had secured information from other supposedly impossible sources, the development of feelings of strength to meet other situations was noticeable.

Moreover, the role of the teacher changed. Instead of being the one to whom the class looked for all information, there were the beginnings of growth of independence. In other words, the students assumed a personal responsibility for finding answers. The teacher's role was that of a participant, guide, and resource person.

4. **Reality.** The things we saw and the speakers we heard seemed to help pupils to realize that life is real. The writer heard a remark of this nature: "I had no idea Maysville contained so many spots and people of interest; the things we read about in books are not fictional but are,
on the other hand, realistic."

5. Socially Significant Learnings. One of the significant results of our community-school interaction program was that pupils began to lose some of their racial prejudices. In substitution for the thought that "the white people hate us and so do everything possible to impede our progress" were the beginnings of positive changes of attitude. They reasoned that "here are some white people, quite important and busy ones, who have given both time and effort to tell us what we want to know." This incident likewise modified the thinking of other Negroes in the community.

6. Integration of Experiences. The fact that the pupils planned the unit and means for studying it and then evaluated it afforded opportunities for the integration of personality. As was mentioned in number 1, greater cooperation grew out of those experiences.

7. Long Term Activities or Projects. Since this was an initial program and extended over a relatively short period of time, this criteria is inapplicable.

8. Variety of Significant Experiences. In summary, there were a variety of significant experiences which arose
from the method we chose of implementing the study unit.

Subject matter was integrated. We couldn't confine our learnings to the specific area of history. For example, English was used in the writing of letters for an interview and in the "thank-you" notes. Use of information learned in home economics came in when we discussed proper etiquette for meeting others. Meeting others and talking to them on an academic basis was a meaningful experience for both the pupils and the resource persons.

From the unit, pupils became more considerate for others. For example, in our visit to the Eliza House, county pupils aided the city pupils in their climb up the one hundred steps leading to the House.

Our Evaluation

Operating on the theory that the class group should continuously attempt to evaluate its program in terms of its objectives by varied techniques of appraisal and through utilization of many sources of data, the writer now relates what we did. Any objective test was given to measure to what extent the learner's sensory behavior was sharpened. Table IV on page 93 shows the results of that test in terms of letter grades. The test itself appears in the appendix.

Since the class periods were discussion periods, the teacher listened to conversations and was enabled to check
<table>
<thead>
<tr>
<th>Unit Number and Title</th>
<th>Total Number Taking Test</th>
<th>Grades Made</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>A</td>
</tr>
<tr>
<td>1. From the Old World to the New.</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>2. The Beginnings of the American People and Institutions.</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>3. The Struggle for American Independence.</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>4. The Founding of American Nationality.</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>5. The Development of American Nationalism and Democracy.</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>6. The Westward Movement Stimulates American Democracy.</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>7. The Slavery Controversy.</td>
<td>18</td>
<td>7</td>
</tr>
</tbody>
</table>

NOTE:  
A - 96-100  
B - 89-95  
C - 80-88  
D - 75-79  
F - below 75.
on the pupil's accumulation of facts as well as on the desired changes in his beliefs, attitudes and ability to think clearly, logically and critically.

Community history made other history study very vital. Civil war days, slavery times sounded far removed when just mentioned, but took on full meaning when learned about from the standpoint of being a background of the students' own community. Old homes that had interesting stories about them called for investigation when discussed by local people. Aroused interest led pupils to learn a great deal about other subjects not connected with this unit. The possibility of such correlation was discussed earlier. Older people were interviewed and many became intensely interested in what the boys and girls were trying to discover.

The teacher compared attendance records with those of the past. There were only two absences during our period of study of the unit on slavery. Other factors may be responsible for this, however. Many of the students, eight of them, had been out of school during the entire months of November and December in order to work in the tobacco warehouses. In realization of the need to "Catch up", they may have sensed the need for staying in school at this time.
Another rather interesting index of the success of the unit is the fact that comparatively high scores were made on the assignments. There were more volunteers than there were tasks to be assigned. There was general demand for continuing our history lessons in the same manner.

The writer asked the students to evaluate our project for themselves, in the following manner:

1. "You have studied the units listed below. Which did you enjoy most? Why? Tell why.

2. Make sentence statements telling what you think about the means we used for learning about the slavery controversy unit.

The class members unanimously selected the slavery unit as being the one enjoyed most. These five statements are representative of the total responses to number two:

1. "I wish all my history lessons had been taught in such a manner. Now, a senior, I find I like the subject I began to hate in elementary school."

