A historical-descriptive case study of the community resource program at Monument Mountain Regional High School.

Joseph L. Wood
University of Massachusetts Amherst

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A HISTORICAL-DESCRIPTIVE CASE STUDY OF THE COMMUNITY RESOURCE PROGRAM AT MONUMENT MOUNTAIN REGIONAL HIGH SCHOOL

By

JOSEPH L. WOOD

A Dissertation Submitted to the Graduate School of the University of Massachusetts in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

School of Education
Amherst, Massachusetts

June, 1973
A HISTORICAL-DESCRIPTIVE CASE STUDY OF THE
COMMUNITY RESOURCE PROGRAM AT
MONUMENT MOUNTAIN REGIONAL HIGH SCHOOL

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Acknowledgements

The cooperation and assistance of many people were required to enable this writer to complete the study. This investigator wishes to express his appreciation to all those who helped in this study.

A sincere debt of gratitude is expressed to the investigator's Graduate Advisory Committee for their support and guidance:

Dr. Mark Rosman, the investigator's chairman, who provided continual support and who was always accessible in spite of his extensive time commitments to other students.

Dr. Alan Chartock, the investigator's major advisor, who constantly provided critical analysis throughout the study without ever abandoning his role of scholar and friend.

Dr. Roger Peck, who helped the investigator organize both the study and the Community Resource Program.

Dr. Kenneth Ertel, who continually expressed his confidence in this investigator's ability as an administrator and student.

A special note of thanks is expressed to the members of the Break-Through Committee: Arthur Mack, Kathleen McDermott, Patrick Grady, Primffrench, Eleanor Tuneff; to the many community people who volunteered to participate and to the Berkshire Hills Regional School Committee for permitting the study.

This investigator is also most grateful to Dr. George P. Lane, Superintendent of the Berkshire Hills Regional School District, whose professional help and personal friendship was a continual source of support.
A special note of thanks is expressed to Miss Kathleen McDermott, Assistant Principal of Monument Mountain Regional High School, for her work on the Break-Through Committee and her administrative support throughout this study.

Greatly appreciated also was Mrs. Anne Barrett both for her typing expertise and her knowledge of proper dissertation format.

Finally this writer wishes to thank his wife, Eleanor Anne, whose support went far beyond that of her role as wife, but, in fact, was a research assistant who labored many hours helping to bring meaning to the data collected.
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INTRODUCTION

The major objective of this dissertation was to study and analyze the process surrounding the implementation of a program for utilizing community resources. This dissertation is a case study of the Community Resource Program at Monument Mountain Regional High School which describes a total project submitted towards fulfillment of the Doctor of Education requirement at the School of Education, Center for Occupational Education, University of Massachusetts. The author was responsible for administering the designing, organization and implementation of this program. The objective of the program was to increase the teaching/learning resources available to the students, teachers, school administrators, as well as peripheral actors not directly considered. Miscellaneous actors included school committee members, taxpayers and community participants themselves. The setting of this study was the Berkshire Hills Regional School District, composed of the towns of Stockbridge, West Stockbridge and Great Barrington.

The study focused on the roles and activities of the principal actors and incidents influencing the development and implementation of a community resource program at Monument Mountain Regional High School. It was a central assumption of this program that the community constitutes an under-utilized pool of teaching resources which may well prove crucial in efforts to revitalize American education. This comprehensive community resource program spells out in detail ways in which previously untapped learning resources in the community may be actively involved, on a regular, on-going basis, in the education of its youth. The study
has further implications including stabilizing the financing of education; greater citizen understanding of the educational process and utilization of the school as a central and on-going resource of learning for the entire community.

The process of the implementation of the Community Resource Program at Monument Mountain Regional High School has been reconstructed and studied. The study examines the roles of teachers, administrators, students and other actors. Central to the study is the identification of variables which influenced the modification of the original program. The central methodologies employed in the study were participant observation by the investigator, activity and document analysis, open-ended interviews with various actors and adherence to a case study approach often utilized in educational research.

Much has been written about the use of community resources. William H. Kilpatrick has indicated that the interests of education may best be served through close integration of community and school. Kilpatrick states that, "An actual situation faced is the ideal unit of educative experience." He goes on to say that, "Of all possible situations, no other is quite so educative as one that prompts the responsible leaders of the community to join with the young in carrying forward an enterprise in which all really share, and in which each can have his own responsible part." Kilpatrick concludes that "In solemn fact, cooperative activities for community improvement are the vision of the best education yet conceived." ¹

Furthermore, over twenty years ago, Wood indicated the potential and value of using community resources in educating youth. In addition Hanna, Olsen, The Educational Policies Commission, and the American Association of School Administrators have advocated community-oriented curricula.

In his Growing Up Absurd, Paul Goodman attempts to isolate common themes in various progressive philosophies. He points out that the emphasis in the curriculum should be what he identifies as the real 'problems of society, geography, and history.' Furthermore, he goes on to say that the curriculum should allow for 'actual participation in the neighboring community (village or city).'

Douglas M. Heath in his address before the annual meeting of the National Association of Schools and Colleges becomes specific in his remarks concerning youth's involvement in the community. In suggesting ways that educators may respond to help youth recover a "sense of meaning for their lives" he states: "We will require of all high school students, preferably in the junior year,

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to spend two hours a day, four days a week working in some service activity in the community, like a day-care center or hospital, and then reflect with his teachers about his experience the fifth day of the week." Heath further envisions two or three mature high school students, in an apprentice type format, upon the request of the local school community and under its direction and control, working for a year in center-city schools as elementary teachers' aides. According to Heath, community experiences will confront a youth with what he really believes and feels, if educators learn how to help the student reflect upon these experiences and then integrate them with his knowledge and values.⁵

In his futurist paper, "The Teacher in 1984," Hendrik D. Gideonse pointed up the need to involve community people in educating youth. In discussing the problem of "the separation of schooling from reality," Gideonse states that, "The future school needs to be able to open itself far more to the potential to be gained from directly involving large numbers and a wide range of knowledge and skilled adults in the schooling of young people." He suggests that "This could have the effect of decreasing the distance between young people and the primary roles being performed in society."⁶


In spite of the importance, which had been reflected in the educational writings of some thirty years, of the use of community resources in educating students, written evidence concerning progress toward the achievement of this goal seemed slight. A few isolated examples existed where schools had taken advantage of the community resources which surrounded them. Monument Mountain Regional High School, which is only five years old, has affected limited programs in this area.
CHAPTER I
BACKGROUND OF THE PROBLEM

Monument Mountain Regional High School was evaluated by the New England Association of Schools and Colleges. The report of the visiting team recommended that the high school should make better use of community resources. The following areas for improvement of the use of community resources were cited: a) establish joint committees consisting of representatives from the school and the communities to deal with particular aspects of common problems; b) increase community involvement in curriculum planning; c) ask local businessmen and women to take a greater part in classroom instruction in Business Education subjects; d) make greater use of available community resources in Social Studies; and e) expand the program of community involvement in all areas.7

The need of a comprehensive community resource program was discussed during Department Supervisors' meetings and Faculty Advisory Committee meetings. The result of these meetings was the establishment of a committee composed of faculty and administration: The Break-Through Committee. Its initial task was to survey the professional staff within the Berkshire Hills Regional School District to establish if there were a need for a community resource program. The results of their survey overwhelmingly confirmed the need for such a program. At the presentation

7New England Association of Schools and Colleges Evaluation of Monument Mountain Regional High School, Great Barrington, Massachusetts, November 7-10, 1971.
of the budget for the school year 1971-72, school administrators had been consistently warned by the Superintendent of Schools and members of the School Committee that fiscal expenditures were to be kept to a minimum. If the school were to expand its career training opportunities for students, alternatives to increasing both the number of faculty members and the size of the plant had to be found.

In light of the above facts, research was undertaken to determine the feasibility of establishing a comprehensive community resource program.

Monument Mountain Regional High School has a statement of its Philosophy and Objectives. This written Philosophy commits the school to, among other things, the concepts of individualized instruction and student program flexibility. While these terms may be somewhat amorphous, the Community Resource Program attempts to follow these.

In evaluating the use of community resources by schools, Olsen cites four qualitative levels of operation:

1. The first level includes efforts to make the school itself into an ideal democratic community.

2. At the second level teachers and administrators make serious efforts to relate what is learned verbally in school to what goes on in the community.

3. A third level is that of bringing objects and people from the community into the school building, and of taking children into the community.

4. A fourth level is the practice of students, teachers, administrators and lay people together attacking community problems in an effort to improve the quality of their common living.\(^8\)

This fourth level best states the spirit of the Monument Mountain Community Resource Program.

The Community Resource Program

The Monument Mountain program attempted to utilize both off-campus and on-campus locations. A community resource co-ordinator was responsible for administering the program. It was his task to monitor the off-campus resource stations as well as co-ordinate those resource people who came on campus. Furthermore, he was responsible to continually up-date a resource file by constantly contacting those people who were listed to establish if they were being used, and to establish if they wished to continue in the program.

The Community Resource Co-ordinator also aided the teaching staff in effective use of community teachers by running in-service programs directed towards training them in the possible use of these community teachers. The program was a synthesis of what the Break-Through Committee deemed most educationally sound along with existing and operational programs funded, at least in part, by the state.

Off-campus resource utilization

The off-campus resource program consisted of bringing students to jobs, internships and field lectures. There were several avenues by which a student was placed in a community resource. These included a Health Service Assistance Program; a Distributive Education Program and a Work Experience and Community Involvement Program.

Health Service Assistance

The already existing Health Service Assistance Program was a vocational program which attempted to give the students the basic skills needed to function as assistants in a variety of health programs. The
course was composed of two basic components. One of these was the classroom experience in which a student learned enough skills to function in a clinical area. Having learned the basic skills in the classroom, the student was placed in a clinical area in the community. This might be a nursing home, hospital, doctor's office or any learning environment in which the student could sharpen his acquired skills and gain new ones.

The classroom segment was taught by a registered nurse who was on the faculty of Monument Mountain Regional High School.

Distributive Education Program

The objective of this program was to give students the basic skills required for initial employment in the selling field and/or equip them with the background for additional training in related fields. In his classes, the student studied subjects related to the distributive fields such as selling, marketing and economic trends. The student's classroom experiences also required him to participate in the operation of the school store. Each student was then placed in a distributive learning environment within the community. This existing program was also partially funded by the state.

Work Experience Program

The objective of this program was to provide an opportunity for students to gain vocational experiences which the school didn't offer within its curriculum. It was a cooperative venture between the school and the industrial, commercial and governmental sectors of the community. The most important part of the program was that a student must be placed in a learning environment that suited his career interests and abilities.
The co-ordinator attempted to enroll the student in the program and then find the appropriate job placement in the community. For example, a student who takes advanced Machine Shop (an Industrial Arts course) might be placed in a factory which would further train him as a machinist. Machines and advanced equipment not available in the high school will be accessible in the plant. Obsolescence in school purchasing can also be avoided in this manner.

Community Involvement Program

Unlike the other facets of the Off-Campus components, this was not a vocationally oriented program. This program placed students in a broad range of community internships. The objective was to enable students to get direct learning experiences in areas in which they were interested or wished to become involved. The program provided students with the opportunity to become involved in making the community a better place to live. For example, a student interested in politics was placed in a campaign office for a politician. A student who wished to learn child development was placed in a community nursery. The rationale was that opportunities such as this gave students a chance to mature and develop a commitment to the broader community of man. Students were involved in nursery schools, town government, elementary teaching, to mention a few.

On-campus resource utilization

This part of the program brought the resources to the student. To accomplish this, a listing of all community people who were willing to donate expertise was compiled. This "resource book" was catalogued by subject area and cross-referenced by topic. This book was then made
available to all teachers in the high school.

A committee of volunteer teachers was recruited whose basic task was to survey the community and, having surveyed it, recruit volunteers from it who were willing to contribute their expertise to the school program.

Under the chairmanship of a teacher at the high school, the committee was charged with developing a resource book which would contain a listing of all resource people contacted and cross-referenced by areas of expertise. The committee broke its task into two parts. The first part was to tap the resources of all teachers K-12 within the school district. The second part was a cataloguing of resources from the surrounding community.

Members of the committee addressed a faculty meeting at every school in the district. They informed the teachers of their task and distributed a questionnaire to establish among other things, if: 1) they had an expertise which they could contribute to the high school program and 2) if they would be willing to come to the high school to share this expertise. If needed, administrative arrangements were worked out which would allow high school teachers to substitute for these resource people. Thus, the first part of the committee's task was accomplished.

Cataloguing resource people from the community was far more difficult. To start with, a survey, similar to the one given out to the teachers in the district, was sent out to the community. When the results were returned, the committee had the beginnings of its external resource file. For the last two years Monument Mountain Regional High School had conducted Mini-Course weeks. During this week many community people
taught courses not ordinarily conducted at the high school. The committee contacted those people involved; those who gave their consent were added to the resource book.

Finally, members of the committee went on a local radio show to bring their program to the attention of the general public and request anyone interested to contact the high school. These names, too, were added to the list.

The committee became a standing committee to assist the Community Resource Co-ordinator in his task of continually seeking new resource people and updating the present book.

Statement of the Problem

The major objective of this study was to examine and analyze the process surrounding the implementation of a program for utilizing community resources in a high school in a semi-rural setting. The study was to focus on the roles and activities of the principal actors and incidents influencing the development and implementation of a community resource program at Monument Mountain Regional High School.

The specific purposes of the study were:

1. Through a study of documents from Berkshire Hills Regional School District identify the major actors, incidents and problems crucial to the inception and organization and implementation of the Monument Mountain Program.

2. Through the combined development and implementation of a Weekly Log, kept by the Community Resource Co-ordinator and selected teachers, determine the type and amount of community resources being used.
3. Through the use of open-ended interviews, determine how the teachers perceive their role in relation to various community resources.

4. Through the use of a limited survey determine certain information about the teaching staff in relation to the use of community resources. The questions included in this survey attempted to establish preliminary criteria and variables accounting for the different teachers' relative utilization of community resources. Some of these variables were age, sex, years of teaching experience, subject area which the teacher teaches, the number of years at Monument Mountain Regional High School, grade level, educational background, certification and marital status.

5. Through the use of structured and unstructured questionnaires attempt to report various reactions of community teachers toward the Community Resource Program and their participation.

6. Through analysis and synthesis of the findings from the procedures described above, develop conclusions relative to the future of the program.

**Definition of Terms**

**Berkshire Hills Regional School District** refers to the autonomous governmental unit that administers the schools of the towns of Stockbridge, West Stockbridge and Great Barrington.

**Department Supervisor** refers to the administrator who is responsible for supervising the various components of the curriculum of Monument Mountain Regional High School.
High School refers to that school organization consisting of students attending grades 9 through 12.

Faculty Advisory Committee refers to a group of teachers elected by their peers to meet with the principal weekly in an advisory capacity.

Principal refers to the administrator who is responsible for the administration of Monument Mountain Regional High School.

Community refers to that geographic area which encompasses the Berkshire Hills Regional School District, including but not limited to, the towns which the district serves.

Community Resource Program refers to the program briefly described on pages 12 and 13.

Community Teacher refers to a person from the community who is listed in the Community Resource Book as an individual who will give lectures and/or demonstrations at the high school.

Resource Book refers to a book containing the complete listing of all community people who have volunteered to give lectures and/or demonstrations at the high school.

Job Station refers to the community environment in which a student's internship is carried out.

Community Resource Co-ordinator refers to the staff member who is directly responsible for the administration of the Community Resource Program.

School Board refers to legal entities organized to govern the school district and enforce laws relating to public schools.

Student Council refers to the student governing body which is responsible for representing the students and advising the administration at Monument Mountain Regional High School.
Break-Through Committee refers to the committee composed of faculty and administration which was responsible for establishing the Community Resource Book.

Open Studies refers to study halls in which students are not required to participate and, in fact, may enter and leave at will.

Free Flow Lunch Periods refers to lunch periods where students are not required to eat during specific lunch periods but rather may eat at any time during the noon hours.

Open Campus refers to a high school setting which requires students to be present for classes. Students may leave the building and school grounds during their unscheduled or free time.

Vocational Course refers to any course which receives financial support from state vocational education funds.

Assumptions in the Study

1. The community which surrounds Monument Mountain Regional High School constitutes an under-utilized pool of teaching/learning resources.

2. Utilizing these resources may well prove crucial to efforts to improve the education of the students which Monument Mountain Regional High School serves.

Limitations of the Study

The case study was concerned primarily with information related to the attainment of the objectives of the Monument Mountain Community Resource Program. It is a study of one community's programs and may have limited application to other educational environments.
One important limitation of a study of this kind involved one respondent's perceptions of the principal investigator who was also the chief administrator of the site being studied, in this case the Monument Mountain Regional High School. The investigator was often perceived as the school principal rather than in his investigative role. Consistent cautioning of respondents on the faculty and in the community with regard to proper perspective of one principal's role was one precaution utilized to offset this potential bias. Nevertheless, the results of this study should be examined with this limitation in mind.

The study was limited to a period from September 1, 1972, to April 30, 1973.

