

THE DEVELOPMENT OF A
COMMUNITY RESOURCE
DIRECTORY FOR THE
ST. JOHN'S AREA

CENTRE FOR NEWFOUNDLAND STUDIES

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THE DEVELOPMENT OF A COMMUNITY RESOURCE DIRECTORY
FOR THE ST. JOHN'S AREA

A Project Report
Presented to
the Faculty of Education
Memorial University of Newfoundland

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
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ABSTRACT

All communities have persons, places and objects which can contribute to the learning process. Using these resources can help bridge the gap between school and community and can extend and enrich the regular classroom program. Many school boards in the United States and Canada have published community resource directories, listing field trip sites, resource speakers and/or other local resources, to enable teachers to locate and use these resources with ease.

A questionnaire was designed to determine whether or not teachers in St. John's, Newfoundland, were using local resources and to determine whether or not a local directory was needed by these teachers. The questionnaire was sent to a random sample of one hundred (100) teachers working in Grades Kindergarten to Eight and employed by the Roman Catholic School Board for St. John's. All sixty (60) teachers responding to the questionnaire felt a community resource directory would be useful. The questionnaire also revealed that lack of knowledge of local resources was the major reason teachers were not using community resources.

An information search was therefore conducted to locate potential resources in the St. John's area and to gather further information about these resources through a telephone interview. The data was recorded on a

duplicated form and was then summarized in a form more appropriate to the directory.

The resulting community resource directory, "People and Places: Resources for Learning", appears in this report as Appendix A. It includes a table of contents, an introduction, suggested guidelines for taking field trips and for using resource persons, an index, a sample permission form for obtaining parental approval for field trips, and a listing of over one hundred (100) resources organized under ten (10) general categories.

The directory was submitted to a group of professional educators for review and evaluation. Several additions and corrections were made before the directory was prepared for distribution.

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Chapter 1

THE INTERNSHIP

This chapter introduces the internship by describing the purpose for and need of the internship and by delineating the objectives, the scope and the limitations of the project.

INTRODUCTION

The purpose of education is to serve the community by providing the community's youth with the necessary knowledge and training for life as citizens of that community. Educators, however, have often overlooked the fact that the community offers many opportunities to supplement the school in the teaching-learning process. Williams (1975, p. 6) suggests "thinking of the community as a laboratory equipped with a limitless number of varied resources for learning by inquiry, observation, and experimentation."

The concept of community as learning laboratory applies not only to large cities but to all human communities where people live together to provide for their mutual needs. All communities have persons, places and objects with the potential to provide learning experiences. Use of these resources can bring school

and community closer together and can greatly enhance the school curriculum in meeting the needs of youth.

Collings (1967) describes three curricular concerns of the modern school:

Educators increasingly recognize the principle that schools need contact with the realities of life; that curricula are more effective when closely related to the communities they serve; and that boys and girls learn best when dealing with direct, concrete experiences. (p. 1)

The frequent and thoughtful use of community resources relates directly to each of these principles. Many benefits may result from the use of local resources at all grade levels and in all subject areas.

Many school boards in the United States and Canada are encouraging the use of local resources by constructing community resource directories, which list available resource persons, field trip sites, and other learning opportunities in the local area. These directories are designed to assist teachers in locating and using community resources in a meaningful, curricular context.

PURPOSE OF THE INTERNSHIP

The school librarian is constantly being asked to provide resources for students and teachers on topics of general and curricular interest. "Librarians who work with children realize that the community extends the library's capacity to meet the needs of the children" (American Library Association, 1974, p. 4). Although many teachers and librarians are aware that the community

has resources to meet children's needs, they are not always sufficiently familiar with these resources to use them with ease in the teaching process. The intern, herself, lacks sufficient knowledge of local resources and could better serve her patrons by suggesting to them valuable learning experiences available outside the boundaries of the school.

The results of the teacher questionnaire (see Appendix C) showed that other teachers and librarians shared this informational need.

The purpose of this internship was to gather information on potential community resources and to organize this information into a useable form, namely into a community resource directory. This directory would then be available to the intern and other local teachers and would perhaps be useful also to other Newfoundland educators, particularly those on the Avalon Peninsula.

OBJECTIVES

The following objectives provided a focus for the project:

1. To conduct a survey of the community in order to gather information about potential resources which could be used to facilitate the teaching-learning process.
2. To produce a community resource directory for the use of teachers in the St. John's area.

SCOPE AND LIMITATIONS

The intern attempted to make the directory as comprehensive as possible. Included were many resources of general interest, as well as resources of specific curricular relevance. The resources were selected from the following ten categories: Business and Commerce, Churches, Communication and Transportation, Educational Institutions, Government and Essential Services, Health and Service Agencies, History and Culture, Manufacturing and Industry, Natural Resources and Science.

The resulting community resource directory includes information on local resources in the St. John's metropolitan area, although some resources located outside the city limits were included when they were judged to be of sufficient value and when no similar resource existed in the city. Likewise, only the main branches of businesses were included since these would offer a more comprehensive experience to visitors.

Although the directory describes many resources of value to students at various grade levels, the directory is primarily designed to assist teachers in Grades Kindergarten to Eight. The use of community resources at the high school level often takes the form of work-study projects or community service projects which are initiated in a specific school or schools in the system. The directory therefore does not include resources of specific interest at the high school level. Some of the resources

included, of course, are useful at all grade levels, their level of difficulty varying with the purpose of the experience and the maturity of the students. Resources falling into this general category were included.

NEED FOR THE INTERNSHIP

The intern agrees with Feiber (1973), who states:

The explosion of knowledge and the galloping rate of change we're grappling with in today's world pose special problems for students. As adults they will need not only their facts and their three R's; they will need more than ever the ability to question, evaluate, adapt, and function in a society we cannot yet predict. Educators and the public alike are accepting the fact that as preparation for the future, even the ideal classroom is not by itself enough. (p. 1)

One way of meeting the challenge of preparing students for the future is by creating a relevant curriculum employing a wide variety of community experiences. Warren (1973) supports this statement in saying:

Opportunities for learning outside the school should be greatly extended. Certain learning experiences can be provided more effectively in the community than in the school through visits to museums, theatres; parks, farms, governments, offices and factories; through visits outside the community; through various types of volunteer community service projects; and through work experiences. (p. 244)

Every community has the potential resources, be they persons, places, objects or other experiences, to assist and improve teaching-learning transactions. Community resources can be effectively used at all grade levels and in all subject areas. Both provincial teaching

guides and locally used textbooks encourage teachers to meaningfully integrate community resources with regular classroom procedures.

