
UTILIZATION OF COMMUNITY RESOURCES BY TEACHERS IN OKLAHOMA

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ABSTRACT

The two problems of this study were (1) finding to what extent and in what ways the teachers are utilizing available community resources in the teaching in elementary schools, (2) to ascertain what teachers believe to be factors that hinder this activity.

The investigative materials were: Questionnaire data (a "check sheet") sent to teachers seeking information in the five categories (a) professions (b) skilled trades (c) businesses (d) recreations (e) community organizations. The latter includes (1) voluntary institutions and (2) tax-supported institutions. Under each above heading an itemized list of Oklahoma resources was listed, against which the cooperating teachers were to check items relevant to their area. Suitable columns were to be checked for any one of five possible utilizations of the particular resource.

Of the 615 teachers who were sent questionnaires, 424 (68.9%) responded.

The results were analyzed, in 3 geographical divisions of the state. "Small schools" were those having 20 or fewer teachers; "large", those with 21 or more. Grade-levels were also recognized.

The summary shows an overall average of 10.5% using community resources—mainly by the larger schools. 4.1 is the index for the usual speakers, 27.7 the index for printed matter in small schools and 14.8 and 68.1 respectively for large schools. Implications of these and other findings and analysis of teachers' opinions are given in the original paper. Teachers give "size of class", "time", "teacher load", "(rigid) schedules" as factors in inhibiting more extensive utilization of local resources for teaching purposes.