Design and Techniques of the Study

The investigator used a case-study design. Two opportunities seldom available to an educational researcher made this possible: first, was the opportunity to gain a large amount of access to principal actors and documents of the school district under investigation and, second, the timeliness of the topic itself. This writer had the opportunity for first-hand participant-observation and contact with students, teachers, administrators, community leaders, school board and other principal actors of the program.

Precautions were taken to check and cross-check information. This was no easy task since conflicting data were collected depending upon the participant: his knowledge, recall, biases and perceptions.

Field studies are tools for modern educational research. David R. Cook has written that: "They usually describe the present state of things,
but less often do they seek to account for the occurrence of this state of affairs. This, at least, is the general state of descriptive research in education."\(^9\)

Furthermore, Best points out the importance of descriptive research. He states: "Although a research study does not necessarily embrace all of the steps necessary for the solution of a problem, it may make a valuable contribution by clarifying by one of the necessary steps—from description of present status to the chartering of the path to the goal."\(^10\)

Data from different sources was analyzed in order to describe the planning, organization and implementation of the Monument Mountain Program. This data has been presented in a narrative form utilizing this background material from these various sources:

1. Memos and correspondence from the Principal's office.
3. Material selected for in-service program.
5. Interviews with local school officials.
6. Interviews with students affected by the program.
7. Discussions with the staff regarding the Community Resource Program.
8. Minutes from Department Supervisor Meetings.
9. Minutes from Faculty Advisory Committee meetings.

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Organization of the Dissertation

In Chapter I of the dissertation, the problem has been described and its background given. The design of the study and its limitations was also presented. Chapter II includes a review of the literature as it relates to the problem. Chapter III is a description of the Monument Mountain Regional High School and a detailed account of the initiation, planning, organization, implementation and operation of the Monument Mountain Community Resource Program. Chapter IV describes the methodology used for examining the Monument Mountain Program. Chapter V is a presentation and analysis of the data gained in the study. Chapter VI includes the summary, conclusions and establishment of a community resource program for future testing by other investigators.
CHAPTER II
REVIEW OF RELATED LITERATURE

Experience and Learning

Advocates of the use of community resources in the education of youth can be found in historical and contemporary educational literature. While the rationale for utilizing community resources varies slightly depending upon who is advocating their use, several major themes emerge in the literature. These themes, while not mutually exclusive are distinct. The first of these themes and possibly one of the more powerful is stated by John Dewey: "An ounce of experience is better than a ton of theory simply because it is only in experience that any theory has vital and verifiable significance." Dewey goes on to note that "An experience, a very humble experience, is capable of generating and carrying any amount of theory (or intellectual content), but a theory apart from an experience cannot be definitely grasped even as a theory."  

In the community resource literature, the value of experience as a prime base in education is continually emphasized. It is this value which prompts most advocates of the utilization of community resources to look to the community for opportunities of direct learning experiences. Those who argue for the utilization of community resources believe, like Dewey, that "theory apart from an experience cannot be grasped..."  

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2 Ibid.
It might be argued that William H. Kilpatrick, a disciple of Dewey, was one of the first advocates for using community resources in educating youth. In his "Underlying Philosophy of Cooperative Activities for Community Improvement," he emphasized that if the democratic way of life is to be perpetuated then active participation of all individuals in the problems of public interest is necessary. In discussing the activities which lead to the attainment of goals for education, Kilpatrick states: "We wish activities because these mean life. They mean that children and youth are to learn by grappling with situations that are so real as to call for vigorous, active efforts." Kilpatrick goes on to say that "Only as they are confronted with some actual, tangible, challenging situation do people set up really guiding aims or really plan thoughtfully for attaining those aims." It can be said that Kilpatrick, like Dewey, believes that education and learning have at their bases, experience. Furthermore, Kilpatrick believes that "...We cannot expect young people to learn to deal with the actual situations of life except as they practice the actual process in its various phases.""}

In his Foundations of Curriculum Planning and Development, Wood asserts, "Many teachers have failed to recognize the rich educational resources in the local community...." Wood concludes by saying that using community resources is most important because "They encourage actual

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activity and experiences in everyday living." In forming a definition of a community school, Olsen suggests that it is an organization of the local community that gives leadership to a community's efforts to improve the learning of all its members. He further asserts education is a function in which the total community will participate under a community school concept.

Hendrik Gideonse, in his paper "The Teacher in 1984," states that "The most efficient, lasting and powerful learnings are those which come from real activities." Yet, since Gideonse sees the school as set apart from the world, he maintains that such learning is most difficult. In fact, the author states that the school must provide surrogate learning experiences translated into curricula. Thus, he reasons, the school is separated from reality. To help solve this problem, the author states that "children can get outside the schools for their learning." In Gideonse's opinion this could be accomplished through cooperative education, on the job training and by bringing "raw social experiences into the school."7

The argument that community resource utilization can give students access to direct learning experiences and, therefore, vitalize their education because "an ounce of experience is better than a ton of

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theory..."\(^8\) is well represented in the educational writings of fifty years. This particular premise is not the only common thread that might be found in the literature dealing with the use of community resources in education.

**Maturation and Fulfillment**

The second premise which will be discussed here involves the use of work to achieve maturation and fulfillment in the high school student. Douglas H. Heath, in discussing the problems that youth will face in the seventies and the challenges which this presents to educators, deals with this second premise. In dealing with principles which will guide educational innovation in our schools and colleges in the seventies, Heath believes that "more effective ways to integrate thought with action" must be found. By doing this, he argues, student boredom will be eliminated. He goes on to discuss what he calls "ennui, the mixture of boredom and passivity," which he sees in youth today. The effect of this is that many contemporary students experience a loss of identification with the traditional social groups of our society.\(^9\)

Heath suggests that we must find ways to help today's youth develop skills to create their own direction and meaning. One way to do this, according to the author, is to confront them with many different

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\(^8\) Dewey, op. cit.

tests of their strengths and weaknesses. To accomplish this "We will learn how to use the resources of our community and natural world more effectively by which to test the maturity of youth."10

Ten years ago in The Adolescent Society, James Coleman described the plight of the adolescent society. In Coleman's view the society he surveyed was goal-less. Because schools segregate young people by age and grade, they were forced to live in both sociological and general developmental moratorium for over half a decade of their lives. After having documented the tragedy of holding up potentially idealistic youth, Coleman suggested that young people should be directed toward more positive ends.11 James Mackey, in reflecting on Coleman's work, believed that the conclusion that may be drawn is obvious: "Adolescents--often psychologically adults but sociologically forced to behave as children--need activities that involve them." Mackey believes that community action projects give youth opportunities to analyze and be involved in serious social issues. "Community involvement...can be potency-building, cynicism-reducing and self-concept-enhancing activities."12

Margaret Mead also suggests using community resources to make high school education exciting. Dr. Mead believes that students must be let out of schools to accomplish this. The anthropologist believes that

10Ibid., p. 21.


there are many tasks outside the school which young people can accomplish which would be both educational and useful to the community. Dr. Mead points to the many tasks which must be performed in cleaning the local environment. She concludes by saying that such activities "help them (young people) to feel a part of the community in which they are living."  

In discussing the value of community schools, Wood cites several advantages. The author points out that they encourage activity and experiences in everyday living. Thus, there is great social utility for the student. Kilpatrick becomes more specific about the social value which is derived from students' learning by participation in the community. Among other advantages Kilpatrick sees youth involvement in community as teaching them how to think and, therefore, enable them to suggest improvements in society. He goes on to point out that comparative community activities furnish direct practice in thinking-acting aspects of democracy.

In pointing out the advantages of a community school, Olsen elaborates on three terms. He defines learning as effective changes in behavior towards ends agreed upon by society. However, he points out that to engage in some enterprise, even one of social worth and interest to the learner is not enough. Education, according to Olsen, is the careful planning of activities and the organization of total community resources in a way which will foster learning. Lastly, he sees schooling as the selection, organization and development of educational activities,

13 Margaret Mead, "Are Any School Administrators Listening?" Nation's Schools, June 1971, p. 42.

14 Wood, op. cit.

15 Kilpatrick, in Hanna's Youth Serves the Community, op. cit.
which are so valued by the community, that they need to be covered by a special agency. His model community school is defined by Olsen as the "organizing of the local community effort in such a way as to give leadership to community efforts to improve the learning of all its members."16 Thus, the learners have the maturing experience of being the teachers as well as the taught.

Education for Careers

Today's educational journals are filled with articles devoted to career education. The career development concept would provide children with information about the world of work from grades K-12. The program at the high school level would combine academic subjects with "more intensive exploration of a variety of job possibilities within occupational clusters."17

In "Career Education: Every Student Headed for a Goal," Sidney P. Marland, the former Commissioner of Education, stated that the purpose of career education is "the preparation of every pupil for meaningful work or meaningful higher education, lending itself to ultimate career entry and personal fulfillment." Marland points out that, during his tenure, the United States Office of Education had made career education a high priority item. Furthermore, the United States Office is presently

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supporting research and implementation of model programs. 18

An employer-based program is one such model being funded. Under this concept industrial firms, businesses, labor and governmental agencies would operate work training programs which would meet their particular employment needs. According to Marland this model would provide basic academic learning in school and skills training would be provided for by the cooperating industry, business, union or government agency. 19 Furthermore, in Massachusetts Schools: Past, Present and Possible, Richard deLone discussed the present plight of vocational education in Massachusetts in particular and the nation in general. Among other facts, deLone, in citing Schaefer and Kaufman data, suggests that fifty percent of students currently enrolled in vocational programs (some 25,000) lack either the interest or aptitude to benefit from specific vocational training. The author proposes career education as a possible answer. Mr. deLone goes on to point out that present vocational training, geared to actual labor market demands, is not practical due to changing economic conditions such as industries switching locations, existing industries becoming obsolete and new industries emerging. The result is that schools "are left with expensive shops, without the capital outlay required to convert them to newer occupations." 20 By utilizing plants with the latest equipment for student placement and training, this problem is avoided. In light of an expanding demand for


19 Ibid., p. 4.

20 deLone, op. cit., p. 32.
occupational education, the utilization of community industry, businesses and government as partners in vocational training may be a viable alternative.

Dr. Marland underlined this emerging theme in his address at the 1971 National Association of Secondary School Principals Convention. In discussing directions of future vocational training, Commissioner Marland suggested that people from business, industry and organized labor work in closer collaboration with the schools. Indeed, Marland suggests "further subsidies or other encouragement to industry to increase cooperative education and work-study to greatly enhance these programs." Marland suggests that educators get nearby employers to help in training.21

Up to this point, three key themes which can be found in the advocating of community resources have been discussed. The first dealt with the concept that real learning takes place when the learner is involved in direct experiences. Thus, the community was seen as an ideal milieu for these direct experiences.

The second premise or theme in the advocating of community resources which was presented suggested that when youth become involved in community learning, these experiences are not only relevant but also have a positive effect on the development of youth. These community experiences help the student mature, develop a social awareness and give the student a sense of commitment to the community and an opportunity to serve it.

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The last argument discussed advocated the use of community resources as an integral part of a career education concept. These advocates see the community as a viable alternative to skill training in school. The premise is that since there are industries and businesses in the community which need a labor force with specific and varied skills, with governmental incentives, selected industries could train students through flexible forms of work-study programs.

Escape from School.

In the Unheavenly City, Edward Banfield discussed the plight of urban poor. Banfield suggests that these students who are not learning in school should be let out of school to learn elsewhere. The author points out that the jobs at which teenagers might learn would be "far from exciting." He suggests that "these jobs would be exciting as compared to sitting in a classroom where subjects discussed are boring if not incomprehensible." Finally, in Banfield's opinion, high school cannot educate those young people whose "class culture strongly disposes them not to learn." Banfield suggests an alternative learning situation by "moving high school training out of schools and into factories and offices; that is, by giving students the option of combining work and learning."

Perhaps the ultimate advocacy of the utilization of community resources in education comes from Ivan Illich. Illich is similar to

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23Ibid. p. 155.
24Ibid. p. 157.
Banfield in that he advocates community learning in lieu of learning in school. However, the author of Deschooling Society goes considerably farther than Banfield in developing this concept. Where Banfield argues that some members of society, because of their social situation, cannot or will not learn in schools, Illich proposes that "for most men the right to learn is curtailed by the obligation to attend school." It is Illich's contention that schools have an anti-educational effect on society. The base of Illich's argument is his belief, "that education for all means education by all." Because, in Illich's view, most learning is a human activity which least needs manipulation by others, most learning does not require instruction. Therefore, Illich would replace schools with "an educational network or web for the autonomous assembly of resources under the personal control of each learner." Indeed, Illich sees the use of community resources not as an adjunct to schools but a replacement of them.

It might be said that both Banfield and Illich advocate the use of community as an alternative to schools because, for some people at least, school does not work. There are others who also feel that schools are not working as they should be. Charles E. Silberman suggests

25Banfield, op. cit.
27Ibid., p. 11.
28Ibid., p. 32.
29Ibid., p. 56.
in Crisis in the Classroom that our educational institutions are not adequately meeting present or future needs.\(^{31}\) Silberman goes on to say that "the public schools are failing dismally in what has always been regarded as one of their primary tasks...facilitating the movement of the poor...into the mainstream of American economic and social life."\(^{32}\)

In the author's view, the failing schools are not limited to the slums. Indeed, the problems in the slum schools are "in a large part an exaggerated version of the failures of American Schools as a whole."\(^{33}\)

In the face of the criticisms of Silberman, Illich, and Banfield, as well as those of Kozol, Goodman, Holt, Hart and Herndon\(^{34}\) to mention a few, it might be argued that alternatives to learning in school were sought. Learning in the community or with the aid of community resources could be considered one such viable alternative.

**Crystallizing Theories**

Thus far the discussion has been limited to four major premises which are usually used in advocating the use of community resources. In the literature previously mentioned one of the themes discussed is usually

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\(^{32}\)Ibid., p. 53.

\(^{33}\)Ibid., p. 62.

the basis for arguments advocating the use of community resources. Several programs examined below, reflect the themes previously discussed.

Perhaps one of the best known community resource programs is the Parkway Program in Philadelphia. This program is based on the Escape from School argument. The chief architect of this program, John Bremer, states: "It is not possible to improve the high school; it has reached the end of its development." Bremer believes that what is needed is a new kind of educational installation. The Parkway Program departs from the traditional high school in many ways. However, the most striking departure rests in the fact that it has no building or campus. "Learning is not something that goes on only in special places called classrooms..." The "school" is the city of Philadelphia itself. Learning is not limited by the space of a classroom or the time of a conventional school day or year. The courses offered are held almost anywhere--a university, a public library, an art museum or a teacher's home. Some of the cooperating institutions include: the Philadelphia Zoo, Franklin Institute, the Museum of Art, the Insurance Company of North America, television station KYW, the Police Department of Philadelphia and the District Attorney's office. "What Bremer hopes the student will learn is how to live--with others as well as with himself."

36Bremer in Silberman's Crisis In the Classroom, op. cit., pp. 349-350.
37"The Parkway Program," op. cit.
38Silberman's Crisis In the Classroom, op. cit., p. 353.
A program, modeled in part after the Parkway Program, is the High School in the Community in New Haven, Connecticut. "A small group of teachers, dissatisfied with conditions at Hill House High School, began in 1967 to encourage parents and students to try to design an educational experience which would more directly meet their needs." The program has three goals: building students' skills, increasing motivation to learn, and encouraging students to become responsible, independent members of society.\(^{39}\) The High School in the Community has capitalized on the resources of New Haven and Yale. Students worked in hospitals, elementary schools, advertising agencies, as well as architectural firms, radio stations, leather workshops, community drug and counseling services and a nature center. Furthermore, the students took "regular" courses from a variety of more conventional offerings.

The emphasis placed on community resources by the United States Office of Education has already been noted earlier in this chapter (p.25). Much of the literature dealing with community resource utilization deals specifically with urban schools. However, the utilization of community resources in educating for careers, can also be considered a viable alternative for rural schools. In "Educating Rural Youth for Success in the World of Work," Stutz and Merrell discuss this alternative.

The Western Small Schools Project involved fourteen schools. The objectives of the project were: 1) to help students in rural areas make realistic career selections; 2) to develop an awareness of requisite skills and

competencies in many careers and 3) to develop job entry skills. The authors point out that, due to isolation and a lack of a comprehensive educational program, rural youth have certain inadequacies as job seekers.40 The program makes full use of community resources through internships provided by cooperating industry, business and governmental agencies.