The primary social studies program (Government of Newfoundland, 1973) emphasizes the development of family and community concepts. At least five of the major goals of the program can best be developed using community resources:

4. develop the concept that school is an integral part of the community.
6. develop the concept that community services are essential to well-being of society.
7. develop the concept that health services are necessary for protecting the community, province, nation and the world.
8. develop the concept that the community is dependent on its different means of transportation.
10. develop the concept that communication and transportation can take many forms. (p. 2)

The social studies program at the grade five level involves a study of Newfoundland geography and history. This program provides many opportunities for exploiting community resources. Some of the program's goals can best be achieved through local resource use. Two of these goals (Government of Newfoundland, 1973) state that the child should:

Develop an understanding of what Newfoundland is like today - its people, its resources, and its industries. (p. 11)

Grow in his knowledge and appreciation of the history and institutions of Newfoundland. (p. 12)

In their guide to the same program, Summers and Summers

(1972) suggest that "visits to a farm, to mines, to plants, and to mills and factories would also be of inestimable benefit."

The Ginn Integrated Language Program (Lackenbauer and Hishon, 1970), with its integrated and thematic approach to language arts, provides many opportunities for students to explore beyond the text and into the community. The level six program has three themes: magic, collections and communications. Community learning experiences can enrich the study of each of these themes. Some of the suggested activities include meeting a local magician or visiting a magic show, meeting a prominent collector and viewing his collection (p. 191), visiting an art exhibit (p. 205), visiting a local television station (p. 296), meeting with a representative of the local telephone company (p. 298), using the local C.N.I.B. and telegraph office for field trips or as sources of speakers (p. 304), and visiting the airport (p. 317). These are merely a few suggestions from the many possible activities relating to the themes. The other reading levels of the Ginn Program provide similar opportunities for using community-based experiences to facilitate language development.

Although emphasizing inquiry and experimentation, the elementary science program can often be supplemented by local resources. For example, the unit, "Stars - Night and Day," in the Grade Four STEM program (Rockcastle,

and others, 1977) requires students to discriminate between different constellations in the night sky. This learning, however, is difficult to achieve in the classroom and may depend on such external factors as weather conditions. To facilitate guided learning in this unit the teacher could plan a visit to a planetarium such as exists at the College of Fisheries.

Other subject areas lend themselves to community experiences. The school nurse can supplement the health program. The local Safety Council can provide demonstrations and courses in bicycle safety, as the Red Cross can for water safety. The family life program can be supported by the use of ministers/priests, doctors, psychologists and representatives of such organizations as Family Planning and the Alcohol and Drug Addiction Foundation.

Although mathematics field trips are less frequently taken, students can profit from experiences with computers and their programmers, and banks and their managers. Using the local environment can add special meaning to units on measurement and geometry, and to problem-solving in general.

Fleming (1974) describes various ways in which community resources can and should be used to inform students of the living aspects of a foreign language.

Local resources can enrich the school programs in art, music and physical education. The art program,

while properly emphasizing student creativity in a variety of media, can be enriched by visits to local art exhibits, particularly those of local interest or international significance. Similarly the music program is more meaningful when students are able to visit local musicians at the School of Music or to attend public concerts and rehearsals. Likewise, if physical training is to become part of a life-time process of fitness, emphasis must be placed not only on team sports, but also on leisure fitness pursuits such as swimming, jogging and skating.

These are only a few of the ways in which community resources can be integrated into the school curriculum; creative teachers can surely see numerous other opportunities in their particular subject fields and at their particular grade levels. a

There are obviously many opportunities for using community resources. The intern found, however, that teachers were making only limited use of these resources (see Appendix C, Tables 2 and 3). The most frequently cited reason for not using community resources (see Appendix C, Table 6) was lack of knowledge. These same teachers were also the first to admit that they did not think they had sufficient knowledge of local resources in the St. John's area (see Appendix C, Table 9). These findings agree with the statement of Brown, Lewis and Harclerod (1973, p. 327) who suggest that teachers need extensive information about the community and its potential

resources but that both their knowledge and the school's media resources are limited in this respect. Although teachers may not presently be taking full advantage of local resources, most would like to know more about resources in their community (see Appendix C, Table 10).

To fill this information gap more and more school boards in both the United States and Canada are compiling community resource directories, listing field trips, resource persons and other local learning resources.

Galgay (n.d.) compiled a brief directory of field trips for the St. John's area. This directory, however, is incomplete and needs to be updated. Since the intern began this project, the Social Studies Consultant with the Avalon Consolidated School Board (Kearley, 1977) compiled a more comprehensive field trip directory for the schools within his jurisdiction. The Roman Catholic School Board for St. John's has not undertaken the construction of a local resource directory. Teachers responding to the questionnaire, however, all felt that a community resource directory would be useful to them (see Appendix C, Table 11). This leaves teachers and librarians with little choice but to conduct their own community survey of potential resource material.

The intern agrees with Williams (1975) that

Since teachers are busy professional people, they should not be expected to spend valuable time individually scouting the community to locate needed

resources. Such a search can be much more efficiently carried on when funds are provided for locating resources and arranging the information in some codified form to serve as a reference for all teaching personnel and the community at large. Funds should be allocated for the production, periodic updating, and distribution of community resources directories and for production and distribution of the various forms required to implement their use. (p. 28)

Since this type of centralized approach does not presently exist, and since teachers need and want the information a community resource directory can provide, the intern undertook to compile a directory of field trips and resource persons in the St. John's area to meet this expressed need.

ORGANIZATION OF THE REPORT

The first chapter of this report has introduced the internship by explaining its purpose and objectives, together with the scope and limitations of the project.

Chapter Two of the report includes a detailed review of the literature related to the topic of community resources. Chapter Three outlines the procedure followed to successfully complete the project. Chapter Four provides a summary of the project and includes conclusions and recommendations.