2. "I believe I learned more history in these three weeks than ever before."

3. "The trips, interviews and talks by the ex-slaves and ex-slave holder are among the most interesting experiences I have had."

4. "I hope we will continue to do this in history and in some of my other subjects." (Their other subjects are English, Math and Latin).
5. "Actually being inside and seeing the Eliza House, seeing and feeling the auction block and reading slave era newspapers, is more meaningful and interesting to me than several history books."

6. "I wish one of our history courses dealt with Negro history. I have learned a great deal but should like to know much more."
PART IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS
CHAPTER VI
RECOMMENDATIONS, CONCLUSIONS, SUMMARY

Summary

It is now the writer's purpose to briefly summarize the main ideas presented with the aim of making a conclusion and a recommendation.

The security and peace of our post-war world has been threatened by national and international problems, for which no adequate answers have been found. The change from primary to secondary modes of living has caused the home, church and the local rural community to lose some of its influence. We who live in a democracy believe in the power of reason as opposed to war in solving problems. Thus, planned education receives its challenge for a unique and paramount work if our way of life is to survive.

The best of educators are not satisfied with the present achievements of education. They are aware of the fact that if we are to have persons who would understand and attempt to solve the persistent processes and problems of human living that those very processes and problems of their own community should be interpreted through vicarious and first-hand experiences. Thus, they should constitute the core of the school's curriculum. But, instead of practicing what we theoretically ascribe to, many
schools are wasting themselves among a hierarchy of artificial subjects.

Believing the theory to be acceptable or at least worthy of experimentation, the writer undertook to see what human or natural resources could be utilized in the teaching of social sciences at Fee High School.

It was, of course, impossible to revamp a whole system over night and the writer makes no claim that such was done. It was possible, however, to utilize for her own classes the "community approach" in terms of utilization of local resources. This was done.

One unit out of the whole course was selected for the experiment. Students shared in setting up aims, talking over procedures and in the implementing of them. It was agreed that an evaluation, at the end of the project, would be as objective as possible and should prove the criterion for determining whether we should return to a routine text-book course or follow the newer idea.

On the part of the writer, it was thought necessary to set up criteria for judging the outcomes of the project.

It was decided that this would be done in several ways. First, we would check on attendance during the time.

In these schools where formal education and work
must alternate, absences are always a problem. But in addition there is considerable depression and often a feeling of fruitlessness which results in absences. It was though worthwhile to ascertain if a more functional approach would stir up more interest.

Also, the teacher proposed check-ups on individual students in terms of crude letter grades meted out during this unit as over against those for other units.

A third criterion was a final student evaluation of the unit in terms of short anecdotal personal responses to the procedures carried on.

The fourth and most difficult to administer objectively was a teacher evaluation in terms of a set of criteria adapted from Everett.¹

First, the writer spent considerable time studying the community backgrounds of the town with the end in view of being able to orient the students for their unit of study.

Secondly, the class was asked honestly if it would care to participate in an enriching program. What was entailed was carefully outlined and explained. Therefore, it was in reality a cooperative venture. Students helped in planning, implementing and evaluating. Aims were set up.

¹See pages 88-92.
Olsen's ten approaches were carefully studied and elected as procedures. Obviously, not all ten approaches were applicable to one unit. But, we did use documentary materials, audio-visual aids, resource visitors, interview and trips.

We referred to several books, magazines and newspapers, the complete bibliographical list follows the unit outline on page 82.

The discussion of how the Negro reacted to slavery led to a discussion on the birth of spirituals. Two of the seniors who had very good voices sang some of the spirituals which were born during that time. Among those selections were "Swing Low, Sweet Chariot," "Steal Away," and "I Couldn't Hear Nobody Pray". These songs were likewise used in the assembly program and elicited much interest and comment. It, too, was another audio-visual aid.

We invited an ex-slave into the school to tell of her experiences as a slave; she told of her trials and tribulations and of the "good times." Because of her health and age, questions the class directed to her were limited.

A few of the class members along with the teacher interviewed a white insurance agent who had at hand a wealth of information on slavery in Kentucky. We likewise met the Regent of the D. A. R. who further enlightened us. The local research council of the D. A. R. had studied that
period rather intensively.

Our trips were made to the aforementioned public library, to a slave auction block and to the Eliza House. A number of learning outcomes were observable. Though no extended check was made in terms of statistical work, each student showed greater knowledge retention than in previous units. In traditional language, each student received a higher grade for this unit with the exception of "A" students who retained their rating.