A program which utilizes community resources and exemplifies the Maturation and Fulfillment premise previously discussed is The Butler Program of Education.41 According to the author the program has three main objectives: 1) to develop an understanding of those unique human qualities that belong to all men in all cultures; 2) to grasp the basic underlying forces controlling life in the city; 3) to develop a sense of confidence in oneself through the realization that the city functions, develops and grows by means of decisions made by men and that one has a right to participate on some level in the decision-making process.42

The program has four phases, one for each grade (9-12). In Phase I (Grade 9) the students study the nature of being human through conventional instructional methods. Grade 10 (Phase II) takes the student into the study of a major ethnic group of his choice through access to experts on various ethnic groups who are brought into the school. Also,


42 Ibid., pp. 155-156.
field trips to various ethnic neighborhoods and interviews with members of the target ethnic group are utilized. In Phase III (Grade 11) students make in-depth studies of the economics, politics and social life of their own neighborhood. This is later expanded to include the whole city. Students choose another neighborhood for in-depth study similar to the one done in their own. They then become resource people themselves by sharing their findings with other members of the seminar. In Phase IV (Grade 12) the students spend a minimum of twenty hours a semester in community services or organizations of varying kinds ranging from a congressman's office to a community health center. This field work "allows the community to become the classroom."\(^3\)

Another program which may be categorized as having as its rationale the Maturation and Fulfillment argument can be found in the Ramapo Central School District Number 2 in Spring Valley, New York. Robert Petix, coordinator of the school and community program, says: "We are dealing with high school adolescents, and as educators it is our function to help develop them into mature and responsible adults." Petix goes on to say a student volunteer program can help do this. According to the coordinator, the program gives the student a heightened sense of his own value when he can help others. Second, it helps the student develop a social consciousness.\(^4\) The volunteer work is considered

\(^3\)Ibid., p. 158.

\(^4\)"Ramapo Combines Community Service and Self-Development," no author listed. *Synergist* National Student Volunteer Program--Volunteers in Service to America, Spring, 1972, Vol. 1, No. 2., p. 64.
part of the academic curriculum. Students are given academic credit if their performance is satisfactory. The evaluation of the students' activities is made by service advisors and the program coordinator.

Students work in a public or private agency that serves the aged, the physically or mentally handicapped or underprivileged youth on a volunteer basis. They must volunteer to work at least four hours a week. The community's response to the program has been overwhelmingly favorable. The school serves fifty-one agencies, including hospitals, nursing homes, mental health institutions, libraries and schools ranging from pre-kindergarten to high school.

In focusing on the use of community resources as a means to enhance Experience and Learning, Talent Pool in Westwood Public Schools is an exemplary program. Unlike the previous programs discussed, Talent Pool brings the community resources into the school. According to Irene C. Corbett, the program's director, Talent Pool allows teachers to make experts, who keep abreast of rapid changes in technology, science and culture, available to their students. Talent Pool has listed almost two hundred volunteers from the community and its environs. "When called upon, these volunteers help bring children into contact with experiences which teach them more about the world around them."45

Teachers have at their disposal a directory which is updated regularly. Included in the directory are the names of volunteers in the Talent Pool, the skills, availability and suggested age groups appropriate

for each volunteer. When a teacher wants to use a volunteer, he makes his own arrangements directly at a time which is mutually convenient.

A program which is similar in concept but much broader in scope can be found in Indiana. In South Bend, Indiana, a joint venture between Indiana University and the South Bend Community School Corporation resulted in a "School Corporation Audio-Visual Learning Resources Handbook." The handbook listed all data relevant to individual community resources. Over four hundred firms and individuals are listed in the file. When a list of resources is needed by a teacher, the request is sent to a central data processing center for computer processing. The print-out lists the important information which helps teachers contact volunteers:

- Name
- Address
- Phone Number
- Specific Directions for Location
- Specific Activities of the Firm
- Types of Materials Available from them
- Safety Features
- Person to Contact for Field Trips
- Grade Level of Students Preferred
- Length of Notice Required

All entries in the book have been personally contacted and follow-up study on their participation has been conducted.

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47 Ibid.
CHAPTER III
ORIGIN AND IMPLEMENTATION OF THE PROGRAM

Monument Mountain Regional High School is a public secondary educational institution. There is evidence that the community is proud of its award winning facility. Requests are frequently received for tours of the building and grounds. Pictures and architect's drawings were exhibited at the American Association of School Administrators' annual convention in 1968. The school is the only high school of the Berkshire Hills Regional School District. It encompasses grades 9-12. As of October 1, 1972, the school had an enrollment of 826 students. Students are drawn from the towns of Great Barrington, Stockbridge and West Stockbridge. In addition, tuition students\(^1\) from Sandisfield attend the school. The staff consists of 62 teachers, 3 guidance counselors (one of whom also serves as Director of Guidance), 1 community resource co-ordinator, 1 librarian, an assistant principal and principal (this investigator). The supportive staff consists of 2 secretaries, 2 general clerks, 3 teacher aides and 1 library/audio-visual assistant.

The instructional staff is organized by departments in what might be considered a traditional academic pattern. The departments include Art and Business Education. In addition, an important part of the Monument Mountain program has been the Career Education (including centers of Industrial Arts, Vocational Courses and Home Economics),

\(^1\)Tuition students refer to those students who come from the town of Sandisfield. Sandisfield is not a member town of the regional school district and therefore, the town pays tuition for all of these students who attend Monument Mountain Regional High School.
English, Foreign Language, Mathematics, Music, Physical Education, Science, Social Studies and Guidance. Each department is administered by a department supervisor who is responsible for supervision of program, staff and budget in his or her respective area. Furthermore, the department supervisors coordinate their respective departments in the middle school. The department supervisors are responsible to the assistant principal who is responsible to the principal. All are supervised by the principal who is responsible for administration of the total educational program, the staff, as well as supervision of the students and plant.

The member towns of Stockbridge, West Stockbridge and Great Barrington are located in the Berkshires in western Massachusetts in what can be categorized as a semi-rural area.\textsuperscript{2} However, due to the area's natural beauty and cultural attractions, each season brings large numbers of visitors to this section. In the winter, numerous skiing enthusiasts are attracted by the skiing facilities. During the summer months cultural activities such as the Boston Symphony Orchestra at Tanglewood, Jacobs Pillow with its numerous dance programs and the varied repertoire at the Berkshire Theatre Festival attract many visitors. As a result, there are many enterprises geared towards servicing visitors. Tourism is an important part of the economy of the region. Because of its attraction as a vacation area, the Berkshires are inundated by weekend home owners who pay school taxes but who do not

\textsuperscript{2}According to information given by Congressman Silvio Conte's office, the town of Great Barrington is a standard metropolitan area; Stockbridge and West Stockbridge are classified as rural areas.
avail themselves of school services. The communities which make up the Berkshire Hills Regional School District and the surrounding area have an abundance of natural and cultural resources. Living within the region are numerous internationally known individuals such as Norman Rockwell, Eric Erikson, Malcolm Frager, Norman Mailer, to name a few. Many of these residents have shown themselves willing to participate in the instructional program. They have always constituted an important, if relatively untapped, resource.

History of School District

Before the regional school district was formed three member towns, (Stockbridge, West Stockbridge and Great Barrington) maintained their own schools. As the self-evaluation committee wrote: "The towns realized that the cost of maintaining three separate plants was exorbitant; the outlook was for greater expense." The towns formed a Regional District in 1966, and Monument Mountain Regional High School was opened in 1968. The three towns which comprise this school district are predominantly small and rural. All three towns have voted positively on school budgets and are deeply concerned in the education of their youth. The per pupil expenditure for students at Monument Mountain was $1427 in 1972. This was the highest per pupil expenditure in the Southern Berkshires including the city of Pittsfield.


Great Barrington is the largest town and most commercially oriented with a population of approximately 7,500. Stockbridge is a small, picturesque New England town. Its population is about 2,000. Partially due to the presence of the Austen Riggs Center (an institution designed to give help to those suffering minor psychological difficulty), there are a number of professionals residing in the town. The town has been known throughout its history as a community of wealth and intellectualism. West Stockbridge has a population of 1300. Like Stockbridge, most residents are employed outside the community. The majority of residents are employed in industrial occupations. There is no large industry in West Stockbridge itself.

**Initiation of the Community Resource Program**

In 1971, after reviewing certain student requests for changes in the structure of the high school, the school administration decided to institute a Faculty Advisory Committee. This was done in order to solicit staff opinion about these proposed changes. Thus, the faculty had an opportunity to voice opinions on the students' proposals and policy changes in general. The staff could voice their opinion through the Faculty Advisory Committee. The Department Supervisors had this opportunity in the weekly Department Supervisors' meetings. And the students provided input in student council meetings attended by the school administration.

Members of each separate group meeting during the school year 1970-71, articulated the need for students to demonstrate their ability

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to behave responsibly in a relatively non-structured school situation. It was decided to establish a committee composed of representatives of all three groups to investigate possible ways that this might be done. The committee was charged with the responsibility for recommending ways that the students would be given opportunities to function in an unstructured situation. In addition, the committee was asked to expedite other student requests, such as open studies, free flow lunch periods and open campus.\(^6\)

The committee met for several weeks. Their final report recommended that Monument Mountain Regional High School establish a "mini-course" week during the spring of 1971. The mini-course concept called for the suspension of the regular curriculum for one week. Courses would be offered based on student interests with the objective of giving students a choice of wide range of options and broadening their experience base. During mini-course week students would be allowed to come and go as they pleased. There would be no studies, no formal lunch periods. In short, the students would be on their own to get to the courses they elected and to behave responsibly when not in class. It was decided to accept this recommendation and to try the mini-course concept. During this week many community people taught courses. According to the faculty committee which evaluated mini-courses, the week was a tremendous success. There were over 200 courses offered. In the faculty committee's follow-up report to the School Committee, it was pointed out that the school staff was so pleased by the community volunteers that efforts would be made to utilize these newly discovered resources again.

\(^6\)See definitions, p. 15.
Due to a long self-evaluation process conducted by the high school staff in preparation for subsequent evaluation by the New England Association of Colleges and Secondary Schools, the community resource recruitment idea was to lay dormant for several months.

Generally, the evaluation was highly laudatory of the Monument Mountain Program. The school was recommended for the maximum ten year accreditation period.

However, the findings of the visiting evaluation team sent by the New England Association of Colleges and Secondary Schools focused the staff's attention once again on the utilization of community resources. Among the visiting team's findings was a recommendation concerning better use of these resources. The following suggestions were proposed:

a) establishment of joint committees consisting of representatives from the school and the communities to deal with particular aspects of common problems; b) increased community involvement in curriculum; c) recruitment of local businessmen and women to take part in Business Education subjects; d) greater utilization of available community resources in Social Studies; and e) an expanded program of community involvement in all areas.

These recommendations were discussed in Department Supervisors' meetings and Faculty Advisory Committee meetings. After discussion, both groups resolved that the recommendations were valid and that action should be taken to more fully utilize community resources.

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8 Minutes from Department Supervisors' and Faculty Advisory Committee's meeting.
As a result of this report and the successful use of outside personnel utilized during mini-course week, the "Break-Through Committee" was established. This committee was composed of faculty and administration and was designated as the principal mechanism to investigate and initiate a Community Resource Program.

In appointing faculty members to the Break-Through Committee, the school administration attempted to meet certain needs. First, the members should express an interest and enthusiasm for the community resource concept. Second, certain members should be familiar with the surrounding community. Finally, the committee members should have the skills necessary to develop the community resource book from conception to operation.

For these reasons the following people were chosen. Arthur Mack was selected as chairman. In discussion with him the school administration sensed a genuine enthusiasm for the community resource concept. When he was asked if he would like to serve on the Break-Through Committee, he accepted immediately and offered to chair the committee. He had been teaching at Monument Mountain Regional High School for two years. During that relatively short time, the school administration became aware of his talent for organization and a quiet and effective leadership.

Mrs. Primm ffrench was also appointed to the committee. Mrs. ffrench was the Art Department supervisor. Her knowledge of, and acquaintance with, many artists who resided in the area was one of the principal reasons for her appointment. Furthermore, she was a vocal

9See definitions, p. 15.
supporter of participation in the high school program by the area's many artistic residents. Also, it was felt that Mrs. ffrench's artistic talents could be used to meet any design needs in the Community Resource Book such as design for the resource book's cover. Finally, as a resident of the town of Stockbridge, she would be the committee's liaison with that town.

The third member of the committee was Mr. Patrick Grady. Mr. Grady was coordinator of the Adult Education Program. He was, therefore, very much aware of the people in the area who taught various courses in the Adult Education Program. It was felt that many of these people might be willing to share their expertise with the Monument Mountain students. Furthermore, Mr. Grady was a member of the Great Barrington Rotary Club. As a Rotarian, he was in contact with many of the businessmen in the area.

Miss Kathleen McDermott, the assistant principal, was the fourth member of the committee. She was selected for several reasons. First, because of her long experience as an administrator, she could lend support to the chairman, if needed. Also, since she was vice-principal, she could give administrative approval to any committee actions which required it on the spot. Second, she would be a liaison with the principal. In this capacity she could keep him informed of the progress of the committee. Since Miss McDermott had lived in Great Barrington all her life, she had extensive knowledge of the Southern Berkshire area. She knew many community people and they knew her. She could be the committee's liaison in the town of Great Barrington.
The last appointment was Miss Eleanor Tuneff. As a life-long resident of West Stockbridge, she had a wealth of knowledge of the community resources in that town. She was the committee's liaison with West Stockbridge. Furthermore, in assessing the role that each committee member played it was brought out that as Department Supervisor of the Business Education Department, she commanded all the clerical resources necessary to answer all of the committee's clerical needs. This proved to be an unplanned for but extremely helpful facet of Miss Tuneff's participation.

A Task Committee Communique\(^{10}\) was sent to all members of the Break-Through Committee at Monument Mountain Regional High School. A copy of this communiqué can be found in Appendix A.

The committee's first task was to communicate its objectives to the total staff of the Berkshire Hills Regional School District. To accomplish this, various members of the committee addressed the faculties of the schools throughout the District. In order to gain full participation of the lower schools in the project, it was the decision of the high school Break-Through Committee to make the product of its efforts available throughout the entire school system. It was the committee's intention not only to communicate its goals but also to establish if these teachers would be willing to participate in the program. Through a formal presentation and subsequent feedback sessions at faculty meetings throughout the District, the committee was able to establish its future direction as reflected in its interim report on October 18, 1971.\(^{11}\)

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\(^{10}\)Task Committee Communique: a form sent to all committee members when a committee is established at Monument Mountain Regional High School. The form indicates the members, gives objectives of the committee and sets deadline dates.

\(^{11}\)A copy of the Interim Report submitted to the principal can be found in Appendix A.
This investigator interviewed Arthur Mack to find out some of the significant problems which the Break-Through Committee had. One of the first tasks which the committee faced was to decide what the scope of the book should be. Some committee members thought that the book should not only contain references to people who could contribute to classroom instruction but it also should catalogue those people who would be willing to function as teacher aides or give clerical assistance to teachers. Mr. Mack reported that this was rejected. The committee decided that the real need was to enhance the instructional program. Furthermore, the committee expressed concern that the community might be negative towards the staff soliciting clerical or teaching aid in light of the fact that the high school employed teacher aides.

Mr. Mack pointed out the value of having an administrator on the committee. He stated that certain tasks such as the mailing of questionnaires to the community required administrative approval. Since an administrator was on the committee, such approval could be granted immediately. Administrative support was also necessary in calling faculty meetings when necessary. Finally, the administrator had a secretary at her disposal. This facilitated communication and coordination of committee activities.

The committee took one year to establish the Community Resource Book. Mr. Mack felt that this was a realistic time expectation. The chairman felt that the committee's task of soliciting community resource people and the necessary follow-up required the year. This was especially true since all of the committee's work was done after school. The chairman felt that one of the most difficult tasks was to establish a
system for cataloguing the Community Resource Book. They finally decided to catalogue the book by curriculum subject area. This decision was based on a survey of the staff's opinion. The faculty believed that this would facilitate using the book.

The chairman said he was surprised at how willing the committee members were to give up so much free time. He said for the first five months of its work, the committee met weekly. After that they met once a month.

Planning the Community Resource Program

Internal Resources

In planning the approach to be used in establishing a vehicle which would facilitate the use of community resources, the committee broke its task into two distinct parts. The first was to survey the professional staff within the School District. The survey was an attempt to collect data which would be included in a "teacher resource booklet" which would be compiled by the Committee. To collect the data the members of the Break-Through Committee distributed a memo at faculty meetings at all the schools in the District. Having collected these forms, the Break-Through Committee accomplished the first part of its task of identifying teaching resources within the staff.

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13 A copy of the Memo distributed to all teachers of the Berkshire Hills Regional School District for collecting data which would be included in a "teacher resource booklet" can be found in Appendix A.
External Resources

The second part of the Committee's task was to catalogue those people in the community "which could contribute to the education program." Arthur Mack, the Chairman of the Break-Through Committee, and this investigator, acting in my role as principal, participated in a local radio program to alert the community to the forthcoming survey. During this same period, news releases, informing the community of the efforts of the Break-Through Committee to catalogue the names of those people who would be willing to participate in the program, were sent out to the local news media. In June of 1972, the Break-Through Committee mailed letters to all families in the three towns which make up the school district. Included in this material was an explanation of the Community Resource Program and a questionnaire similar to the one used to survey the Berkshire Hills Regional School District's staff earlier in the school year 1972, (See Appendix A). This task being accomplished, the Break-Through Committee submitted its final report for the academic year 1971-72.

June 16, 1972

TO: Mr. Wood

FROM: The Break-Through Committee (K. McDermott, E. Tuneff, P. ffrench, P. Grady, A. Mack)

This year we polled the entire regional staff for ability and interest in our program. During this summer, 5,000 questionnaires are going out to the community and should be ready to process for a booklet in September.