Following the main body of the work, four appendices are included: Appendix A, the community resource directory; Appendix B, the letter and questionnaire sent to a sample of St. John's teachers; Appendix C, a summary of the results of the teacher

questionnaire; and Appendix D, copies of the forms used to record information about potential field trips and resource persons.

Chapter 2

REVIEW OF RELATED LITERATURE

A large quantity of descriptive literature on the use of community resources is available in a variety of sources. Much of the literature offers a philosophy or rationale for the use of the community as a learning tool. A vast quantity of information is available on ways in which the community can be used as a teaching resource. Articles in this category usually offer a first-hand description of a project undertaken in one or more areas. The balance of the literature includes both actual resource directories, from Canada and the United States, and information on how these directories were compiled. There is little research to prove either the benefits of using community resources or the effectiveness of resource directories.

In this chapter the intern attempts to summarize the available literature under the following headings:

- (A) Rationale for the use of community resources,
- (B) Ways of using community resources, (C) Community resource directories, and (D) Related research and evaluations.

RATIONALE FOR THE USE OF COMMUNITY RESOURCES

Community resources "can be defined as those locally available materials, persons, organizations or experiences that are useful and valuable for educational purposes" (Community Resources Workshops, 1970, p. 6).

McKinnerney (1974) offers the following definition:

Community resources refer to those resources which provide situations in which pupils are exposed to first-hand contact with the places, things, and people in the locality about them. These resources may take various forms: school trips, excursions, tours, visiting-authority programs, interviews, and other real-life opportunities of learning-by-doing. (p. 1)

The entire community is an extension of the classroom environment. Use of the community's resources has the potential to assist school-community relations, to provide a more relevant curriculum and to produce other beneficial outcomes. Students seem to learn best those things with which they have direct contact or those new learnings which are based on previously acquired knowledge. Theories of learning thus tend to support the use of direct concrete community experiences in the child's education.

Community as Classroom

Irwin and Russell (1971) view the whole community as a classroom:

Children are learning as they live. The natural learning environment is a rich one indeed, yet today many children are experiencing difficulty with a school curriculum which makes limited use of this valuable resource. A major problem in education is

that present-day instructional programs are not related to children's home and community experiences. For many children the community and the classroom are two different, unrelated worlds. Perhaps these two worlds can become one if the community is used effectively and extensively as a learning laboratory. (p. 3)

This dichotomy in the child's learning experiences appears to parallel the development of formalized learning. Bailey (1971, p. 2) points out that much educational activity has taken place within the world's communities, but outside the schools. The training of scribes and artisans in ancient Thebes and Babylon, the dialogues of Socrates, the guild apprenticeships of the Hanseatic League and the education of students in the medieval universities were accomplished in an informal community setting. It is therefore probable that today's communities can provide similar learning experiences to meet the educational needs of modern youth.

The local environment provides many learning opportunities. Williams (1975) believes that "every community, no matter what its location or size, is a learning laboratory. Its people; its animal and plant life; its places, processes and products are all resources for learning" (p. 6). The Education Committee of the National Association of Manufacturers, in its bulletin, Community Resources Workshops: A First Step Toward Better Industry-Education Cooperation (1970), makes a similar statement and continues by stating:

Education in the schools of your community can be greatly enriched by utilizing these community resources ...Utilization of these resources in the classroom also can help bring the schools closer to the community and the community closer to the schools. (p. 3)

School-community relations. The relationship between school and community must be more carefully examined. The school endeavors to prepare its students for their lives as citizens of the community. The child is a product of this community, and the community in turn becomes a product of its children, their values and activities.

Stillman and Jordan (1976, p. 171), in examining the contemporary social studies curriculum, feel that one of the most productive ways of helping children become functioning members of society at a high level of participation is to "guide the children in learning activities that emerge from their own interests and involve the community as a resource and as a laboratory." They feel that the school community begins in the classroom with children's values and personal interactions "and expands outward into their neighborhoods and every aspect of their environment."

Since the child and his community are inextricably dependent on each other, it is especially important to involve the community in the education of its youth, and to involve the youth in the functioning of the community. As Levy (1975) states, "Involvement of the total community in the educational system is an important and viable means

of changing attitudes within the community....The students learn about the complexities of life and how society functions, while the community becomes attuned to the ideas, aspirations and interests of its youth" (p. 9)..

Kaltsounis (1976, p. 159) notes that "another reason for using the community as a vital educational resource is the possibility of drawing parents closer to the school and encouraging them to participate actively in the education of their children."

Warren (1973, p. 93) declares that "the potential use of community resources for education has long been neglected or overlooked." Miller Collings (1967), seeing the resultant isolation of the schools as a real danger, states:

It is possible for schools to become so isolated from parents, community agencies, media of communication, and other unifying agencies that they lose touch with the organic life of the community. When this happens, the school program not only becomes meaningless but the school jeopardizes its much needed community support. (p. 1)

Warren (1973, p. 93) concludes by saying, "There are now demands that we think of the community as what it undeniably is - an educational institution - and then look at the role of the secondary school in this context." One can view the role of the elementary school in the same context.

Curriculum relevance. The curriculum of the school must reflect the child's experiences and concerns; in other words, it must be relevant to his needs.

"The growing interest in creating relevant learning experiences for students has resulted in an increased emphasis on using the entire community as a teaching resource...educators and businessmen...are increasingly turning to local community resources to enrich the curriculum and make it more relevant" (Community Resources Workshops, 1970, p. 6).

Irwin and Russell (1971) see the community-centered curriculum as a possible solution:

A relevant curriculum will result if children become involved in meaningful activities which relate in-school and out-of-school experiences. Children learn as they live in an open classroom which serves as a co-ordinating center for that larger learning laboratory - the expanding community. A community-centered curriculum utilizing the natural learning environment has much potential for the future of education. (p. 12)

Whether one accepts or rejects this solution, the ideal of a relevant curriculum remains a challenge worthy of further study.

The traditional curriculum is neither relevant nor successful if one considers the large number of high school and other dropouts and the many graduates who leave school ill-equipped, either personally and/or academically, for their places in modern society. The knowledge traditionally found in textbooks is insufficient for today's students who need a balance of theory and real-life situations in which they can learn through personal experience (Community Resources Workshops, 1970, p. 4).