The second check, that on attendance, was an index of interest in that only two absences occurred during this unit.

Fourth, students agreed unanimously on anecdotal write-ups that they thought they had learned more, that they had obtained enjoyment from the unit and had felt more a part of the program and wished to continue the procedure with all units.

Fifth, though the teacher's evaluation on the basis of the criteria is admittedly somewhat subjective, it seems to support the judgments of the students.

A further sketchy evaluation is worth attention in passing.

Parents and townspeople were much interested and only approving comments were heard from them.
Limitations

A review of limitations would seem in order here. First, it must be remembered that this is a colored school population existing in the South. This, in itself, sets many limitations. The area is underprivileged and segregated as mentioned earlier; we had always to make our plans in terms of will we as colored students be allowed to observe and/or participate? Again, what almost might be called an apathy mindset needed to be overcome. Children reflect their parents' "don't care," "what's the use" attitudes. Problems of scheduling, cost and transportation had to be met as best we could.

Likewise, this small experiment was done from the participant-observer point of view rather than a statistical and/or purely objective point of view. It is possible that such a study would get behind many of the generalizations which appear here.

Recommendations

We, therefore, make no claim that this was an introduction of the "community approach" per se. It was rather only an entering wedge at what seemed a vantage point.

It is our hope, however, that the idea will continue and perhaps spread to other areas.
Conclusion

The basic contention of the thesis has been that the community is a vital source of teaching material which can be profitably used in social study classes. The slavery unit has been presented as illustrative of the way in which some of these community resources may be employed. The recommendations have not been offered as complete, inflexible structures. A unit that cannot grow and adapt itself denies the belief that education should be based on the child's experiences which are certainly not static.

As a result of the study of the problem which involved a contrasting of the book-centered and life-centered curricula, the following conclusions seem valid:

1. There are possibilities, opportunities and need for greater unit of action between the community and the school.

2. The community approach to education requires a fundamental revision of current academic practices.

3. The school, itself, must approach as nearly as possible, the democratic ideal; it must offer the discipline, the opportunities, the benefits and the burdens of democratic association.
4. There are no final answers to programs of education. Educators, in realization of this, must continuously make studies of the social scene on problems of regional areas and of local communities. Community education is not the answer because probably there is no one answer, but it does signalize another step in the development of American public schools.

5. Efficient utilization of community resources demands greater preparation on the part of teachers. It is not a program to be handled by intellectually weak personnel. It is a searching and challenging experience. The penalty for careless or unconsidered action, for shallow comprehension and inadequate information is heavy. In fact, no real democratic reconstruction can be looked for until the people who are to effect the transformation acquire the necessary sense of direction, the habits of cooperation and the disposition to use intelligence collectively in the solution of common problems.

6. The whole approach to education will become functional through the discovery of community problems and the attempt to deal more effectively with them.
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BIBLIOGRAPHY

Books


Department of Elementary Principals. How to Know and How to Use Your Community. National Education Association, 1941-42.


Periodicals and Pamphlets


Dawson, Howard A. "Developing Better Rural Communities" The Journal of the National Education Association, XXXV (October, 1946) 403.


APPENDIX
Test on Slavery Unit

I. Name the three chief provisions of the Missouri Compromise.
1. 
2. 
3. 

II. Name three provisions of the Compromise of 1850.
1. 
2. 
3. 

III. In the parentheses before each of the names in Column A, write the number of the topic in Column B that you associate with the person named.

<table>
<thead>
<tr>
<th>A.</th>
<th>B.</th>
</tr>
</thead>
<tbody>
<tr>
<td>( ) Lincoln</td>
<td>1. The Compromise of 1850</td>
</tr>
<tr>
<td>( ) Henry Clay</td>
<td>2. &quot;squatter sovereignty&quot;</td>
</tr>
<tr>
<td>( ) John Brown</td>
<td>3. Debates with Douglas</td>
</tr>
<tr>
<td>( ) Garrison</td>
<td>4. Border warfare in Kansas</td>
</tr>
<tr>
<td>( ) Douglas</td>
<td>5. The &quot;gag rule&quot;</td>
</tr>
<tr>
<td>( ) Harriet B. Stowe</td>
<td>6. Dred Scott decision</td>
</tr>
<tr>
<td>( ) John Q. Adams</td>
<td>7. Uncle Tom's Cabin</td>
</tr>
<tr>
<td>( ) John C. Fremont</td>
<td>8. The Liberator</td>
</tr>
<tr>
<td>( ) Taney</td>
<td>9. First Republican candidate for President</td>
</tr>
<tr>
<td>( ) Frederick Douglass</td>
<td>10. A famous orator</td>
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</tbody>
</table>