Figure 1.--Partial Report of Break-Through Committee submitted to the principal June 16, 1972.

The community's response to this survey was immediate, if limited. In June, 1972, 4,000 letters containing application forms to join the Community Resource Program were sent out. A total of 100 were returned. During the summer of 1972, returns from the survey continued to arrive at the high school via the return envelope which was sent with the survey material. In July, 1972, these returns from the community, as well as those previously gathered from the staff survey, were catalogued, according to subject areas. The next step was to develop a way which would make this community resource information easily accessible to the teachers. It was decided that each teacher should be given a notebook containing this community resource information. Since the book would have to be up-dated periodically, it was felt that a loose-leaf notebook would allow this flexibility.

Miss Eleanor Tuneff, Business Education Department Supervisor, is a member of the Break-Through Committee. Since there was no clerical help available, it became her task to duplicate the pages of the Resource Book. She used the students of the advanced Business Education classes to accomplish this task. This not only got the necessary material reproduced, but also gave the students an opportunity to use their typing and business skills to do real work. By the middle of September, 175 Community Resource Books were printed, one book for each teacher in the District. A follow-up letter was sent to all community people who returned the survey.
Dear Mr. __________________:

It is with great pleasure that I welcome you to Berkshire Hills Regional School District, Community Resource Program. Over one hundred people are now participating, and many community resources previously untapped are providing valuable enrichment to our school curriculum. We are pleased to add you to our list.

Each time you are scheduled in a classroom, you will receive a postal card confirming your speaking date. Bring this card to the main office of the school in which you are speaking, so they will know who is in the building and in which room. I will be acting as liaison between the school and the community. If there are any questions, do not hesitate to call me at the high school.

Thank you again for volunteering to work with us. Your services are appreciated and we shall make good use of them.

Sincerely,

James D. Gralla
Community Resource Coordinator

Figure 2.--Letter sent to all community teachers.

Up to this point, the discussion has been concerned with the establishment of the Community Resource Book. A basic purpose of the book is to enable teachers to bring resource people into the school. This component of bringing resources into the school was to become the On-Campus component. However, there is another component of Monument Mountain's Community Resource Program. The intent of this component is to utilize community resources outside the school walls. To understand how this part of the Community Resource Program evolved and the planning of the total Program, it might be useful to discuss the off-campus resource utilization which was in existence prior to the coordinated program being described.
The Monument Mountain Community Resource Program is a synthesis of new components and existing components funded, at least in part, by the state. (Since the scope and intent of these programs will be discussed later in this chapter, they will be treated here superficially.) One such component was the Health Service Assistance Program. During the school year 1970-71, this program became operational. It was a vocational program which was funded partially by the state. Another component which was operational prior to the Community Resource Program was the Distributive Education Program. Like the Health Service Assistance Program, this program was also a vocational program. Both these programs became an integral part of the Community Resource Program.

During the fall of 1971, the administration decided that the five vocational offerings were not meeting the career needs of our students. The high school offered vocational courses in Auto Mechanics, Electronics, Agriculture, Health Services and Distributive Education. However, the report of the New England Association of Colleges and Secondary Schools visiting team which evaluated the high school, Department Supervisors, the Faculty Advisory Committee, as well as the Student Advisory Committee, all agreed that more must be done to give students access to career training. However, due to increasing educational costs and limitation of plant and personnel, adding more

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15 See definitions, p. 15.


17 Minutes of Department Supervisors' Meetings, October, 1971.

18 Minutes of Faculty Advisory Committee Meetings, November, 1971.
vocational courses could not be considered as a solution to this problem.

This was discussed with George P. Lane, Superintendent of Schools. In the course of several discussions on the need for career education the high school administration suggested that tapping community resources to help answer this need might provide some possible answers. Mr. Lane was most enthusiastic and supportive of this. During November, 1970, this investigator recommended to Mr. Lane that a Work Experience program be instituted. Further, it was recommended that a coordinator be hired to administer the program. Mr. Lane and this writer brought this recommendation before the School Committee. It was voted on and accepted unanimously. In December, 1971, Mr. James Gralla was hired as the Work Experience Coordinator. In January, 1972, the Work Experience Program commenced.

Organization of the Community Resource Program

Through the end of the school year 1971-72, the use of community resources at Monument Mountain Regional High School was uncoordinated. Some community resources were being used. However, all of the separate program components described previously functioned independently of one another. Efforts to tap these resources were not comprehensive. As a result of his participation as a doctoral candidate in the program at the Center for Occupational Education, University of Massachusetts, the author initiated contacts with Dr. Roger Peck of that faculty to explore the designing and implementation of a comprehensive Community Resource Program. This was done in part to fulfill the requirements
of the program as well as to achieve the goals already described for the school district. Under the guidance of his doctoral committee, Dr. Mark Rossman, Chairman, Dr. Alan Chartock, and Dr. Roger Peck, the design was approved and the project commenced. Modifications in the program were approved by committee members where easy access was possible. The Superintendent of Schools was most receptive. He agreed with the high school administration that such a program would make available to the staff and students teaching and learning resources which were not then being used. Furthermore, it was hoped that utilizing these resources may well prove crucial in efforts to improve the education of the students of Monument Mountain Regional High School.

During the spring of 1972, many electives were added to the curriculum of Monument Mountain Regional High School. Mr. John Spencer, the Supervisor of Social Studies, was aware of the efforts being made to use community resources. He believed that a Social Studies program should offer the student a chance to serve the community. After discussing this with members of the Social Studies Department and the administration of Monument Mountain Regional High School, it was decided to offer an elective called Community Involvement Program. Thus the final component of off-campus community resource utilization came into being.

In the summer of 1972, the school administration attempted to develop an organizational plan which would coordinate community resource utilization. The organization plan which evolved represented an attempt to develop a design which would allow maximum coordination and development of a comprehensive community resource program. The design also reflects the staff and financial limitations of Monument Mountain Regional High School. The design which is described below was chosen because it was believed that it would allow an easy integration of the new program into the established curriculum.
The Monument Mountain Community Resource Program was to be directly administered by a Community Resource Coordinator. This position evolved out of the Work Experience coordinator position which has been previously discussed. It was the coordinator's task to monitor the Off-Campus resource job stations as well as to coordinate those resource people who participate in the On-Campus phase. He was also responsible for continually up-dating the Community Resource Book. The Break-Through Committee was to be a standing committee whose function would be to help the Coordinator in up-dating the Community Resource Book. The specific tasks assigned to the Community Resource Coordinator will be discussed further in presenting the Operation of the Community Resource Program later in this chapter.

The Community Resource Program has two main phases: Off-Campus Resource Utilization and On-Campus Resource Utilization.

**Off-Campus Resource Utilization**

In this component of the program students were placed in the community where they can benefit from community resources. The situation was much like other contemporary internships, apprenticeships or clinical programs. There were several avenues by which a student would be placed in a community resource. These included a Health Service Assistance Program; a Distributive Education Program; a Work Experience Program and a Community Involvement Program.

**Health Service Assistance**

This course was composed of two basic components. One was the classroom experience. Here the students were supposed to gain sufficient skills to function in a clinical area. Having mastered the basic skills, the second component is used by placing the student in a clinical area in the community. This might have been a nursing home, hospital, doctor's
office or any learning environment in which the student could sharpen his academic skills and gain new ones unavailable in the more structured and generalized classroom situations. The student was placed in a variety of clinical areas usually changing placements quarterly. The classroom segment was taught by a registered nurse who is on the faculty of Monument Mountain Regional High School. Thus, the Health Service Assistance Program was vocational training which attempts to give the students the basic skills needed to function as assistants in a variety of health programs.

Distributive Education Program

The objective of this program was to give students the basic skills required for initial employment in the selling field and/or equip them with background for additional training in related fields. Each day the student studied subjects related to the distributive fields in a class which was two periods in length. Along with this classroom learning, the student was placed in a distributive learning environment within the community. This internship lasted the entire school year.

Work Experience

The Work Experience Program provided opportunities to students for occupational experiences which the Monument Mountain Regional High School curriculum didn't offer. It was a program which was a joint venture between the school and the industrial, commercial and governmental sectors of the community. The Coordinator attempted to find job placements which were appropriate for the student's career interests and abilities. The school provided a general education. The cooperating community industry, business or governmental agency provided the opportunity for skill and/or occupational training. For example, a student who took advanced Machine Shop (an Industrial Arts course) was placed in a
factory which would further train him as a machinist. Machines and advanced equipment not available in the high school were accessible in the plant. Obsolescence in school purchasing could also be avoided in this manner.

Community Involvement Program

Unlike the other facets of the Off-Campus components, this was not a vocationally oriented program. This program placed students in a broad range of community internships. The objective was to enable students to get direct learning experiences in areas in which they were interested or wished to become involved. The program provided students with the opportunity to become involved in making the community a better place to live. The rationale was that opportunities such as this gave students a chance to mature and develop a commitment to the broader community of man. Students were involved in nursery schools, town government, elementary teaching, to mention a few.

All of the above programs were accomplished through cooperation of the school and various community businesses, industries and governmental agencies. Furthermore, students were released from school to participate in the community programs. Students were awarded academic credit for successful participation in the program. The number of credits varied depending upon the program in which the student participated, the amount of time spent in the community learning environment and the evaluation of his performance by the supervisor and the Community Resource Coordinator.
On-Campus Resource Utilization

This part of the program brought community resource people to the student. The Community Resource Book contained a listing of community people who were willing to become directly involved in educating the Monument Mountain students by donating time and expertise. These people were known as community teachers. Each regular teacher had a copy of the book. If a teacher wished to involve a community resource person in his or her class, he used the book to identify that person who would fit the instructional need. The book was catalogued by curriculum subject area. For example, a psychology teacher would bring in a clinical psychologist as a guest lecturer. Or a biology teacher would invite a doctor in to discuss the respiratory system. The Community Resource Coordinator was available to coordinate and facilitate arrangements and invitations. It was thought at the time of the program's inception that the program should be designed in such a way as to help those who ordinarily did not call on community resources but which would not hinder those who did.

Operation of the Community Resource Program

Under the new program which contained elements of already operational components, the Community Resource Coordinator was directly responsible for the administration of the Monument Mountain Program. In coordinating the Off-Campus component, his task was to vary with each component. In the Work Experience Program, the Community Resource Coordinator interviewed all students who elect to participate in the program. He attempted to establish the type of community job placement
the student desired. This would depend on the student's academic background and career goals, as well as recommendations from guidance counselors and teachers. Having established the type of job placement needed, the Community Resource Coordinator made all the necessary arrangements to place the student. These arrangements might include changing the student's school schedule, having the necessary forms completed (see Appendix B). If the job placement required an interview, the Coordinator would make the appointment for the student. Also, if it was determined that the student needed the support, the Coordinator would accompany him to the interview.

Once the student was placed in a host business or industry, the Coordinator had to monitor the student's experience. He made periodic visits to the community resource to check on the student's progress. To help accomplish this the student's job placement supervisor was required to fill out an evaluation form (see Appendix B). Since the student was given academic credit for his Work Experience, this evaluation by the job supervisor became most important in grading the student. The Coordinator also played an important role in mediating any differences that might arise between the student and his job supervisors.

There were approximately 35-40 job placements in which a student who wished Work Experience might be placed. All of these were established through the efforts of the Community Resource Coordinator. It was his task to continually survey the various businesses, industries or governmental agencies in the community for possible enrollment in a partnership with the school.
The role which the Community Resource Coordinator played in administering the Community Involvement component was similar to the Work Experience Program. However, since this was sponsored by the Social Studies Department, students who participated in this program received a Social Studies credit. Unlike Work Experience, this program was not intended to provide the students with skill training for careers but rather an opportunity to achieve a sense of fulfillment and a maturing experience through involvement in the community. A student who elected to participate in this program would be interviewed by the Social Studies Department Supervisor. Together, they mutually would decide on the type of community involvement needed. The Social Studies Department Supervisor would inform the Community Resource Coordinator of the type of community involvement desired. The Community Resource Coordinator would then attempt to find a community agency which might host the student and provide the desired experience. Once this was found, the student and the Social Studies Supervisor drew up an independent study contract. The Community Resource Coordinator periodically monitored the agency where the student was placed and would report his observations and/or pertinent comments to the Social Studies Supervisor. However, the enforcement of the contract was the responsibility of the Social Studies Supervisor. It was also his responsibility to discuss the Community Involvement experience with the student to help the student learn from his experience.

In both the Distributive Education Program and the Health Services Assistance Program, the role of the Community Resource Coordinator was not extensive. The teachers who were involved in the classroom
components of these programs were also responsible to find a community job placement which would further the student's knowledge and skill training in their respective programs. Both these programs were funded, at least in part, by the state and follow the framework required by the state. The role of the Community Resource Coordinator was to help the teachers of these programs by providing them with the names of community people who might be willing to participate in their programs. He was also responsible for students in these programs who would benefit more from them than if they became involved in Work Experience.

In administering the On-Campus segment of the Community Resource Program the role of the Community Resource Coordinator was vital. With the help of the Break-Through Committee, he would continually update the Community Resource Book. Furthermore, when a staff member requests a particular resource person from the Community Resource Book, the Community Resource Coordinator was responsible for contacting the potential resource person.

Perhaps the best way to demonstrate the operation of the On-Campus program is hypothetically. Let's assume that a teacher of General Business is teaching his class about automobile insurance. To help in his lesson, he decides that a community resource person who is an expert in insurance should give a guest lecture in his class. The teacher consults the Community Resource Book and finds such an expert listed. He then fills out the Contact Form shown in Figure 3.
TO: Mr. James Gralla

FROM: ____________________________

RE: ____________________________ Page 

(Name of "Community Teacher")

Please arrange for the above named "Community Teacher" to address my class on

(Primary Date) ____________________________ a.m.

at ____________________________ p.m.

(Alternate Date)

I would like the "Community Teacher" to deal with the following subjects:

____________________________________

____________________________________

____________________________________

Figure 3.--Contact Form sent to the Community Resource Coordinator by the teacher who wishes to use a particular Community Teacher in one of his lessons.

When the Community Resource Coordinator receives this form he contacts the desired Community Teacher by telephone to establish a convenient date. When this is done the Community Resource Coordinator notifies the teacher of the confirmation. Approximately three days prior to the date of the visit to the school by the Community Teacher, the Community Resource Coordinator sends a red post card to the Community Teacher reminding him of the up-coming guest lecture (see Appendix B). The Community Teacher is asked to bring the card with him to the school. This will serve to identify him to the office personnel as a Community Teacher. It will also help the office staff contact the host teacher upon the Community Teacher's arrival.
After the Community Teacher has given his class, he is asked to complete the form entitled "Evaluation of School Experience" which may be found below.

**Evaluation of School Experience**
(This form is to be completed by the Community Resource Volunteer)

School Visited ____________________________________________

Grade ___________________________ Date ____________________________

Subject ______________________________________________________

Was this a satisfactory experience to you?  
Yes _____________ No ________________

If so, what helped to make it so? If not, why not?  
___________________________________________________________________

Were arrangements made by the Community Resource Volunteer Office satisfactory?  
___________________________________________________________________

If not, how could they be improved?  
___________________________________________________________________

What suggestions can you make for improving this experience for you or for the students?  
___________________________________________________________________

Return to:  
Mr. James D. Gralla  
Community Resource Coordinator  
Monument Mountain Regional High School ____________________________  
Great Barrington, Massachusetts 01230  
Name ____________________________

**Figure 4.**--Evaluation of School Experience form. This form is completed by all Community Teachers upon completion of a school visit.

Since the Community Resource Program was new to Monument Mountain Regional High School, information such as this form provided was essential in continually trying to improve and evaluate the program. A similar form was completed by the host teacher after the class. (See Figure 5). The purpose of this form was the same as the one above. However, there was another purpose to this form. That was to evaluate the
performance of the Community Teacher. Feed-back such as this was vital if the quality of the teaching provided by Community Teachers was to be insured. Consistent negative feed-back from host teachers concerning a particular Community Teacher would necessitate the re-evaluation of the continuation of the Community Teacher in the program.

**Evaluation of School Experience**  
(This form is to be completed by the classroom teacher)

In order to properly evaluate our Community Resource Program, would you please complete the following form and return it to the Community Resource Office.

Who was your Community Resource Teacher?__________________

Briefly describe what was covered and how it was done. ____________________________________________________________

What was the age and size of your group?__________________

Did you feel the lesson was successful?__________________

If not, how could we improve it for the next time?__________________________________________________________

Class Teacher

Figure 5.--Evaluation of School Experience form. This is completed by the host teacher after the visit of the Community Teacher.

Aside from the supervision and the coordination of the Community Resource Program, the Community Resource Coordinator had another duty which was also important. That was to help the staff use these resources. To accomplish this, Mr. Gralla, the Community Resource Coordinator, ran workshops during release time for all high school teachers. Furthermore, he made himself accessible during the day
for any teacher who wished to consult him. Finally, he visited various
departmental offices weekly to encourage the use of community resources
through informal conversations with staff members.

Budget for Community Resource Program

Below is the budget for the Community Resource Program previously
described. Much of the work which was performed and described was done
on a voluntary basis. However, the budget below reflects the minimum financial effort necessary to effect the program described.