If the single textbook approach provides

insufficient stimulus to learning, then the single teacher approach may also be insufficient. Bailey (1971, p. 1) feels that teachers are not always the most authoritative persons on a particular topic and that they, therefore, need support from those community experts who may be better qualified because of their unique experiences and talents. The student benefits not only from the "expert" instruction but also from exposure to other individuals who may provide alternate role models from the "real world".

Thus, using the community as a learning laboratory where citizens act as unofficial teachers may be a positive step in providing students with a relevant curriculum. In this educational milieu the role of the teacher becomes that of coordinator of learning experiences.

Learning Theory

Teaching-learning theory tends to support the practice of using community resources in several ways.

Kaltsounis (1976) believes that new learnings are acquired in the context of all previous knowledge and that the wise teacher will lead children from the known to the unknown. He states:

Those theorizing on the teaching process have always felt that using the familiar as a stepping stone to get to the unfamiliar is a sound and powerful approach....in assisting the children to reach the objectives....Using the children's experiences is a more direct, more individualized, more relevant, and more effective method of teaching. (p. 158)

He advocates using the child's experiences within the community as a valid approach to teaching social studies.

Educators and learning psychologists also believe that children learn best by direct physical contact with objects in the environment. Armstrong and Savage (1976) state this idea as follows:

From physical contact with elements of their own community, youngsters build understandings that enhance their acquisition of abstract concepts and higher level information-processing skills....Local communities provide extraordinary opportunities for teachers to introduce tangible sorts of learning experiences into middle-grade classes. (p. 164).

In this way a student can experience new learning situations; he does not merely hear about them from the teacher or read about them in the text. The more active his involvement in the learning situation, the more he is likely to learn. Knowledge of how children learn seems to justify using concrete community experiences.

Benefits and Outcomes

Various benefits and outcomes have been ascribed to the use of community resources.

Kaltsounis (1976), in examining some aims of the social studies program, writes that "the local community provides the best laboratory for the application and development for research skills" (p. 159). Sebolt, Benoit and Clegg (1969) describe the use of a recreated New England village of the period 1790-1840 as a field laboratory in social studies. Students formulate hypotheses about life in the colonial period and use the village to verify their ideas through "on the spot" research.

Collings (1967, p. 6) lists ten possible outcomes of using the community as a learning resource:

1. Community experiences provide a concrete base for concept formation, making school work more meaningful.
2. Many students become better citizens as a result of these experiences.
3. Students acquire competence in problem-solving in the context of real-life situations.
4. Groups involved in community activities show improved human relations.
5. Students are rarely absent during field trips and show increased interest in school.
6. Young people become aware of the abilities and contributions of many groups in the community.
7. Parents and other members of the community gain an understanding of the school, its role, its pupils.
8. Students acquire knowledge of the functions of government and other community agencies and their services to the whole community.
9. Young adults gain first-hand job information.
10. Many students may make a valuable contribution to their community through volunteer service; others may use community facilities in their leisure time.

Summary

This section of the chapter has described how the community has been a center of learning throughout history, and how it still has potential resources for learning. The relationship between school and community can be greatly enhanced through the use of the community as a valuable learning resource. The role the community should play in the child's formal education has been neglected

to the point where school curricula are often irrelevant to many student needs, and many schools are existing in isolation from the communities of which they are a part. This must be remedied since neither the single text nor the single teacher can provide all necessary learning experiences. Modern theories of learning also tend to support community involvement. Since the community can provide so many desirable learning conditions and benefits, educators must proceed to examine ways in which the community can be used for the benefit of their students.

WAYS OF USING COMMUNITY RESOURCES

This section of the chapter deals with various ways in which community resources may be used in the teaching-learning process. These ways may be summarized in the following categories: (A) community schools, with their community-centered curricula; (B) action-learning, including work-study projects, community service projects and community-based courses; (C) field and study trips; (D) resource persons; (E) audio and/or visual productions, including maps; and (F) camping and other outdoor experiences. The section concludes with a brief examination of ways of harnessing the community's resources and of assisting teachers in the use of these learning aids.

Community Schools

Resource materials, persons and places may be found within the school itself or within the broader community setting and may be used to achieve academic goals or to provide recreational activities.

"The entire school should be considered a resource center," write Irwin and Russell (1971, p. 18). The faculty, staff and students all have talents and experiences to share. The authors remind teachers, however, that "learning must extend beyond the classroom and the school in order for the students to understand the complexities of a modern day society" (p. 23).

Opportunities for leisure and recreational activities can occur within the school or in the larger community and may be used advantageously by both students and other citizens of the community.

Williams (1975, pp. 24-25) describes the school as one of the community's major learning resources for all citizens. He mentions the Flint Michigan Community Schools which are open all day, six days per week, each week of the year. He believes that the school can become "a center of service that helps all people of the community learn to meet needs...In schools such as this, school is life and life is school" (p. 25).

Such schools are often referred to as "community schools". This term recognizes the interdependence of school and community. Such schools use community resources

as an integral part of the learning process; the community members, in turn, use the school as an educational and recreational resource. In fact, the school may become the focal point of the community and of action on community problems.

Community schools generally use a community-centered curriculum, although other schools may use this type of curriculum in specific courses. Irwin and Russell (1971) explain the community-centered curriculum in this way:

An extension of the natural learning environment, with the classroom serving as a coordinating center for a variety of experiences that reach out into the expanding community. Thus the child's in-school experiences and out-of-school experiences are one and the same. The content of the curriculum, centering around life in the community and community problems, encompasses a multidisciplinary approach and requires a wise utilization of resources. (p. 15)

The authors visualize a learning laboratory with the classroom as the focal point of activity, the school as an instructional resource center, and the community beyond as a natural learning center. "Stimuli for learning can originate in any of these areas, however, the most meaningful questions are likely to arise as a result of children's experiences in the community" (p. 15).

Based on citizenship objectives from the National Assessment of Educational Progress (1974-75), the social studies program at Maple-Oak School, Minneapolis, uses the community-centered approach (Buggley, 1976). To meet "Objective VI: Approach civic decisions rationally.