IV. Put a cross (x) in the parentheses before the names of those who opposed slavery; then put a check ( ) before those who favored it.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>( ) Grant</td>
<td>( ) Jefferson</td>
</tr>
<tr>
<td>( ) Douglas</td>
<td>( ) Sumner</td>
</tr>
<tr>
<td>( ) Webster</td>
<td>( ) Jefferson Davis</td>
</tr>
<tr>
<td>( ) Calhoun</td>
<td>( ) Seward</td>
</tr>
</tbody>
</table>
V. Write true if the statement is correct and false if incorrect.

1. Indian slavery did not work well.

2. Negroes were first brought as slaves to America in 1619.

3. Massachusetts was the first state to legalize slavery.

4. The institution of slavery got an early start in the state of Georgia.

5. A slave had the same rights as other persons.

6. The English were opposed to slavery.

7. As many as three thousand Negroes fought in the Revolutionary War.

8. Toussaint L'Ouverture was partly responsible for the Louisiana Purchase.

9. The North had no interest in slavery.

10. Treatment of slaves varied.

11. Punishments for assisting run-away slaves to escape were heavy.

12. "The Impending Crisis" was popular in the South.

13. The Dred Scott Decision pleased the abolitionists.

14. The inspiration for writing Uncle Tom's Cabin was received four miles from Maysville.

15. Some southerners thought the Bible condoned slavery while some northerners thought the Bible condemned slavery.

16. Sojourner Truth was admitted to several colleges.

17. A Negro was the first to construct an American clock which struck the hours.

18. Many slaves patented their inventions.
V. Continued.

19. **Paul Lawrence Dunbar** was a Negro scientist.

20. **Phillis Wheatley** was the first Negro poetess.

21. **Harriet Tubman**, a fugitive slave, helped three hundred others to escape.

22. Kentucky was a border slave state.

23. Slavery was non-existent in Maysville.

24. Maysville's newspaper was pro-slavery.

25. Jackson was the first strong advocate for the abolition of slavery.
(The following is a sample of the questionnaires which were given by students to the heads of households. Two hundred males out of a possible 288 responded, and 258 females responded out of a possible 330.)

Dear Sir:

I am quite interested in knowing the following facts concerning the colored people who live in Maysville. Please have each member of the household, over 21 years of age, to fill in the following blank. Instructions appear below. It is not necessary to insert your name. All information will be kept strictly confidential! My concern is in getting a general picture of us as a whole and as such I do not have any greater interest in individual cases.

Please fill this out and seal in the enclosed envelope at your earliest convenience. The pupil will call for it within three days. Thanks so very much.

Yours truly,  Emma M. Howie

INSTRUCTIONS

1. For Sex, insert male or female.
2. Age - age at last birthdate.
3. Highest Grade Completed in School - insert number as 4, 5, 6, 7, etc. If you attended college, insert "C" and follow by number of years of attendance as C1, C2.
4. Occupation - Insert what type of work you do, such as farmer, janitor, teacher, minister, domestic service worker, or common laborer. If a housewife, please insert "housewife". If unemployed, insert "unemployed."
5. Salary per week - insert the amount you receive weekly excluding income tax, retirement fund or other deductions. If a laundress at home, estimate net profit.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Age</th>
<th>Highest Grade Completed in School</th>
<th>Occupation</th>
<th>Salary per Week</th>
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<tbody>
<tr>
<td>1.</td>
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<td>6.</td>
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April 26, 1947

Dear Sir:

In an effort to make education more meaningful and more realistic, I am interested in giving pupils first-hand experiences with all the community's resources which might bring positive learning outcomes to particular teaching units.

With this in mind, will you please fill in below if it would be possible for any of Fee High School's classes to visit your plant.

Yours truly,

Emma M. Howie
Teacher, Fee High School

1. Name of President ________________________________

2. Name of Plant and Type of Industry ________________________________
   ________________________________________________________________
   ________________________________________________________________

3. Indicate if speakers or literature are available ______
   ________________________________________________________________

4. Observable Processes ________________________________

5. Visiting Days and Hours ________________________________

6. Maximum number of visitors accommodated ____________.
BUSINESS CONCERNS

1. Carnation Milk Products Company
   East Third Street
   Telephone - 860
   Manager - Mr. Little
   Activity - Processing and canning of Carnation Milk
   Comments: Visitors are welcome; groups of more than six must make an appointment. Literature is available.