Salary of Community Resource Coordinator $7000
Traveling Expenses for Community Resource Coordinator 1000
Supplies 400
Miscellaneous (postage fees, printing cost etc.) 335

Total $8735

\(^{19}\) Reference to Appendix D which reflects an optimum budget for a comprehensive program of this kind.
CHAPTER IV

METHODOLOGY USED FOR EXAMINING THE MONUMENT MOUNTAIN COMMUNITY RESOURCE PROGRAM

In the previous chapter, a description and a detailed account of the initiation, planning, organization, implementation and operation of the Monument Mountain Community Resource Program were presented. Chapter IV will describe the methodology used in examining the Monument Mountain Program. Because the investigator is the principal of Monument Mountain Regional High School, access to principal actors and documents of the school district under investigation was possible. As a participant observer, contact with students, teachers, administrators, community leaders, school board and other principal actors of the program was also possible.

To examine the program, various data from different sources were analyzed. This data included: memos and correspondence from the principal's office; minutes of meetings of the Break-Through Committee; printed materials employed in the Community Resource Program; interviews with local school officials; discussions with Monument Mountain staff regarding the Community Resource Program; minutes from Department Supervisors' meetings and minutes from Faculty Advisory Committee meetings. Furthermore, the log, kept by the Community Resource Coordinator was also analyzed. A questionnaire survey was given to various community resources and a limited staff survey was also employed to aid in the examination of the program.
The Types and Numbers of Community Resources Being Used

To help determine the number and type of community resources being used in the On-Campus component, as well as which teachers are using them, a log was established. The Community Resource Coordinator was required to list all community resource people who participated in the program each month. The log contained: the name of the community resource; the date on which he was at the high school; the staff member who invited the community resource; the address of the community resource and the subject on which the resource person spoke. This log which can be found in Appendix B is known as the Community Resource Record of Participation. Thus, data contained in the Community Resource Record of Participation was readily available. The results of this data collection will be presented in detail in Chapter V.

It should be pointed out that, originally, selected staff members were also going to keep a log to gather similar data. However, upon the recommendation of the Community Resource Coordinator, this idea was discarded soon after the program became operational. The Community Resource Coordinator based his recommendation upon feedback which he received from staff members. The staff members felt that the log would be a deterrent to using community resources if they would be required to keep a record of a community resource person every time they made use of one.

Identifying Major Actors, Incidents and Problems of the Program Plan

In attempting to identify the major actors, incidents and problems crucial to the inception, organization and implementation
of the Monument Mountain Program, various documents were studied.

To determine the type of community being served by the Community Resource Program, the "School and Community Summary Report of Self-Evaluation of Monument Mountain Regional High School"¹ was examined. This report was a source of data about the community which Monument Mountain serves. The following data was extracted: the socio-economic levels of the three towns which make up the Berkshire Hills Regional School District; the geography and historical setting; the population and state of economy, including the principal industries and commercial enterprises.

Various documents were researched in tracing the various incidents which might be considered germane to the formation of the initial commitment to community resource utilization. Among these documents were: New England Association of Colleges and Secondary Schools Evaluation of Monument Mountain Regional High School; minutes from Department Supervisors' meetings and minutes from Faculty Advisory Committee meetings. To reconstruct both the crucial events and the role of the principal actors in the planning stages of the Community Resource Program, the following documents were analyzed: Task Committee communiques; minutes of the Break-Through Committee and the Interim and Final Reports of the Break-Through Committee.

Finally, several documents which were designed to facilitate the administration of the Community Resource Program were reviewed.

These documents are all included in the appendix. The data extracted from these documents were used in several ways. First, information relative to the operation and administration of the program was supplied. Secondly, some of the documents generated certain demographic information about participants in the Community Resource Program. Finally, some of these forms provided value judgements which both staff members and community resource people made about the Community Resource Program.

All of the documents mentioned above were analyzed with a rigorous adherence to the spirit of scientific inquiry. As a participant-observer, this writer knew what he was looking for and what was relevant. Attempts were made not to be distracted by the dramatic or spectacular. The observer was alert to details. However, the reporter tried to be cognizant of the program as a total entity. Likely biases were recognized and efforts were made to eliminate their influence upon what has been reported. Observations have been checked and verified whenever possible.

**Describing the Staff Which Utilizes Community Resources**

To determine information about the teachers who frequently used the community resources, a survey was used. The intent of the survey was to isolate variables which might account for the different teachers' utilization of community resources. Some of the variables included age, sex, years of teaching experience, subject which the teacher teaches, educational background, certification, date and title of the last course which the teacher has taken, to mention a few. Besides isolating the type of demographic data mentioned above, the survey also was designed
to elicit teachers' attitudes and opinions about the Community Resource Program.

On March 27, 1973, the survey which was to be given to the teaching staff of Monument Mountain was pretested on the Faculty Advisory Committee. The administration gave the members of this committee copies of the survey and asked them to comment on the clarity and conciseness of the questions contained in the survey. After implementing several suggestions for change in the survey tool, the administration administered the survey to the total Monument Mountain teaching staff on March 29. The analysis of the results of the survey will be presented in Chapter V. A copy of the survey may be found in Appendix C.

A second survey was developed and administered to the Community Teachers who supervised the Monument Mountain Regional High School students in the Off-Campus component. The original plans called for the use of structured and unstructured interviews to elicit certain data from Community Teachers. However, since some of the questions required a value judgement on the part of the Community Teacher about various aspects of the Community Resource Program, it was felt that an anonymous questionnaire would be more effective. This was particularly true since a survey would have been conducted by the Community Resource Coordinator and many questions in the survey relate directly to the duties of the Community Resource Coordinator.

During the week of April 2, the survey questionnaire was given to the Community Teachers who supervise students in the Off-Campus component. Demographic data concerned the Community Teacher's residence in the community, role in the business or industry in which the student
has been placed. The survey also sought to elicit the Community Teacher's attitudes toward his participation in the program, as well as attitudes toward the community resources utilization concept itself. The analysis of the results of this survey will be presented in Chapter V. A copy of this survey has been included in Appendix C.
CHAPTER V

PRESENTATION AND ANALYSIS OF DATA

Presentation and Analysis of Data Relevant to On-Campus Component

On March 29, 1973, a questionnaire was administered to the teaching staff of Monument Mountain Regional High School. (See Appendix C) Out of sixty-five possible respondents, fifty-eight were returned. The first part of the questionnaire consisted of questions, the answers to which provided certain demographic information about the teacher filling out the questionnaire. This information included:

1. Educational data including title and date of degrees attained; educational institutions which conferred these degrees; title and date of last course taken.

2. Teaching data including subjects taught; number of years of experience both at Monument Mountain Regional High School and elsewhere.

3. Personal data including date of birth, sex and marital status.

The second part of the questionnaire consisted of two questions. One solicited the number of field trips on which the teacher took his classes. The other question dealt with the number of times in which the staff member made use of a community teacher in his classes.

Part III of the questionnaire was composed of sixteen statements relating specifically to the community resource utilization in
general, and the On-Campus component in particular. The questions were structured in such a way so that the respondents would have a choice of five possible answers. After each of the sixteen statements concerning some facet of community resource utilization, the respondent was asked to circle one of the following: "SA" signifying strong agreement with the statement; "A" showing agreement with the statement; "?" reflecting no opinion; "SD" signifying strong disagreement with the statement; "D" registering disagreement with the statement.

In the final part of the questionnaire, the respondents were asked to list in rank order the curriculum areas which, in their opinion, could best utilize the Community Resource Program.

As previously stated in the first chapter, one of the purposes of the questionnaire would be to attempt to ascertain variables which might account for different teachers' relative utilization of community resources. It is of interest to note that in response to most of the questions relating to the utilization of community resources, the faculty of Monument Mountain Regional High School registered on the same side of the value scale. The overwhelming majority of these responses might be interpreted as favorable toward the community resource utilization. Furthermore, the responses appeared to be consistently favorable regardless of the faculty member's educational, teaching or personal background as defined in the first part of the questionnaire.

Presentation and analysis of data relating to the concept of utilization of community resources in general

Five of the statements on the questionnaire related to the concept of community resource utilization in general. In statements
1, 2, 3, 4 and 8, an attempt was made to ascertain the staff's opinion of community resource use in general. In responding to statement #1: "Utilizing community resources can aid in teaching all subjects in the curriculum," the response was overwhelmingly positive. Out of a total of 58 possible responses, 27 staff members strongly agreed; 24 of the staff agreed; 5 had no opinion; 1 strongly disagreed and 1 disagreed. Ninety percent of the responding staff members indicated agreement that community resources can aid in teaching all subjects in the curriculum. However, it is interesting to note that while 90 percent of the respondents either agreed or strongly agreed with this statement, only 24 of these, or 41 percent actually reported using a community resource. Of the 41 percent who reported using a community resource, there was a range of as few as 1 community resource being used to a high of over 15. Also, within the 41 percent who reported using community resources, there was an average of 5 used.

This seeming dichotomy between the high percentage of positive response toward community resource utilization and the relatively low percentage of community resource utilization was also apparent in statement #2. In reacting to the statement: "Utilizing community resources can be an aid in some areas of the curriculum," 32 respondents strongly agreed, 17 agreed; 1 had no opinion; 2 disagreed and 6 did not answer. Forty-nine or 95 percent of those who responded to the statement expressed some degree of agreement. Yet only 22 of those in agreement with the statement actually reported using community resources. This suggests that 44 percent of those who agreed with the statement employed community resources.
In light of this dichotomy, the data was examined to find a possible reason. One conclusion possible could be drawn from the respondents' reaction to statement #8. The staff was asked to react to the statement: "There are few resources in the present book who can help me in my classes." Seven staff members strongly agreed; 30 agreed; 10 had no opinion; 3 strongly disagreed and 7 disagreed. Of the 57 responses, 76 percent signified that the scope of the Community Resource Book was not broad enough. This data might be interpreted to mean that, while the vast majority of the staff believed in the use of community resources (as indicated in the response to statements #1 and #2), one possible reason for its relative lack of use is that the staff members found few resources in the book who could contribute to their classes.

Furthermore, an analysis of statement #3: "The Community Resource Book should be expanded to tap more resource people," adds support to this interpretation. Twenty-eight respondents registered strong agreement to this statement; 24 agreed and 6 had no opinion. Ninety percent of the respondents were in some form of agreement with this statement. While this might be interpreted as simply an indication of a positive attitude toward the concept of community resource utilization, its possible significance in explaining the dichotomy between the belief in the community resource concept (as indicated in the response to statements #1 and #2) and the relatively low use of community resources, should not be overlooked.

"Arranging to bring community resource people into my class is not worth the instructional return which is realized." This was item #4 on the questionnaire. Once again an analysis of the reaction to this
statement suggests a positive attitude toward community resource utilization in general. Eighteen strongly disagreed; 26 disagreed; 11 had no opinion; 1 agreed and there were 2 who did not respond. Interpreting these reactions from a positive perspective, 79 percent of those responding indicated that utilizing community resources was worth the instructional return realized. It is interesting to note, however, that this statement solicited the highest number of no opinion responses. Adding these responses with the 1 negative (i.e. 1 agreement with the original statement) response implies that 21 percent of those answering did not indicate agreement that utilizing community resources is worth the instructional return realized. Also, an analysis of the questionnaires showed that of the 11 respondents who did not have an opinion about statement #4, 8 did not use any resource people.

One possible interpretation is that statement #4 is illustrative of certain teachers' perspectives toward community resource utilization. That is, they see a value in their use (as suggested in the analysis of questionnaire statements 1 and 2), but this is relative to the instructional return to be realized, as they perceive it. When the value of community resource utilization was solicited in general (as in statement #1) 90 percent of the staff responded positively. However, when this value was solicited within the perspective of the instructional return to be realized, this number dropped to 79 percent.

Presentation and analysis of data related to reasons for not using community resources

Five of the questionnaire items related to what might be considered reasons for teachers' not using community resources. Statements 5, 6,
7, 13 and 14 attempted to solicit the opinions of the staff members of Monument Mountain Regional High School about these reasons. Table 1 contains the statistical comparison on these responses.

**TABLE 1**

**STATISTICAL COMPARISON OF RESPONSES TO STATEMENTS RELATING TO REASONS FOR NOT USING COMMUNITY RESOURCES**

<table>
<thead>
<tr>
<th>Statement #</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>?</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2</td>
<td>4</td>
<td>23</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>16</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>36</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>1</td>
<td>9</td>
<td>21</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>2</td>
<td></td>
<td>28</td>
<td>27</td>
<td></td>
</tr>
</tbody>
</table>

An examination of the statistics in Table 1 reveals that the staff overwhelmingly rejected these statements as viable reasons for not using community resources. Statement #5 was: "Community resource people decrease the quality of instruction within a classroom." Ninety percent of the respondents rejected this proposition. Statement #6 was related to the total time factor in which the teacher had to teach a given course: "I don't have enough class time to teach what I feel I must; therefore, I can't waste valuable class time with community resource people." Eighty-seven percent of those responding indicated disagreement to some degree with this statement. It is noteworthy that while 90 percent of the teachers responding don't agree that community resource people decrease the quality of instruction in a class, only 87 percent disagreed with statement #6. This might suggest that while teachers feel confident at the quality of teaching provided by
community resource people, a sense of time being wasted when such resource people are being used is a consideration for some teachers.

It is interesting to note that statement #13 drew the lowest percentage of disagreements, 82 percent: "Teachers only use community resource people to get out of teaching a class." The fact that 18 percent of the respondents did not disagree with this proposition could indicate one of the principal reasons why some teachers would not use resource people. That is, some teachers might equate the use of such resource people with avoiding their teaching commitments.

Statement #14 with 96 percent of the respondents rejecting it, along with statement #7 and a 93 percent rejection factor, reflect the largest percentage of disagreement of the five statements being discussed. Statement #14 was: "I'm afraid to bring community resource people into my class because the students won't behave and, therefore, I would look bad in front of a member of the community." Statement #7 is similar: "A community resource person might show me up in front of my class; therefore, I don't use them." While the rejection of those statements might indicate simply a rejection of both as invalid premises, the self-indictment which is implied within both statements should not be overlooked. Since agreement with statement #7 could imply a lack of extensive subject knowledge; and agreement with statement #14 could be construed as teacher weakness with regard to class control, the responses must be considered in light of these possible interpretations.
Presentation and analysis of data relating to the contacting of the community resource person

Statements #11 and #12 related to who should contact the community resource person in order to bring them into a particular class.

TABLE 2

STATISTICAL COMPARISON OF RESPONSES TO STATEMENTS RELATING TO WHO SHOULD CONTACT THE COMMUNITY RESOURCE PERSON

<table>
<thead>
<tr>
<th>Statement #</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>?</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>7</td>
<td>30</td>
<td>10</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>17</td>
<td>9</td>
<td>2</td>
<td>24</td>
</tr>
</tbody>
</table>

Statement #11 was: "The Community Resource Coordinator should contact the community resource person." Sixty-six percent of the respondents agreed with this statement. Thirty-six percent of those responding agreed that: "The teacher should be the person who contacts the resource person." Analysis of the data implies that the majority of the staff agreed with the way in which the Monument Mountain Community Resource Program operates, i.e., the Community Resource Coordinator contacts the resource person (see Chapter III, pp. 60,61). However, it is noteworthy that 36 percent of those responding indicated a preference to the teacher's contacting the community resource person since, in planning the administration and operation of the Monument Mountain Community Resource Program, the high school administration believed that all teachers would find it more convenient to use the Community Resource Coordinator.
This data might also have other implications. In analyzing both statements, 20 percent of the total staff members who returned the questionnaire either had no opinion or did not respond to the statement. To be sure, some of the staff included within this 20 percent possibly had no preference as to who contacted the resource person. However, the possibility that respondents within this 20 percent also did not know who was supposed to contact the resource person and, therefore, did not feel qualified to indicate an opinion, should not be overlooked.

**Presentation and analysis of data relating to curtailment of the Community Resource Program**

Statements #9 and #10 attempted to solicit opinions which would indicate staff rejection of the concept of the community resource utilization. "The utilization of community resources is another fad which will pass," was statement #9. Two respondents agreed: 8 expressed no opinion; 16 strongly disagreed and 31 disagreed and 1 did not answer. Eighty-two percent of those who responded to this questionnaire item did not agree with this statement. Statement #10 was: "Let's forget about all this resource business and get back to basic instruction." Four respondents had no opinion; 22 strongly disagreed; 30 disagreed and 2 did not answer. Some degree of disagreement was indicated by 93 percent of those responding. This data might suggest that a large majority of the staff possesses a positive
attitude toward the continuation of the Monument Mountain Community Resource Program.

While only 7 percent of those returning the questionnaire did not express disagreement to statement #10, 18 percent of those returning the questionnaire did not disagree with item #9. This might imply that, although certain members of the staff might agree that community resource utilization is a passing fad, there are those within that group who still feel the concept should not be abandoned.