Sub-objective: Seek relevant information and alternative viewpoints on civically important decisions" (p. 163), a grade three class devised and carried out a survey of the community regarding the installation of street lights at an intersection near the school. Thus, to achieve a specified objective, the class used curriculum content based on a community problem.

Action-Learning

This section describes work-study and community service projects, as well as other community-based courses.

In describing work-study projects and community services, Warren (1973) states, "Such programs help to make education more realistic; they help to develop the self-direction in students so important today; and they give youth an opportunity to participate in community activities. They are significant developments in the education of youth" (p. 93).

Deutschlander (1974) would describe these programs as forms of "action-learning".

Action-learning can be defined as "planned activities organized through a school that provide a chance to learn by doing."...Very often the experience will take place out in the "real world" where other adults are producing goods or providing services needed or wanted by the community or individuals in the community.

It is outside of the classroom, in programs planned and supervised cooperatively by the school and employer, or school and a service agency, that pupils can best learn behaviors leading them to become responsible and productive adults. (p. 33)

Work-study programs. Work-study programs are cooperative ventures between school and community, in which the school generally assists the student in job placement, supervises his work activities and coordinates job and school experiences (Warren, 1973, p. 93). The Conception Bay South Integrated School Board and the Conception Bay Central Roman Catholic School Board together with the District Vocational School, Seal Cove, Newfoundland, began a pilot project in pre-vocational education in 1972. Designed for the grade eight "general" student, such courses as mechanics, woodworking and beauty culture were offered by the Vocational School. The aim of the program was to provide students with industry-related experiences and with occupational insights, to improve retention rates and to relate work experiences to the academic curriculum (p. 112).

Deutschlander (1974), based on statements by Alvin Toffler in Learning for Tomorrow: The Role of the Future in Education, concludes, "In these changing times, it is more important than ever for young people to sample reality by having direct, personal contact with the world of work and not with only the standard cognitive and skill development in the traditional classroom" (p. 34).

Community service programs. Social service programs are designed "to help students identify the problems of the community and accept some responsibility for doing something about them through volunteer service"

(Warren, 1973, p. 94). Through community involvement students can "develop greater insight into community needs, cooperative planning, group processes, citizenship responsibility, and the significance of service to others" (Williams, 1975, pp. 21-22).

Volunteer programs vary widely in the degree to which the service is integrated into the regular school program. Hedin and Conrad (1974) describe five structures: (1) a volunteer bureau to which students donate their time, (2) a community action credit for which the student receives credit commensurate with the amount of time volunteered, (3) a "lab" for existing courses in which a student may choose a service option in lieu of the traditional research paper, (4) a community involvement class in which the service forms the major portion of the course and classes are used to integrate community experiences, and (5) a program of skill development through direct experience in which students are trained to develop competence in performing the volunteer service.

Programs of this type may involve students in a variety of services: working in hospitals or rest homes, tutoring younger children or supervising playgrounds. Dick (1973, p. 15) reports a program at David Thompson Secondary School, Vancouver, in which students spent a full week working with persons with multiple handicaps. Regardless of the form of service, both students and the community can mutually benefit from experiences like these.

Community-based courses. Some schools are offering students the opportunity to participate in activities and courses offered by persons or groups in the community.

The Minneapolis Public Schools are offering thirty arts and humanities courses during regular school hours. Students attend daily workshops at the artists' regular places of work (Kennedy, 1976).

Friedan (n.d.) reports a similar program in Grandview, New York. Beginning in 1962, groups of interested students in grades five through high school spent eight Saturdays apprenticed to a professional resource person. Activities included music workshops, mural painting, architectural design and urban renewal. Follow-up studies showed the seminars affected students' career choices.

In 1971, Newfoundland and Labrador Computer Services Limited offered twenty students from Gonzaga High School, in St. John's, the opportunity to participate in a one-week, non-credit course in Electronic Data Processing (Warren, 1973, p. 114).

Such courses and seminars provide valuable learning experiences and go far beyond the traditional curriculum in both subject matter and community involvement.

A special form of community-based course is the environmental study, in which students examine their own communities from an environmental standpoint. Such courses might involve a study of land use, population density or natural resources. Warren (1973, p. 114) reports that

the Musgrave Harbour Central High School, in Newfoundland, has piloted a program of environmental studies.

Field Trips

Perhaps the most widely accepted way of using community resources is through the study or field trip. As Warren (1973) indicates, "the community may also serve as a laboratory for information on a wide variety of topics. Government offices, service organizations, local industries, museums, public libraries, theatres, courts, radio and television stations, youth agencies, and parks provide valuable learning opportunities in many subject areas" (p. 94).

Although field trips may arise from social studies themes more frequently than from other subject areas (How to Initiate..., 1971), study trips can be used successfully in all subject areas. Fernhoff (1971) describes how he used a field trip to a local bank to achieve the objectives of a banking unit at the junior high school level. The students were active participants. Rather than merely taking a tour, each student assumed a temporary position in the bank and worked with his employee partner in doing the actual work involved in that employee's position. Further experiences were planned: architects and flight controllers were to be used in a plane geometry unit, and the supermarket was to provide learning experiences with fractions and decimals.

To facilitate the use of field studies, field trip directories have been organized in several areas. These will be discussed in the next section of this chapter.

Resource Persons

The use of local resource persons is another common way of using community resources to aid student learning. Williams (1975) believes, "People constitute one of every community's richest resources for teaching and learning. Almost every person is a specialist in some area" (p. 18). A resource person may be defined as "one capable of teaching students as a result of personal experience on the job or in community life" (Community Resources Workshop, 1970, p. 6). Bailey (1971, p. 12) adds that "there are many great teachers hidden in the homes and places of employment of our great cities. These must be sought out and used with increasing frequency and effectiveness." School boards have begun to survey the community and compile lists of such persons (e.g. How to Initiate..., 1971).

Teachers are using human resources for various purposes in different subject areas. One teacher's objective was to improve understanding of the work of law-enforcement personnel and build respect for law enforcement. In successive weeks five different police officers visited his fifth-grade class, discussing with

his students the topics: the man, the department, the job, the car and the law. Students, teacher and officers voiced favorable comments concerning the experience (Taylor, 1975).