2. Groce Dry Cleaners
   124 W. Third Street
   Telephone - 391
   Manager and Owner - Mr. Groce
   Activity - Laundering, dry cleaning and pressing of clothing.
   Comments: Visitation by appointment.

3. Independent Daily
   43 West Second Street
   Editor - Mr. Wadsworth Clarke
   Activity - Printing of newspaper
   Comments: Visitation by appointment. Only groups of ten can be accommodated.

4. Kentucky Utilities Company
   38 West Second Street
   Telephone - 138
   Manager - Mr. Lingenfesler
   Activity - Making of ice, cold storage, storage plant.
   Comments: Visitation by appointment.

5. Key Model Dairy
   Forest Avenue
   Telephone - 76 or 212
   Owner - Mr. Key
   Activity - Pasteurizing and bottling of milk
   Comments: Visitation by appointment.

6. Magee's Bakery
   212 Market Street
   Telephone - 779
   Owner - Mr. Ralph Magee
   Activity - Making of bakery goods
   Comments: Visitation by appointment. Limited space.
7. Mason County Telephone Company  
30½ West Second Street  
Telephone - 900  
Comments: Small groups may visit by appointment. Switchboard operation may be observed.

8. Maysville Stock Yards  
E. Front Street  
Telephone - 73  
Owner - Mr. Brown  
Activity - Appraising and auctioning of stock  
Comments: Small groups are welcome without appointment. Information as to the type of activity to be seen and time can be secured through a telephone call.

9. New Way Laundry & Dry Cleaning Co.  
144 W. Second Street  
Telephone - 42  
Owner - Mr. Acox  
Activity - Laundering, dry cleaning and pressing of clothing.  
Comments: Visitation by appointment only.

10. Russell Theater  
East Third Street  
Telephone - 502  
Manager - Mr. T.F. Foot (Schine's Inc.)  
Comments: Small groups of not more than four may observe processes involved in the showing of films.

11. Washington Theatre  
116 West Second Street  
Telephone - 888  
Manager - Mr. A. Lackey  
Comments: Small groups, upon appointment, may observe processes involved in the showing of films.

12. Lucky Stride Shoes Co.  
Forest Avenue  
Telephone - 657  
Manager - Mr. Carl Henry  
Activity - Preparing of leather and making of shoes  
Comments: A new firm; no policy as yet formulated as to visitors.
13. January & Wood Company
237 West Second Street
Telephone - 65
Manager - Mr. Davis
Activity - Rope and cord manufacture
Comments: Visitation by appointment.

14. The Public Ledger
West Third Street
Telephone - 1148
Editor and Manager - Mr. William B. Matthews
Activity - Printing of newspaper
Comments: Visitation by appointment. Only small groups can be accommodated.

15. Modern Laundry & Dry Cleaning Company
31 East Second Street
Telephone - 163
Manager - Mr. Culper
Activity - Laundering, dry cleaning and pressing of clothing.
Comments: Visitation by appointment.

TOBACCO WAREHOUSES

Comment: Visitors are welcome to all of the tobacco warehouses. Here can be seen the auctioning and processing of tobacco. Information as to the type of activity at a specific time will be given if a telephone call is made previous to a visit.

E. Third Street
Telephone - 200

No. 1, Mason-Lewis Road
Telephone - 522
Manager & President - Mr. T.A. Duke

Poplar Street
Telephone - 925

19. Independent Whse Co., No. 1
Forest Avenue
Telephone - 867

20. Kentucky King Tobacco Whse.
Clark Street
Telephone - 896
  * Lexington Rd.
  Telephone - 919

  Commerce Street
  Telephone - 27

23. Parker Tobacco Co., Inc.
  Union Street
  Telephone - 225

  Forest Avenue
  Telephone 322

25. Southwestern Tobacco Co.
  220 Union Street

  Forest Avenue

27. Star Tobacco Whse., Inc.
  Wood Street

  Poplar Street
  Telephone 903.

**Major Political Agencies**

1. Mayor: Rex Parker

2. City Treasurer: Frances W. Lindsay

3. City Clerk: Hazel Larkin

4. City Commissioners: James Buckley, Bryan Greenlee

5. City Health Board: Dr. Christine

6. Prosecuting Attorney: Phillip Hargett

7. City Attorney: William G. Kenton

8. City Engineer: (Acting) Wadsworth Clark

9. Police Department: (Chief) Harry Stewart

10. Relief Office (Welfare Worker) Mrs. Nelle Dickson