Presentation and analysis of data relating to the correlation of the use of community resources and field trips

Statement #16 related to the concept of the use of field trips by teachers. The statement was as follows: "Field trips should play an integral part in the instructional program." As indicated in Figure 6, 46 respondents or 81 percent either agreed or strongly agreed. The data from this statement was compared to the number of community resource people used as reported in Part II of the questionnaire (see Appendix C). It was the opinion of the administration that there would be a positive correlation between the opinions of the staff toward the use of field trips and the number of community resource people used. Figure 6 indicated this positive correlation.
Figure 6.—A comparison of the attitudes of the respondents toward field trips and their use of community resources.

While these respondents that strongly agree with statement #16 were only 36 percent, they were responsible for 53 percent of the total
community resource utilization reported. Forty-five percent of those responding to statement #16 expressed agreement. This group was responsible for 38 percent of the total community resource utilization. Together those that expressed some degree of agreement with this statement were responsible for 91 percent of the total community resource utilization as reported. It might be argued that those staff members who agree with the use of field trips are more likely to use community resource people. Further, the data suggests that the more they agree, the more likely they are to use community resource people.

Presentation and analysis of data relating to community resource utilization as requested by the student

Statement #15 was: "If the students really want a resource person, I will make one available." Thirteen respondents strongly agreed; 26 agreed; 7 had no opinion; 2 strongly disagreed; 4 disagreed and 6 did not respond to the statement. Seventy-five percent of those responding to this statement agreed or agreed strongly. While this represents a large majority of the respondents who would make community resource people available if the students wanted one, the number of staff members who disagreed or had no opinion or did not answer merits attention. Thirty-three percent of all those who returned the questionnaire are included in those latter three categories. This comparatively high percentage of staff members who did not indicate agreement with this statement could suggest that while the staff overwhelmingly
agrees with the community resource utilization concept (as indicated in the data of statements #1 and #2), a comparatively high percentage (33%) would not agree that students should make the decision regarding when and/or if to use community resource people.

Presentation and analysis of data relating to certain variables and subsequent community resource use

As previously stated, Part I of the questionnaire solicited certain information relating to the respondents' educational, teaching and personal backgrounds. Using information provided in Part I of the questionnaire, certain variables were selected by which the data collected in Part III was again analyzed. The purpose was to attempt to find those variables which might be considered relevant to teachers' use of community resources. While most of the statements in Part III showed slight statistical distribution regarding the opinions of the respondents as expressed by the answers "SA," "A," "?," "SD," and "D," certain statements did reflect a diversity of opinion. To be specific, statements 8, 11 and 12 reflected a comparatively high diversity of opinion. These questions were analyzed using the variables of age and degrees.

Presentation and analysis of data of statements 8, 11 and 12, using degree attainment as a variable

In Table 3 the data from statements 8, 11, and 12 is presented. The data is presented using the last degree attained as a variable.
TABLE 3

RESULTS OF RESPONSES TO STATEMENTS 8, 11 AND 12 USING LAST DEGREE ATTAINED AS A VARIABLE

<table>
<thead>
<tr>
<th>Statement #</th>
<th>Degree</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>?</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>% Of Use</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>M.A.</td>
<td>2</td>
<td>13</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>38</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>B.A.</td>
<td>5</td>
<td>16</td>
<td>7</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>M.A.</td>
<td>3</td>
<td>11</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>38</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>B.A.</td>
<td>4</td>
<td>19</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>62</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>M.A.</td>
<td>1</td>
<td>8</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>38</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>B.A.</td>
<td>1</td>
<td>9</td>
<td>4</td>
<td>0</td>
<td>17</td>
<td>62</td>
<td>2</td>
</tr>
</tbody>
</table>

There was only 1 percent of difference separating those respondents with master's degrees from those with bachelor's degrees in responding to statement #8, ("There are few resource persons in the present book who can help me in my classes"). Sixty-four percent of those with master's degrees agreed with this statement and 65 percent of those with bachelor's degrees expressed agreement. However, while 65 percent of those with B.A. degrees agreed with the statement, they were responsible for 62 percent of the total incidents (distribution) of use of community resource people reported. Those with M.A. degrees were responsible for 38 percent of the total incidents (distribution) of use of community resource people.

This might be interpreted to indicate that while both groups equally believed that the resource book contained few resource persons who could help in their classes, those with a B.A. degree were more willing to use community resources in spite of its limitation. Although there were 13 percent more bachelor degree holders than those with
M.A. degrees among the respondents, those with bachelor degrees reported 24 percent more incidents of community resource utilization than those with master's degrees.

In statement #11: "The Community Resource Coordinator should contact the community resource person," 71 percent of the bachelor group indicated agreement, while 60 percent of the master's group agreed. It is interesting to note that more of those with the bachelor's degree indicated a preference for the Community Resource Coordinator being the contact person, in light of this group's more frequent use of community resource people. Since this was the operational mode of the Community Resource Program (i.e., the Community Resource Coordinator made the contact with the resource person), there are several considerations which should be pointed out. Since 71 percent of the bachelor group favored the use of the Community Resource Coordinator, and this group was responsible for 62 percent of total incidents of community resource use reported, the data seems to indicate that the bachelor degree group favored the operational mode established and, therefore, were more willing to use community resources.

In analyzing the data of statement #12: "The teacher should be the person who contacts the resource person," the above interpretation seems to be upheld. Fifty-four percent of those with bachelor degrees
disagree with this statement, while only 38 percent of the master's
degree holders disagree. Furthermore, the data from both #11 and
#12 seems to suggest that if a teacher favors the operational mode for
contacting the community resource person, he will be more apt to use a
resource person.

Presentation and analysis of data
comparing the amount of community
resource and the age of teachers

To compare the use of community resource people within various
age groups, a differentiation was made between the percentage of total
use of community resources and distribution of incidents in which a
community resource person has been used within each group. For example,
within a group of 10 teachers, 40 resource people (total use) could be
used; however, how many teachers actually use community resource people?
The answer to this latter question would be the distribution or incidents
of use.

In soliciting information concerning age, the questionnaire
presented four categories of birthdates to which the respondents were
asked to commit themselves: These were 1910-20, 1921-30, 1931-40, 1941-50.
This data was compared to the data regarding the number of community
resource people used as reported by the respondents. The results of
this comparison are shown in Figure 7.
As indicated in Figure 7, the highest use of community resources was reported by the 1941-50 age group. This was true both in total usage.
(71%) and number of incidents (63%). However, it should be noticed that this age group accounts for 60 percent of the faculty. These figures might suggest, however, that the younger members of the responding faculty were more likely to use community resources. These results confirmed what the administration suspected, i.e., that the younger faculty members would be more likely to use the Community Resource Book.

The 1921-30 age group contains the second highest percentage of faculty members (16%). This group reported an 18 percent total use and 19 percent incident use. This was the next highest use of community resources. The third highest use was reported by the 1931-40 age group (12% of the faculty) with an 8 percent total use and 11 percent incident use. The lowest use was indicated by the 1910-20 age group. This group, like the 1931-40 age group, represents 12 percent of the total faculty and accounted for 3 percent of total resource utilization and 7 percent of incident use. It is interesting to note that the age group which represented the second youngest portion of the faculty (1931-40) was not second in community resource utilization. This was reported by the 1921-30 age group. Although the 1921-30 age group has only 4 percent more faculty representation than the 1931-40 age group, they indicated 10 percent more total community use and 8 percent more incident use than their younger colleagues (1931-40).

It also should be pointed out that the 1941-50 age group was the only group whose percentage total resource utilization was higher than their percentage incident of use.
The community resources available as compared to the utilization of these resources

In an attempt to determine if the amount of community resources available to the various departments of the school had an effect on the percentage of utilization of each department, the following steps were taken. First, the Community Resource Book was analyzed to determine what percentage of the community teachers in the book could be utilized by each department. (It should be noted that many community teachers listed in the book could be utilized by more than one department.) Second, the actual utilization as reported by each department (and cross-checked by the Community Resource Coordinator's log) was analyzed to determine what percentage of the total community resource utilization each department accounted for. The results of both these analyses were then compared. (See Table 4.)

**Table 4**

A comparison of the amount of utilization of community resources by department and the amount of community resources available to be used by each department

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>6</td>
<td>10</td>
<td>8</td>
<td>8</td>
<td>3</td>
<td>7</td>
<td>9</td>
<td>1</td>
<td>2</td>
<td>37</td>
</tr>
<tr>
<td>% Used</td>
<td>11</td>
<td>7</td>
<td>7</td>
<td>19</td>
<td>.7</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>46</td>
</tr>
</tbody>
</table>

As indicated in Table 4, the Social Studies department had the highest percentage of use (46%) as well as the highest percentage
of community resources available. This would seem to be consistent with the interpretation of the data of statements 1, 2, 3 and 8 on pages 73 and 74 in this chapter. That is, that the amount of community resources available directly effects the amount of community resources used. It is interesting to note, however, that the English department was responsible for 19 percent of the total use of community resources, while only having 8 percent available to be used. Similar data is present in the Art, Business and Physical Education departments. That is to say that all of those departments showed a higher percentage of utilization when compared to the amount of community resources available to them.

On the other hand, the Science and Math departments had 9 percent of the resources available to them and only used a total of 3 percent of all resources used. The Foreign Language, Home Economics, Music and Career Education departments also showed a lower percentage of use when compared to what was available. What this might indicate is that these departments in the curriculum which teach skills are less likely to use community resources than those which might be considered concept-oriented. Figure 8 further illustrates this point.
Figure 8.--A comparison by department of the amount of community resources used and the amount available.
Presentation and Analysis of Data Relevant to Off-Campus Component

During the week of April 2, 1973, a survey questionnaire (see Appendix C) was hand-delivered by the Community Resource Coordinator to 33 of the owners and/or managers of certain businesses, government agencies and industries at which Monument Mountain Regional High School had job stations.¹ Out of the 33 handed out, 25 were returned. The objective of this questionnaire was to supply data concerning various reactions of Community Teachers toward the Community Resource Program in general, and the Off-Campus component in particular.

The first page of the questionnaire solicited certain information about the Community Teacher's personal and business background, as well as certain information relating to the Community Teacher's role in the program as he perceives it. Page 2 of the questionnaire was similar in format to the questionnaire which the Monument Mountain Regional High School staff were asked to complete. There were 13 statements relating specifically to their participation in, or opinion of, the Work Experience Program. After each of the 13 statements the respondents were asked to choose one of the following five answers: "SA," signifying strongly agree; "A," showing agreement; "?," meaning no opinion; "SD," reflecting strong disagreement; "D," meaning disagreement with the statement.

Question #13 asked the respondent who should provide transportation for the students to the job stations: the school district, employer or parents.

¹Job station: see definition p. 14.
Profiling the Community Teacher

Certain data on page 1 of the questionnaire attempted to isolate certain variables which might be considered important in attempting to explain why these community people got involved in the Monument Mountain Regional High School Community Resource Program. Question #1 was: "How long have you lived in the Berkshires?" Three respondents indicated 1-5 years; 2 chose 6-10 years; 1 answered 11-15 years; 1 answered 16-20 years; 7 indicated over 20 years and 11 indicated native. Forty-four percent of those responding indicated that they were natives of the Berkshires; and 25 percent responded that they lived in the Berkshires for over 20 years. Sixty-nine percent of all respondents were included in these two categories. Question #4 was: "How many employees does the business/organization employ?" The responses to this question ranged from 0 to 150 and an average of 29. Question #10 was stated: "Do you pay the student?" Twenty-two respondents indicated that they did, while 2 reported negative, with 1 no answer. Seventeen responded yes, 5 no and 3 did not answer to the question: "Do you think the student should be marked academically on the work he does with you?"

Using this data as a base, the following profile of the typical Community Teacher participating in the Off-Campus component emerges. He is a native or has lived in the Berkshires for more than 20 years. He employs or manages 29 people. He pays the student and he feels the student should be graded for the work which he does at the job station.

While the above description is based on a limited sampling, it should be pointed out that there was a 75 percent rate of return. Furthermore, it is presented here within the perimeters of describing
one component of the Monument Mountain Community Resource Program and the temptation to generalize must be avoided.

Presentation and analysis of data relating to opinions of Community Teachers towards the future of the program

Three questions, Nos. 12, 14 and 15, related to the future direction of the program. Question #12 was: "Do you think employers would be willing to take student interns if certain tax incentives were offered them?" The purpose of this question was to gain various Community Teachers' opinions toward the school-business partnership concept. This concept would provide tax incentives to industries and businesses which train students on their premises in various occupational skills. Since this might be considered an alternative to occupational training on the school premises, it was decided that this question should be included to give the high school administration an indication of the Community Teachers' opinions toward this concept. Twenty-two out of 24 respondents answered yes; 2 answered no and 1 didn't respond. This indicates that 90 percent of all those responding agreed with the concept.

The purpose of question #14 was to ascertain if the Community Teacher would feel so positive about the program that he would recommend it to a business acquaintance. The question was: "Would you be willing to recommend participation in the Work Program to a business acquaintance?" One hundred percent of those who returned the questionnaire agreed. This response might be indicative to the overall favorable opinion which Community Teachers felt towards their participation in the program.

Question #15 asked: "Do you think the program should be expanded?" The answer seems to indicate similar data. Once again
100 percent of those responding (24) answered yes and there was 1 no answer. The data of questions #14 and #15 could be interpreted as indicative of a positive attitude toward the Work Experience Program both at present and in its future direction.

**Presentation and analysis of data relating to positive aspects of program involvement for the Community Teacher**

Questions, Nos. 1, 2 and 3 on page 2 of the questionnaire attempted to ascertain the Community Teachers' perceptions of certain positive aspects which they experienced being involved in the Work Experience Program. The questions and responses can be seen in Table 5.

**TABLE 5**

**RESULTS OF REACTION TO STATEMENTS 1, 2 AND 3 BY COMMUNITY TEACHERS**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>?</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;1. Participating in the program has given me a chance to contribute to the education of the youth of this community.&quot;</td>
<td>9</td>
<td>15</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>&quot;2. The program gives us access to necessary labor.&quot;</td>
<td>8</td>
<td>14</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>&quot;3. The student which was placed here has made a significant contribution to the organization's production.&quot;</td>
<td>7</td>
<td>13</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
From the beginning of the Work Experience Program, the administration of Monument Mountain Regional High School contended that the statements in Table 5 would have to be true if the program were to survive. It was, therefore, crucial that the results of these three statements were positive. It is interesting to note that in question #1, 96 percent of the respondents strongly agreed or agreed. Furthermore, 88 percent agreed to some degree with question #2. However, only 30 percent agreed with statement #3. This might be interpreted to indicate that some Community Teachers perceive themselves as giving more than they are getting in return. That is 16 percent (the difference in percentages of agreement between #1 and #3) of the Community Teachers possibly are motivated to participate more from philanthropic reasons than those of personal gain. Yet it should not be overlooked that 88 percent of the respondents agree that the program gives them access to necessary labor.

In summary, the Community Teachers seemed to have overwhelmingly indicated a realization of a contribution which they were making, while at the same time, recognizing that certain benefits also evolve out of participation.

Presentation and analysis of data relating to student needs as perceived by Community Teachers

There were 3 questions which attempted to ascertain the Community Teacher's opinion about the student's educational needs (Nos. 4, 5 and 10). Table 6 shows the data tabulated from these statements.
TABLE 6

RESULTS OF REACTION OF STATEMENTS 4, 5 AND 10

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>?</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;4. The student doesn't have enough time to spend at the job station.&quot;</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>11</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>&quot;5. This type of work program adequately meets the vocational training needs of the student we employ.&quot;</td>
<td>3</td>
<td>14</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>&quot;10. The student's educational background has not been adequate to meet the requirements and tasks of the job.&quot;</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>15</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Fifty-nine percent of those responding to question #4 disagree to some degree. In answer to statement #5, 66 percent agree. Seventytwo percent of the respondents disagreed with statement #10. In light of the data, several interpretations should be considered. A relatively low percentage (66%) of the respondents expressed agreement with the statement that the Work Experience Program adequately meets the vocational needs of the students they employ. At the same time, an even lower percent of the majority (59%) agreed that the student doesn't have enough time to spend on the job station. This might suggest that the Community Teachers perceive the students as needing more time on the job station to more adequately meet their vocational needs. Also,
since 72 percent of the respondents disagreed that the students' educational background has not been adequate (statement #10), it could indicate that the majority of Community Teachers do not see the students as needing more time in school to strengthen their educational background.

In summary, the data might indicate that to more adequately meet the students' vocational needs, a majority of the Community Teachers believe that more time should be spent at the community job station.

Presentation and analysis of data relating to the program in general

Several questions were included to gain a perspective of the Community Teachers' opinions toward the Work Experience Program in general. The data from questions, Nos. 7, 9, 12 and 14 provide some insights into the level of satisfaction with the program. Overall, the data in Table 7 suggests that the respondents showed a marked approval of the program.