All types of persons can provide learning experiences including school staff, pupils and parents. Mundell (1975) describes a multidisciplinary unit on the "world of work". Designed for first grade, the unit's primary resources were the students' parents. Each child interviewed each of his parents or substitutes to learn the various job tasks required in the parent's position. Findings were discussed in class with the aid of job-related props, parents visited the classroom to explain their jobs, and the students visited some parents at their places of employment. Since parents have such a profound influence on their children, using them as resources can provide meaningful and satisfying experiences for both children and parents.

Local Audio and/or Visual Resources

Local resources can be recorded and used as media for learning within the school. These media may be aural, such as a taped interview with a local artist; visual, such as a slide set of local historic sites; or audiovisual, such as a filmstrip-tape combination portraying a local industry. Local resource maps also fall into this category.

Chalmers (1971), Assistant Audiovisual Supervisor, Edmonton Public School Board, Alberta, has begun production of local materials on the community. After finishing an initial slide series of works of art at the city gallery, he intended to continue by photographing the zoo, historic park and other places of local interest. Designed for pre-teaching and follow-up to field trips and for students unable to make the trip themselves, these slide sets can provide needed audiovisual materials and simulated learning experiences.

White (1976) reported working on local audiovisual programs for the Department of Education in Newfoundland. One program in production revolved around a local dairy industry; other programs were planned.

Community resources can also be organized and used in map format. Williams (1975) describes a community resource map as "an outline map of the community on which is marked the location of community resources, such as schools or industries" (p. 19). Common base maps might show physical aspects of the community, land-use, population-location data or school districts. Used as transparencies with overlays, such maps could show the relationship between two factors, e.g. between bus routes and population location. These maps are particularly useful in geographic and environmental studies.

Camping and Outdoor Education

Both camping and other types of outdoor education provide active learning experiences within a community setting, although in this instance the community may be a natural wilderness.

"Some schools offer school camping experiences designed to maximize learning from direct experience with the natural environment. The camp is a miniature community, its citizens are teachers and students in residence at a given time" (Williams, 1975, p. 22). Especially good for city students, camping provides experiences in living with oneself, with fellow campers and with nature. Williams differentiates between camping and outdoor education by explaining that "the term 'outdoor education' is often used to designate first-hand experiences, other than camping, offered for studying nature" (p. 23).

One way of providing students with camping and outdoor education is through the "experience week" program. Gibbons (1973), describing the school as "word-rich experience poor", makes the following statements:

Young people need to test themselves against the realities of adventure, service, work and real problems found in the wilderness and the community.

An Experience Week is a week...of school time during which students are excused from scheduled classes and the school to become involved in challenging, intensive learning activities. (p. 12)

Beginning in 1973 with five programs serving over two hundred students, David Thompson Secondary School,

Vancouver, initiated a successful program of camping, outdoor and other experience weeks. For their outdoor adventure, one group of boys and girls took a week-long canoe trip through the Bouron Lakes. Another group of girls backpacked in the Cathedral Lakes region south of Keremeos, B.C. A group of boys combined camping and service in their Centennial Trail improvement program. Plans were made to expand the program enabling more students to participate in outdoor adventures (Dick, 1973).

Summary

The second section of the chapter has centered on a variety of ways in which schools can utilize community resources. Following a discussion of the community school with its community-centered curriculum, several other possibilities were explored: existing community courses, work-study programs and volunteer services, study trips, resource persons, local productions and resource maps, and camping and outdoor education. It is clear that the community has unlimited potential for improving the teaching-learning process. Classroom teachers, however, need some assistance in locating and using all these local resources. Several means to this end will be considered.

The National Association of Manufacturers has sponsored Community Resources Workshops (1970) which take the form of a four to six week university sponsored summer school course for elementary and secondary teachers. Offered in many U.S. cities, "a workshop encourages

teachers, counselors and administrators to identify and acquaint themselves with teaching resources in their community, and to determine how these resources can be utilized effectively in their school work" (p. 7). The course centers on the identification of resources and the creation of a project or unit involving the use of one or more of these resources. This is an extremely valuable program which should help teachers change their classroom practices and improve and expand their instructional programs.

To assist teachers in using community resources in the classroom, Randall (1974) has compiled an "Idea Book" of practical activities under such headings as student assignments, games and career days. Though helpful, it does not have the scope of the workshops already described.

The most common means of organizing data on community resources is through the community resource directory. "A community resource guide should be developed and maintained to provide the teachers of the system quick access to a list of all possible learning experiences the local community provides" (McKinnerney, 1974, p. 10). The following section provides a summary of such resource guides.

COMMUNITY RESOURCE DIRECTORIES

In the literature the intern located many community resource directories as well as several references to other directories in existence. Of the twenty-six directories referred to, sixteen were examined.

The "community resource directory" contains a list of resources (e.g. field trip sites, resource persons, information sources, maps of the community and free materials) available in the community. It may list only one type of resource or it may encompass several types of resources; it may be designed for the use of all teachers or it may be specialized as to subject or grade level. Its purpose is always to assist teachers in the use of their local community's resources.

This third section of the chapter presents an overview of the literature dealing with community resource directories. It includes sections on both general and specialized directories and concludes with a list of generalizations based on the directories examined.

General Directories

The majority of community resource directories are general in scope and include mainly field trip sites and/or resource persons. The resources included may be used at various grade levels and in various subject areas. A brief description of some general directories follows.

It's Worth a Visit (Eymann, Divizia & Devine, .

1960), a field trip guide from Los Angeles, contains an alphabetical listing of trips suitable for students in junior high school through junior college. Its major strengths include a listing of school journeys by subject area, a detailed index, suggestions for making a successful school journey, and other useful items such as sample forms for obtaining parental approval. Each entry includes instructions for the visit, a brief description of the resource and a statement of purposes.

Sebolt (1970) has compiled a Field-Study Guide to Community Resources in the Boston area. Designed for primary and intermediate grades, the guide contains information on fifty-five field trips. Basic information and a brief description are included for each trip. Alphabetically arranged, the guide includes a complete table of contents, criteria for using resources as field-study laboratories and other pertinent information.

The BOCES Field Trip Guide (1977), covering resources in Nassau and Suffolk Counties as well as in New York City, contains a variety of field trip experiences for both elementary and secondary students. Resources are listed by broad curriculum areas, then by location and by minor subject areas. Each entry in the comprehensive guide contains the widest range of necessary information although it omits the descriptive information found in many directories. Special features include maps showing the location of resources, an index and table of contents.

In Minneapolis, the Public Schools began a Community Resource Volunteer Program (How to Initiate..., 1971) to locate, evaluate and use resource persons from the community. More than one thousand applications were received, so that after six years the list of persons occupied five large volumes which were placed in all schools, along with the pamphlet, "Teacher's guidelines for using community resource volunteers". The program is extremely well organized in that week-long summer workshops and other in-service meetings have been offered to teachers, resource volunteers are being trained, and a computerized system is being developed to facilitate the use of the resource persons. Detailed information and a description of the presentation are given for each resource listed. A section of suggested procedures is particularly useful.

DuVall and Truex (1970) describe a Computerized Community Resources Handbook including more than four hundred firms and individuals. Constructed in South Bend, Indiana, the system provides teachers with a computer print-out listing the necessary information on any resources related to the topic under study.

Ring up Your City: Charlotte, North Carolina, contains field trips and resource persons listed under one hundred forty-five subjects arranged alphabetically. Unique in its approach, the guide includes only brief information on the resource, but includes exercises for

students and questions for inquiry (Feiber et al, 1973).

School districts in the Bronx, New York, have also compiled a listing of community resources, each linked to a specific educational objective. Consisting mainly of field trips and basic resources in the local vicinity, the guide includes only the briefest information on each resource, which is listed alphabetically under broad subject headings (First Hand Learning..., 1961).

McGinley (1970) has compiled a list of neighborhood resources for the Durham Child Development Center, Philadelphia. Designed to capitalize on the child's experiences in the school neighborhood, the study is admittedly limited.

At Marcy Open School, Minneapolis, a resource card file was developed as part of an "Other People...Other Places" center employing two persons to assist students and teachers in using a variety of community resources (Marrow & Farmer, 1976).

Recently Marks (1977) reported the organization of a similar file in the Spring Branch Independent School District in Houston. The information was compiled at the district level and the resulting card file was sent to each school in the district.

Several resource directories were located in Canada. Tulk (1974, p. 64), in reporting on community education in Leeds and Grenville Counties, states that the program coordinator in conjunction with a Committee

on Field Trips developed a "Community Resources Handbook" that was placed in each school for teacher reference. In Wellington County in the Toronto area, Haycock (1973) has edited a listing of field trips, speakers and plant tours and arranged them by Sears Subject Headings. A unique feature of this directory is a list of sources of free materials, although content is not restricted to the local area.

Several community directories are available in the St. John's area. O'Neill (1974) compiled an informative guide for tourists. Although it was not designed to serve teachers, the guide has some sections (e.g. monuments and museums) of value in the schools. Several years ago Galgay (n.d.) edited a booklet containing information on thirty field trips in the St. John's area. A useful publication, its information needs to be updated and expanded.

Since the intern began this project, a more recent and comprehensive directory has been compiled by the Social Studies Consultant with the Avalon Consolidated School Board (Kearley, 1977). This directory contains information on field trips and area tours and is organized by broad subject areas (e.g. Provincial Government, Churches, Business & Industry). Guidelines are suggested for teachers using the directory as a source of field trips.

Brown, Lewis and Hargleroad (1973, chap. 12) mention two other existing guides: one entitled The Field

Trip Guide K - 12 from the Seattle Public Schools; the other, a handbook of information on eighty field trips, from work done by the Warren (Michigan) Community Resources Workshop.

Specialized Directories

Specialized directories are those restricted to serving a special purpose or a specific subject area. This section includes a brief description of some specialized directories.

There are a growing number of available directories in the areas of guidance and career education. These generally include local resources, often persons, listed under the occupational cluster pattern of the U.S. Office of Education. Three of the available directories were examined: the Tri-County Teacher's Guide to Community Resources: Speakers, Field Trips, Career Interviews (1975) from East Peoria, Illinois; a Community Resource Directory (Herzog, 1974) from Watertown, South Dakota; and Community Involvement; Resource Speakers Guide (1970) from San Antonio, Texas.

Interest in community resources is not limited to the areas of careers and guidance. Directories were also located for environmental studies, foreign languages, historic sites, and outdoor education. The Comprehensive Community Environmental Inventory, Yarmouth, Maine (Bennett, 1972) contains data on man-made and natural

resources in that area. Fleming (1974) describes the variety of resources for foreign-language teaching in the Denver area. Levy (1975) also recommends conducting a community survey to locate local resources for foreign-language study. Sharp (1974) describes the booklet, "Family Tours of Michiana," which lists and describes historic sites in Michigan and Indiana. Haycock (1973) mentions that a guide for outdoor education is available in Wellington County, Ontario.

Two unusual resource directories were located: one in the Catskills, the other in Detroit. A Directory of Primary and Community Resources in the PROBE Area (Whitehill, 1968) contains information on persons, places and objects which can be used as primary sources of information. Covering three New York counties, the guide also has a specialized section on geological resources, an archeological survey and county political structures. A supplemental field trip guide and maps are also available. Trump (1975) describes the construction of a public information center and resource directory to facilitate informational services to residents of the Detroit area.

Generalizations

Although each of the community resource directories differs in scope and purpose, some similarities do exist. Certain generalizations can be made regarding common

features of the best resource guides:

1. Field trips and/or resource persons are included, these being the two most commonly used types of community resources.

2. A statement of purpose or an introduction is included.

3. A Table of Contents is included for ease of use.

4. Guidelines for using the resources are suggested.

5. An Index provides detailed access to all resources listed.

6. Sample forms for parental permission and resource evaluation are generally included.

7. Resources are listed either alphabetically, with an index or other form of subject access, or by subject.

8. For each resource, detailed information is given, including such items as contact person, telephone number and visiting hours.

9. A brief description of each resource is usually included.

10. Resources are related to curricular goals or content. The methods vary greatly; some guides offer curricular suggestions under each broad subject area, some relate each resource to specific units, others include suggestions with the description.