TABLE 7

RESULTS OF REACTIONS TO STATEMENTS 7, 9, 12 AND 14

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;7. The communication with school has not been adequate.&quot;</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>&quot;9. If asked again I would want more students to work for me.&quot;</td>
<td>5</td>
<td>14</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>&quot;12. Based on my experience with the Work Experience Program, more students should be encouraged to take part in the program.&quot;</td>
<td>10</td>
<td>14</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>&quot;14. The work program should be phased out.&quot;</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>16</td>
</tr>
</tbody>
</table>
In analyzing question #7, some interesting, if puzzling, results were discovered. Thirty-seven percent of the respondents either agreed or strongly agreed that communication with the school has not been adequate. An equal percentage of respondents (37%) disagreed to some degree with this proposition. However, when the data of statement #12 is analyzed, the vast majority, 96 percent, agree that, based on their experience, they think more students should be encouraged to participate. In light of the relatively high percentage of respondents who thought communication with the school was not adequate (37%), the data could indicate either some of the respondents to statement #7 misunderstood it, or, in spite of the inadequate communication, as they perceived it, this was not a significant deterrent to those respondents recommending that more students should be involved in the program. Furthermore, when one considers that 80 percent of the respondents agree or strongly agree with statement #9, either of these interpretations seems plausible.

Using the data from statements, Nos. 9, 12 and 14, it would seem that the Community Teachers strongly support the Work Experience Program. For example, 96 percent of those responding indicated that based on their experience, most students should be encouraged to take part in the program. However, percentage of agreement to statement #9 is considerably lower, 80 percent. One possible reason is that when the respondents reacted to statement #12, they were agreeing to expansion of the program in general. However, in reacting to statement #9, they had to consider expansion of the program in light of their participation. In summary, although 96 percent agreed that more students should participate, only 80 percent indicated that they could utilize more students than they are presently
teaching.

In response to statement #14, the work program should be phased out, 64 percent of all those who returned the questionnaire strongly disagreed and 36 disagreed. This would indicate that 100 percent of all those who returned the questionnaire support the program.

Presentation and analysis of data relating to cooperation of business

Statements #6 and #8 attempted to isolate the opinions of the Community Teachers toward the concept of the cooperation of business in the Work Experience Program. Statement #6 was: "Businesses in the community have an obligation to get involved in programs such as this whenever possible." Twenty-three of 25 respondents agreed or strongly agreed with this statement. This indicates that 92 percent of all those who returned the questionnaire agreed or strongly agreed with this premise. It is interesting to note that there was virtually no disagreement with this statement. However, 2 respondents had no opinion.

Statement #8 was: "In my opinion more businesses would be involved in the program if they knew about it." Comparing these responses to those of #6 reveals what might be an important consideration if the interpretation is valid. Twenty-two of the 25 respondents agreed with this statement. That is, 88 percent of all those who returned the questionnaire, agreed. Once again there were no respondents who disagreed.

The results of these two questions might indicate that 92 percent of the respondents perceive that businesses have an obligation on the one hand, but also feel that not enough of the business owners or managers have met this obligation because they are not aware of the
program. Since much publicity, via radio, television and newspapers, as well as personal contact by the Community Resource Coordinator, preceded the initiation of the Work Experience Program, one must question either the effectiveness of such publicity or the validity of the results of the responses to statement #8.

A further consideration might be that, since the respondents to question #6 are involved in the Work Experience Program, one might conclude that they feel the sense of obligation. However, those business people who aren't involved might know about the program but not feel the sense of obligation.
CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to examine and analyze the process surrounding the implementation of a program for community resource utilization at Monument Mountain Regional High School.

Specifically, the objectives of this study were:

1. Through document analysis to identify the major actors, incidents and problems related to the inception, organization and implementation of the Monument Mountain Regional High School program.

2. To determine the type and amount of community resources being used.

3. To determine how the teachers perceive their role in relation to community resources.

4. To determine information about the teaching staff who frequently used community resources.

5. To report various reactions of Community Teachers toward the Community Resource Program and their participation.

6. To develop conclusions relative to the future of the program within the Berkshire Hills Regional School District and in other settings.
The Method

The investigator used a case-study design. The investigator was the principal of Monument Mountain Regional High School and thus had access to school personnel and documents. As a participant-observer, this investigator had the opportunity for contact with students, teachers, administrators, community leaders, members of the school board and other principal actors of the program.

In order to describe the planning, organization and implementation of the Monument Mountain Regional High School Community Resource Program, certain data was analyzed. This data was presented in narrative form using this background material from various sources such as:

1. Memos and correspondence from the principal's office.
3. Material used in in-service sessions.
5. Interviews with local school officials.
6. Interviews with students affected by the program.
7. Discussions with staff regarding the Community Resource Program.
8. Minutes from Department Supervisor meetings.
9. Minutes from Faculty Advisory Committee meetings.

Since conflicting data were collected due to certain participants' knowledge, recall, biases and perceptions, precautions were taken to check and cross-check information.
Summary and Conclusions

Monument Mountain Regional High School
Community Resource Program

Summary and Conclusions

A description of the Monument Mountain Regional High School Community Resource Program has been given in detail. The objective of the Community Resource Program was to increase the teaching/learning resources available to the students. The major actors and incidents surrounding the inception, organization and implementation of the Community Resource Program has been described in detail in Chapter III. In summary, the following is offered as a description of the Monument Mountain Regional High School Community Resource Program.

The program has two major components: On-Campus Community Resource Utilization and Off-Campus Community Resource Utilization. Both these components are directly administered by the Community Resource Coordinator. The On-Campus component is that part of the program which utilizes the Community Resource Book. This book contains the names and data on those community people volunteering to participate in the program. These people are referred to as Community Teachers. All teachers in the Berkshire Hills Regional School District have been given a copy of the Community Resource Book. If a teacher wishes to use a Community Teacher, he tells the Community Resource Coordinator either in person or via the Community Resource Contact Form (see page 61). The Community Resource Coordinator then makes all the arrangements which include contacting the Community Teacher and establishing the time and other specifics of his up-coming visit. About three days
prior to the Community Teacher's visit to the school, a post card is sent to the Community Teacher reminding him of the visit (see Appendix B). After the visit both the teacher and the Community Teachers are asked to fill out a Feed-Back Form (see pages 62 and 63).

The Off-Campus component is that part of the Community Resource Program which places students in the community in a situation much like other contemporary internships. There are several avenues by which the student is placed in a community internship. These are: a Health Service Assistance Program, a Distributive Education Program, a Work-Experience Program and a Community Involvement Program. While the rationale and objectives of these programs vary (see Chapter III, pages 54-56), there is a commonality which exists in all of them. The students who participate in any of these programs are released from school a period of time each day to learn in the community off campus. Furthermore, all of the students are graded on their participation and receive academic credit for it. The Community Resource Coordinator administers the program and coordinates the various programs within the Off-Campus component.

In examining the Community Resource Program, some conclusions relevant to the operation of the program may be made. The operation of the On-Campus component required that the Community Resource Coordinator contact the Community Teachers. However, from the results of interviews which the investigator had with staff members, one might conclude that a relatively high percentage of teachers would prefer contacting the Community Teacher themselves. This contention is supported by the results of statement #12 on the questionnaire which was administered
to all staff members. ("The teacher should be the person who contacts the Resource Person.") Thirty-six percent of those responding agreed. Furthermore, the results of statement #11 of that questionnaire yielded similar results. The statement was: "The Community Resource Coordinator should contact the Community Resource Person." Only 66 percent of the respondents agreed with this. These figures, while showing general support for the method of inviting Community Teachers through the Community Resource Coordinator, also show more dissatisfaction with this operational component than with any other facet of the program.

There is also evidence to suggest that teachers were not fully aware of who should contact the Community Teacher in the first place. This could explain the relatively large percentage of "no opinion" responses to both items #11 and #12. It might be indicative of a relatively large percentage of the staff who were so unfamiliar with the program that they were unaware of how to use it if they wanted to.

The type of community resources being used

Summary and Conclusions

To determine the type and amount of community resources being used, two forms of data were analyzed. First, the Community Resource Coordinator's log, known as the Community Resources Record of Participation (Appendix B), was analyzed. This information was compared to the data which was gathered from the second part of the staff questionnaire relating to the number of resource people which the staff member reported using (Appendix C). The Community Resource Book was then analyzed to determine what percentage of the resources in this book were available
for use by various departments in the school.

It might be concluded that those Community Teachers that indicated an expertise in the Social Studies were used most frequently (46%). Furthermore, these Social Studies Community Teachers represented the largest single group in the Community Resource Book (37%). This strongly suggests that the amount of community resources available in a specific subject area directly effects the amount of community resources used. Some tentative conclusions might also be made when one examines the use of community resources by the teachers in the Art and English departments. The English teachers accounted for 19 percent of the total resource utilization and the Art teachers accounted for the next highest use with 11 percent. The Social Studies, English and Art teachers were responsible for 76 percent of the total use of community resources. It might be concluded that those Community Teachers who had an expertise in the Humanities are more apt to be used. For example local pianists or artists from the Stockbridge community were favorites. Also those Community Teachers who had an expertise in those school departments composed of courses which are skills-oriented, are not likely to be used.

Those Community Teachers who could contribute to the Career Education Department (including all Industrial Arts and Vocational Courses) accounted for only 10 percent of the total resources available. In an attempt to find out why such a small percentage of Community Teachers were available to the Career Education Department, its teaching members were interviewed. It was their opinion that the type of people in the community who could make contributions worked in the trades such
as carpenters, electricians, plumbers, brick layers and cabinet makers, to mention a few. Furthermore, they stated that such people were not in the Community Resource Book because the nature of their work would not permit them to participate. They feared losing work when out of their shops and businesses. They believed that they were not in a position to volunteer valuable time.

If this contention is valid, then one might conclude that the enlisting of tradesmen in the Community Resource Program, particularly the On-Campus component, will be most difficult to accomplish. It is one reason for establishing Off-Campus work internships where the student can work with the tradesmen without the latter's fearing loss of business.

There is another possible explanation for the relatively low number of trades people being in the Community Resource Book. Potential Community Teachers interviewed suggested that they would not be eligible or wanted for participation in the Community Resource Program because they didn't graduate from college. As one electrician stated: "I thought to teach you had to have a degree."

Based on these perceptions, it might be suggested that a community resource program should be supported by a viable and on-going public information program which will inform all members of the community of its goals, needs and operations.

The teachers' role in relation to community resource utilization

Summary and Conclusions

Certain statements in the questionnaire which was given to the
staff furnished data which related directly or indirectly to the role of the teacher in relation to the utilization of community resources. To be specific, items, Nos. 5, 6, 7, 13 and 14, attempted to solicit data which would provide indications as to how the teachers might perceive their role in relation to the use of Community Teachers.

Several conclusions might be deduced from this data. First, an analysis of the responses to statements #7 and #14 indicates that teachers do not feel threatened by the use of a Community Teacher. The respondents did not perceive their role of teacher with an expertise to share as being diminished or threatened by using a Community Teacher. Furthermore, the data indicates that the respondents were confident enough in their ability to control a class when utilizing a Community Teacher. The results of statement #13 indicate that teachers do not perceive their use of community resources as an abdication of their responsibility as a teacher. Also, the responses to statement #6 suggest that teachers do not believe that the use of a Community Teacher adversely effects their teaching of a course in relation to the time in which they have to teach it.

One problem related to the utilization of community resources is the coordination of the use of Community Teachers with the objectives of a given class or unit. Some teachers reported to this investigator that they found it difficult to know 7-10 days in advance (the usual advance notice required to use a Community Teacher) exactly when they would need the services of the Community Teacher for a particular lesson objective. Another problem reported dealt with the paper work involved in utilizing the Community Resource Program. While the
administration requested the use of only two forms (see Chapter III), some teachers found this to be an unnecessary hindrance. Finally some teachers expressed concern over using a Community Teacher as a major teaching aid since they didn't know the ability and/or expertise of the Community Teacher.

The teaching staff which frequently used community resources

Summary and Conclusions

To determine certain information about those teachers who frequently used community resources, the questionnaires which were given to the Monument Mountain Regional High School staff were analyzed. Variables such as age, academic background, teaching experience and areas of expertise were scrutinized to establish if such variables might be relevant in accounting for the utilization of community resources. Furthermore, the Community Resources Record of Participation was examined as a check against the amount of community resources reported used by the teaching staff. The data revealed that certain variables might well be considered in explaining the relative use of community resources by certain staff members. Three variables which could be considered worthy of attention were considered: 1) the age of the staff member; 2) the subject which the staff member taught and 3) the staff member's attitude toward the value of field trips. Teachers born between 1941-50 were responsible for 71 percent of the total use of community resources. Furthermore, teachers of Social Studies, English and Art accounted for 76 percent of the use of community resources. Finally, those respondents who indicated that they supported the use of field trips were responsible
for 91 percent of the use of community resources.

Interpretation of the data suggests explanations which might account for community resource utilization. Since those teachers who were born between 1941-50 were responsible for 71 percent of the total community resource utilization, it might be concluded that younger teachers are more likely to use community resources. Furthermore, teachers of Social Studies, English and Art were responsible for 76 percent of the total community resource utilization. This indicates that teachers of these disciplines use Community Teachers more than their colleagues in the other disciplines. If a teacher believes in the use of field trips as an aid to instruction, he is more likely to tap community resources.

In summary, teachers born between 1941-50, who teach Social Studies, English or Art and who believe in the use of field trips as an aid to instruction, are most likely to use community resources. This suggests further work is needed in developing other areas of utilization. A mathematician discussing his work, for example, might be important in motivating young students to study mathematics.

The data offers other conclusions. The oldest faculty members were responsible for the least use of community resources. However, the second youngest category of faculty, (those born between 1931-40) was responsible for the second lowest use of community resources. The second oldest category of faculty (those born between 1921-30) was responsible for the second highest use. A closer analysis of the data reveals that 55 percent of those faculty members born between 1921-30 indicated that they took their last course during 1972 or 1973. Only 29 percent of
those born between 1931-40 pursued further study during that time. It might be concluded that one variable accounting for a staff member's use or non-use of community resources is the date of his last contact with graduate study. In summary, the data might indicate that a staff member is more likely to use community resources if he has been involved in post graduate studies within the preceding year. While this should not be considered conclusive, it might merit further investigation in a future study.

Reaction of Community Teachers toward the Community Resource Program

Summary and Conclusions

Two sources of data were used to determine the Community Teachers' reaction toward the Community Resource Program: a) the survey questionnaire which was given to those Community Teachers who supervised various job stations in the Off-Campus component (see Appendix C); b) the feedback form (see page 62) which all Community Teachers are asked to fill out after participating in the On-Campus component.

Two items in the survey related directly to the reactions of the Community Teachers toward their participation in the Off-Campus component of the Community Resource Program (items #1 and #2). The data indicated that a large majority of the respondents agreed that participating in the program gave them a chance to contribute to the education of the youth of the community. Furthermore, an almost equally high percentage of those responding agreed that the program gave them access to necessary labor. One statement related indirectly to the
Community Teachers' attitude toward their participation in the program. The results were similar. The respondents agreed that the businesses in the community have an obligation to get involved in such programs.

The data of five items in the questionnaire gives an indication of the Community Teachers' reactions toward the program. When asked if they would be willing to recommend participation in the program to a business acquaintance, all of those responding answered affirmatively. All of the respondents also agreed that the program should be expanded and a majority of those (88%) indicated that they would be willing to allow more students to work for them if they were asked again. Furthermore, all of the respondents disagreed with the proposition that the program should be phased out. In fact, a slightly lower percentage of respondents indicated that, based on their experience, more students should be encouraged to take part in the program.

In analyzing the feedback forms to determine the Community Teachers' reactions toward their participation in the program, similar findings were discovered. All the Community Teachers who responded had positive comments about the program in general and their participation in particular. The reactions of the Community Teachers toward their participation fell into two general categories: 1) those that indicated satisfaction over being able to share an experience and expertise which they considered important; 2) those who welcomed the opportunity of interaction with students of high school age. The comments relating to Community Teachers' reactions to the program in general were varied. However, the majority of those reactions indicated a positive attitude toward the concept of allowing community people directly and actively
to support the education of youth. A second theme which seemed to be held in common by many of the Community Teachers is that the program gave students an opportunity to be exposed to many and varied points of view. As one Community Teacher who is an expert on the John Birch Society stated it: "I know a lot of the Social Studies teachers are ultra-liberal and this program insures that the students will get the other side of the story also."

The data indicates that the Community Resource Program is overwhelmingly supported by the Community Teachers. Furthermore, the Community Teachers definitely indicate an awareness of their contribution to the program, as well as a sensitivity to the fact that, through their participation, they realize certain benefits.

Recommendations

The recommendations which follow are based upon the findings and conclusions of this study as well as observations of the program made by this participant-observer. They are presented in two sections: 1) those which are pertinent to further development of this Monument Mountain Regional High School Community Resource Program, and 2) those that are pertinent to further research on this program.

Recommendations for further development of the Community Resource Program

1. The resource program should be continued in high school settings particularly in semi-rural areas in which resources may be scarce and where the educational program is often irrelevant to students with certain vocational aspirations.
2. The concept of an on-going Community Resource Book has proved successful and should be expanded to include as many potential Community Teachers as possible. A special effort should be made to enlist Community Teachers who can offer service to those departments within the school which presently have a relatively low number of Community Teachers available to them.

3. An on-going assessment should be made to determine the degree of efficacy of the Community Resource Program in meeting its stated objectives.

4. Effective in-service training programs should be established to encourage the utilization of community resources by those teachers whose attitudes are positive toward the concept of the use of community resources but whose use of community resources is minimal or non-existent.

5. One finding of this study was that few tradesmen with definite vocational skill such as carpenters, plumbers, electricians, volunteered as potential Community Teachers. It is recommended that strenuous efforts are made to explain the program to qualified individuals for participation. This will mean that many misconceptions about the role and training of different kinds of teachers will have to be overcome. Models and formats for recruiting these skilled Community Teachers should be developed and refined. One possibility is the development of volunteer liaison experts within the various trades. (For further description, see Appendix D).
6. Teachers should be allowed to contact the Community Teacher if they choose. If not, school resources should be made available to them for this purpose.

7. Clerical help should be provided to a Community Resource Coordinator to enable him to effectively administer this program. His capacity for such work would be maximized in this way.

8. A coordinated and broad-based public relations program should be instituted to insure that all factions of the community are aware of the Community Resource Program, its objectives and needs.

Recommendations for further research of the Community Resource Program

1. A study should be undertaken to identify and define the motivations and human behavior of each teacher in the use or non-use of community resources.

2. An assessment should be made to determine the degree to which, if any, the utilization of community resources improves the education of students.

3. Several models for a community resource program should be established. These models should be adaptable to various community settings such as urban, rural, semi-rural and suburban. They than should be piloted in their respective settings to determine their degree of effectiveness in meeting their stated goals.
APPENDIXES
APPENDIX A

DOCUMENTS RELATING TO THE ESTABLISHMENT
OF THE COMMUNITY RESOURCE PROGRAM
TO: All Members of the Break-Through Committee

FROM: Joseph L. Wood, Principal

RE: Break-Through Committee

The following have been appointed as members of the Break-Through Committee:

- Mrs. Primm ffrench
- Mr. Patrick Grady
- Mr. Arthur Mack, Chairman
- Miss Kathleen McDermott
- Miss Eleanor Tuneff

BASIC OBJECTIVES:

(1) The committee's immediate attention should be to establish an internal resource file that would make available to teachers knowledge of professional staff members' "hidden" expertise that might be applied to subject areas outside the respective disciplines.

(2) To break through the barriers which divide community and school.

(3) To establish a resource file containing the names of people or places in the community which could contribute to the educational program.

INTERIM REPORT DATE: October 18, 1971

FINAL REPORT DATE: November 15, 1971
TO: Joseph L. Wood - Principal

FROM: Break-Through Committee

SUBJECT: Interim Report

Our aim as we see it is to bring the community and school closer together by providing each the opportunity to work together for educational purposes. This can only be accomplished through a carefully organized, simple method of initiating and following through this exchange of ideas.

In order to do this the Break-Through Committee has started work on a teacher resource booklet. The enclosed form will be distributed throughout the system and all information will be completed in a booklet and made available to each teacher. Included in this form will be those members of the community whom any teacher feels could be used in a similar booklet.

A similar questionnaire for members of the community will be distributed via bulk rate mailing and to those individuals specifically mentioned in the teacher forms. Those community forms returned will be carefully checked out by members of the committee and those which can be used will be compiled into a community resource booklet.
(Memo distributed to all teachers of the Berkshire Hills Regional School District.)

TO: All Staff Members
FROM: Break-Through Committee

The purpose of this form is to enable all teachers of every level of education to make better use of the knowledge of all other staff members. This information will be compiled into a booklet and made available to each teacher for quick, easy reference.

Will everyone please return his form to the building principal or department chairman.

Name: School:
Address: Position:
Home Phone: School Phone:
Subject Area: Size of group desired:
Experience: Age level desired:

Length of time necessary:
Advance notice of:

Time in day available:_____ (Is coverage necessary?)
Special equipment necessary:

Description (Method and subject to be covered)

On the reverse side of this form, would you please list anyone outside our educational system whom you feel should be included in this booklet.
Dear Resident,

The Berkshire Hills Regional School District is attempting to make better use of available human resources in the Southern Berkshire area. Many residents possess knowledge or skills in interesting subject areas which could supplement the classroom learning of students in already established classes. Our purpose is to establish a resource file of people in our community who would be interested in occasionally volunteering a small amount of their time. Perhaps you would be interested in completing and returning the brief questionnaire below:

Name:  
Business:  
Address:  
Phone:  
Home Phone:  
Size of group desired:  
Experience:  
Age level desired:  
Presentation time _______ (hour)  
Advance notice of _______ (days)  
Time in day available:  
Special equipment necessary:  
Description (Method and subject to be covered)

Please list below the names of anyone in the community whom you feel should be included in this file:
APPENDIX B

DOCUMENTS RELATING TO THE ADMINISTRATION
OF THE COMMUNITY RESOURCE PROGRAM
Name:

Experience:

Former member of the Foreign Service of the U. S. Department of State - stationed in Africa.

U. S. Navy, stationed in Alaska.

Business: News Director - WSBS Radio

Size of group desired: Any size

Age level desired: Any age

Presentation time: 45 min.

Advance notice of: 7 days

Time in day available: After 1 p.m.

Special equipment necessary: Screen and extension cable for power.

Description (Method and subject to be covered):

I have slides of Roman and Ancient ruins of North Africa. Gave similar talk to Searles Middle School students earlier this year. Can also talk about touring the U.S., as it is a hobby of mine, and can speak about the operations of a United States Embassy.
Experience: 25 years - Food Business - Chain Stores

Business: Produce Specialist

Age level desired: High School

Presentation time: 1 hour

Advance notice of: 2-3 days

Time in day available: During the day

Description (Method and subject to be covered)

Food Distribution - Marketing problems
Experience:

I was for many years in import and export business. Travelled a good deal and lived abroad. Have an interest in history and in the story of mankind's development. Gave some courses for high school sophomores and graduate students, working towards master degrees in education under the title Cultural Geography.

Business: Retired

Size of group desired: Anywhere from 10 up.

Age level desired: 16-17 years or adults

Presentation time: one hour

Advance notice of: 3 days

Time in day available: Almost anytime

Special equipment necessary: Geographical maps

Description (Method and subject to be covered)

The courses I gave covered a period of three weeks, one and a half hour every working morning. Lecture, assignments, question periods, etc. The subject covered a good deal of geography, tied in with mankind's development stressing the gradual emergence of the independent, responsible individual.
Name:

Experience:

Physician - 14 years
Exclusive study in the practice of oncology past two years

Business: Oncologist

Size of group desired: N/A
Age level desired: N/A
Presentation time: 1 hour
Advance notice of: 10 days
Time in day available: Any (with notice)

Special equipment necessary: Slide projector

Description (Method and subject to be covered):

Current theories of cancer etiology and therapy with emphasis on the modern approach to cooperative mass practical studies.
(Postcard sent to Community Teacher reminding him of the up-coming guest lecture.)

<table>
<thead>
<tr>
<th>To:</th>
<th>Grade</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Address</th>
<th>Phone No.</th>
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<tr>
<th>Person</th>
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Please present this card to the main office. It will identify you while you are in the building.
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<tr>
<th>SUBJECT</th>
<th>ADDRESS</th>
<th>VOLUNTEER</th>
<th>TEACHER</th>
<th>SCHOOL</th>
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The following considerations are to be noted before parents give consent to the above named pupil to participate in the Work/Study program.

1. Work may take place off the school grounds.

2. Pupil will be under the supervision of the Work/Study Coordinator and the employer.

3. Academic credit will be awarded upon successful completion of the program.

4. Pupil will be evaluated both off and on the job.

5. Pay will be agreed upon between the Work/Study Coordinator, employer and student.

6. It is the parent's responsibility to see pupil is adequately covered by medical insurance and transportation.

7. Pupil may be dropped from Work/Study program because of:
   
   A. Unsatisfactory work performance

   B. Unsatisfactory school performance

8. A set percentage of each week's pay should be set aside in a savings account.

The above named pupil has permission to participate in the Work Study Program.

Signed_________________________ Date________________

(Parent or Guardian)
MONUMENT MOUNTAIN REGIONAL HIGH SCHOOL
Great Barrington, Massachusetts

PARENTAL PERMISSION FORM FOR WORK-STUDY PROGRAM

I am aware that my son/daughter __________________________ (Name) has requested to be placed in a Work-Study Program at __________________________, and I give my approval to this request.

__________________________
(Signature of Parent or Guardian)

Date ______________________
EMPLOYER'S EVALUATION REPORT OF STUDENT

Name_________________________ Employed by_________________________ Date of Evaluation_________

Job Description:

Supervisor should check all qualifications carefully and return to the Work Study Coordinator.

Ratings:  E-Excellent  G-Good  F-Fair  U- Unsatisfactory  D.N.A.-Does not apply

Please check one.

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<th>G</th>
<th>F</th>
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<td>1. Work Satisfactory</td>
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<td>2. Attendance (punctuality)</td>
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<td>3. Attitude</td>
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<td>9. Leadership</td>
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<td>10. Suitable to Job</td>
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<td>11. Appearance</td>
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<td>12. Overall Rating</td>
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ADDITIONAL REMARKS:

_________________________________________  ____________________________
Employer's Signature  Date

For use by Work Study Coordinator

Date Received_________________________ Comments:
APPENDIX C

DOCUMENTS RELATING TO THE EXAMINATION
OF THE COMMUNITY RESOURCE PROGRAM
This form is to be completed by the person who made the decision to accept a student in the job station.

1. How long have you lived in the Berkshires: 1-5 yrs. □ 16-20 yrs. □
    6-10 yrs. □ Over 20 yrs. □
    11-15 yrs. □ Native □

2. Do you own the business? yes □ no □

3. Do you manage the business? yes □ no □

4. How many employees does the business/organization employ? __________

5. Do you directly supervise the student who has been placed in your organization? yes □ no □ If answer is no, who does? __________

6. Was this person consulted prior to agreeing to take on the student? yes □ no □

7. Did you contact the school to initiate the program in your business? yes □ no □

8. Have you encountered problems in dealing with the Monument Mountain Work Experience Program? yes □ no □
   If yes, please explain _______________________________________________________________________

9. Did you interview the student prior to accepting him/her? yes □ no □

10. Do you pay the student intern? yes □ no □

11. What do you think is the main objective of the program? _______________________________________________________________________

12. Do you think employers would be more willing to take on student interns if certain tax incentives were offered them? yes □ no □

13. Do you think the student should be marked academically on the work he does with you? yes □ no □

14. Would you be willing to recommend participation in the Work Program to a business acquaintance? yes □ no □

15. Do you think the program should be expanded? yes □ no □
There follows a series of statements. Please circle the response which best describes your feeling.  
SA - Strongly Agree  
A - Agree  
? - No Opinion  
D - Disagree  
SD - Strongly Disagree

1. Participating in the Work Program has given me a chance to contribute to the education of the youth of this community. SA A ? D SD

2. The program gives us access to necessary labor. SA A ? D SD

3. The student which was placed here has made a significant contribution to the organization's production. SA A ? D SD

4. The student doesn't have enough time to spend on the job station. SA A ? D SD

5. This type of work program adequately meets the vocational training needs of the student we employ. SA A ? D SD

6. Businesses in the community have an obligation to get involved in programs such as this whenever possible. SA A ? D SD

7. The communication with the school has not been adequate. SA A ? D SD

8. In my opinion more businesses would be involved in the program if they knew about it. SA A ? D SD

9. If asked again, I would allow more students to work for me. SA A ? D SD

10. The student's educational background has not been adequate to meet the requirements and tasks of the job. SA A ? D SD

11. The student seems to get along well with the other workers. SA A ? D SD

12. Based on my experience with the Work Experience Program, more students should be encouraged to take part in the program. SA A ? D SD

Because ____________________________

13. Transportation should be provided for students to and from their job stations by (check one): [ ] School District  
[ ] Employer  
[ ] Parents

14. The work program should be phased out. SA A ? D SD
Monument Mountain Regional High School
Great Barrington, Massachusetts

Degree

Institution

Date

Degree

Institution

Date

Degree

Institution

Date

Last Course Taken

Institution

Date

Subjects you teach ____________________________ Years Teaching ____________________________

Years at Monument Mountain __________________ Department Supervisor? __________________

Other career experiences besides teaching ____________________________________________________

Date of birth (circle one): 1910-1920 1920-1930 1931-1940 1941-1950

Check one: Male □ Female □

Check one: Single □ Married □

Approximately how many field trips do you take each year? (Circle One)

0 1 2 3 4 5 6 7 8 9 10

How many resource people have you used in your classes this year? (Circle One)

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

There follows a series of statements. Please circle the response which best describes your feeling.

SA - Strongly agree
A - Agree
? - No Opinion
SD - Strongly Disagree
D - Disagree

1. Utilizing community resources can aid in teaching all subjects in the curriculum.

SA A ? SD D

2. Utilizing community resources can be an aid in some areas of the curriculum.

SA A ? SD D

3. The Community Resource Book should be expanded to tap more resource people.

SA A ? SD D
4. Arranging to bring Community Resource People into my class is not worth the instructional return which is realized. SA A ? SD D

5. Community Resource People decrease the quality of instruction within a classroom. SA A ? SD D

6. I don't have enough class time to teach what I feel I must; therefore, I can't waste valuable class time with Community Resource People. SA A ? SD D

7. A Community Resource Person might show me up in front of my class; therefore, I don't use them. SA A ? SD D

8. There are few Resource Persons in the present book who can help me in my classes. SA A ? SD D

9. The utilization of Community Resources is another fad which will pass. SA A ? SD D

10. Let's forget about all this resource business and get back to basic instruction. SA A ? SD D

11. The Community Resource Coordinator should contact the Community Resource Person. SA A ? SD D

12. The teacher should be the person who contacts the Resource Person. SA A ? SD D

13. Teachers only use Community Resource People to get out of teaching a class. SA A ? SD D

14. I'm afraid to bring Community Resource People into my class because the students won't behave and therefore I would look bad in front of a member of the community. SA A ? SD D

15. If the students really want a Resource Person, I will make one available. SA A ? SD D

16. Field trips should play an integral part in the instructional program. SA A ? SD D

General Comments: _____________________________________________

Please list in order of rank the adaptability of the following subject areas to the Community Resource Program ("1" being the most adaptable).
1 Art, 2 Business Ed., 3 English, 4 Foreign Lang., 5 Guidance, 6 Home Ec., 7 Industrial Arts, 8 Math, 9 Music, 10 Physical Ed., 11 Science, 12 Soc. Studies, 13 Electronics, 14 Agriculture, 15 Automotive, 16 Health Services, 17 Special Ed.
APPENDIX D

CONCEPTUAL DESIGN FOR FUTURE COMMUNITY RESOURCE PROGRAM
Conceptual Design for Future Community Resource Program

Principal

Teachers ← Community Resource Coordinator → Students

On-Campus Community Resource Utilization
Community Resource Book
Liaison Workers
Break-Through Committee

Off-Campus Community Resource Utilization
Distributive Education
Work Experience
Community Involvement
Liaison Workers

Supportive Services
Transportation
Clerical Assistance
In-Service Training

The above conceptual design is what this writer suggests for future replication of a community resource program in a high school in a semi-rural setting. In the staff and line relationship, the Community Resource Coordinator is directly responsible to the principal. This relationship enables the Community Resource Coordinator to have direct access to the principal and, therefore, facilitates necessary administrative support.

The design also indicated that the program has two basic components: Off-Campus Community Resource Utilization and On-Campus Community Resource Utilization. In the On-Campus component, the Community Resource Coordinator works directly with the teachers. This component brings community resources into the school. The teacher consults the Community Resource Book and informs the Community Resource Coordinator about the specifics,
i.e., what Community Teacher he desires as well as the time, date and topic of the Community Teacher’s lecture. Since the Liaison Workers are not in the Monument Mountain Regional High School design, their role should be explained in more detail. The Liaison Worker is a Community Teacher who would not only function as a resource person, but also would be willing to recruit other Community Teachers through various social and/or career contacts. For example a Community Teacher who is an electrician might be asked to recruit other electricians or tradesmen. A Community Teacher who is a Rotarian might also be asked to recruit businessmen.

The Off-Campus component gives students access to resources which are off the school grounds. Therefore, any and all programs which involve placing students in internships for career experiences or community service experiences are included in this component. Since the Community Resource Coordinator deals directly with the student in this phase this is reflected in the design shown on the preceding page. Models for student evaluation by the coordinator as well as by the site supervisor should be further refined.

The supportive services are those services which should exist for optimum program functioning. They include transportation to and from campus, when necessary, for students and Community Teachers; a clerical assistant who can relieve the Community Resource Coordinator of many tasks and free him to function more effectively in his primary role; and in-service training for both high school staff and Community Teachers.
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<tr>
<td>Coordinator</td>
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<tr>
<td>Clerical</td>
<td>6,000</td>
</tr>
<tr>
<td>Training Sessions</td>
<td>8,000</td>
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<tr>
<td>Transportation</td>
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<tr>
<td>Stipends (depends on number of participants)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$54,000</strong></td>
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</tbody>
</table>
Bibliography


Foster, Wayne and Tenison F. Haley. The Utilization of Community Resources.


Kilpatrick, William H. "The Underlying Philosophy of Cooperative Activities for Community Improvement" in Paul R. Hanna, *Youth Serves the Community.*