11. Most directories are constructed and the program administered at the district or school board level.

12. Provision is made for evaluation and up-dating of the directory.

13. For ease of revision, the guide is usually organized in loose-leaf or file format.

14. The complexity of the guide varies according to available staff, time and money.

These generalizations will be considered in constructing a community resource directory for the St. John's area. This topic will be further explored in the next chapter.

RELATED RESEARCH AND EVALUATIONS

There is only limited research in the area of community resources. This section describes some research which indicates that (1) using community resources may have a positive effect on student learning, that (2) teachers are not using the local resources available to them, that (3) students are not aware of resources within their own communities, and that (4) community resource directories are effective in encouraging teachers and others to use local resources.

There is some indication that using community resources can have a positive effect on student learning. Dixon (1971) reports an investigation of schools in the Washington, D.C. area, in which it was found that the

Scott Montgomery Elementary School showed better student achievement than would normally be expected in students from low-income, low-educational level families. Further investigation revealed that the school had attacked its problems by acquiring a library and by using neighborhood and community resources. Students used local experiences to meet specified learning outcomes. The investigators believed that carefully guided learning experiences using community resources were a major contributing factor to the school's success.

According to available research, teachers do not use community resources as much as might be expected, and students are not always familiar with their local environment. Kaltsounis (1976) could find no recent research on the teacher use of community resources but he reports a study done by Miller R. Collings who found that teachers neglected to use many of the available opportunities for community involvement. In the same study, it was found that more than ninety percent of twelfth graders interviewed had never visited such local activities as a meeting of city council or the Fire Department Training School. Collings (1967) writes of the Detroit Citizenship Education Study which found that students often miss educational experiences outside the school. Three conclusions of the study follow:

1. Teachers cannot assume that their students have had large numbers of enriching direct experiences.

2. Some schools are not making sufficient use of neighborhood facilities for direct experiences.

3. Schools are not providing direct experiences which acquaint pupils with activities of government.
(p. 1)

The Social Studies Textbook Committee, 1961-62 (How to Initiate..., 1970), examined this problem through a teacher survey. Elementary teachers were asked to indicate which resources they would like to use more often. Of fifteen possibilities, community speakers was one of four least used resources at every grade level. Teachers indicated, however, that community speakers ranked first among the resources they would like to use more often. Teachers were therefore anxious to use community resources, namely resource speakers, but indicated that they would like a list of available speakers who would speak at the comprehension level of their students, and a more convenient, less time-consuming procedure for obtaining these persons. As a result, the school district organized the Community Resource Volunteer Program (described in the previous section), in which it listed resource persons and set up a district processing center for locating, evaluating and organizing the resources as well as for handling teacher requests.

The intern obtained similar responses on her teacher questionnaire (see Appendix C). Although teachers were not using community resources as much as might be expected, all teachers felt a community resource directory

containing information on field trips and resource persons would be useful to them in helping them use local resources.

There is some evidence of positive evaluation of community resource directories. In referring to the Community Resources Handbook in Leeds and Grenville, Tulk (1974, p. 65) states that "according to the teachers and principals interviewed this handbook was of enormous benefit to them."

The Minneapolis program (How to Initiate..., 1971), also included some measure of evaluation. In a survey of classroom teachers approximately seventy-five percent of respondents had used the resource volunteers and approximately fifty-seven percent felt that often children would not have gotten the information in any other way. Of ninety-three directors, consultants, principals, resource and helping teachers responding to a questionnaire, eighty-six felt the program was an asset to the classroom curriculum. The vast majority felt the program should be continued if at all possible. Strengths and weaknesses in the program were also identified to assist improvement of the service.

In studying the effects of a booklet entitled "Family Tours of Michiana" (Shara, 1974), the student researchers, from Indiana University at South Bend, questioned families who had used the booklet, distributed at no cost by the University and the National Bank and

Trust Company. About one-half (forty-six percent) of the respondents used the booklet as a source of information in locating and visiting historic sites. Although this study involved a different group of subjects and a different type of directory from most of those discussed, it seems likely that the booklet did influence its readers to use community resources, and thus achieved its purpose.

The research, though limited, is positive in nature. It indicates that although teachers may not be using local resources as much as they could and perhaps should, teachers and others have found community resource directories useful in working with the learning resources in their own communities. Obviously more research could be done in this area.

Chapter 3

PROCEDURE

This project was concerned with the preparation of a community resource directory for the St. John's area. The procedure followed consisted of four main tasks: (1) surveying teacher reaction through the use of a questionnaire, (2) collecting data on local resources, (3) organizing the data collected into a usable form and (4) evaluating the resulting community resource directory. This chapter describes how each of these tasks was accomplished.

THE TEACHER QUESTIONNAIRE

The Community Resource Volunteer Program in Minneapolis (How to Initiate..., 1971, p. 1) included the suggestion that the support of the administration and school staff was necessary to a program's success. In one school system which failed to determine teacher interest, it was found that teachers were not using the program. The intern therefore decided that a brief survey of teacher reaction was necessary to the success of the project.

A brief questionnaire (see Appendix B) was devised to serve four related purposes:

1. To discover whether or not teachers were using community resources, what types they were using and what their purposes were in doing so. Since no local research had been done in the area, this data was able to provide a background to the study.

2. To determine whether or not a community resource directory was in fact needed/wanted by teachers. An affirmative response supported the need for the project.

3. To give teachers an opportunity to identify topics on which they would like to use community resources. This gave the intern some direction in the location of resources relevant to the curriculum.

4. To provide teachers with the opportunity to describe resources they themselves had used and would like to share with other teachers. This provided the intern with leads to potential resources. These personal contributions could also influence the usage teachers would make of the directory.

Since the items contained in the questionnaire were simple and direct, no pilot study was considered necessary. The questionnaire was, however, approved by the intern's committee members and was also examined by a principal and three teachers.

The questionnaire was administered to a random sample of teachers in the St. John's area. The sample population included all teachers of children in Grades Kindergarten to Eight and employed by the Roman Catholic

School Board for St. John's. It did not include such administrative personnel as principals, who were not directly involved in pupil instruction. This population consisted of approximately seven hundred (700) teachers, one hundred (100), or approximately fifteen percent (15%), of whom were selected for the sample. A random number table (Freund, 1967, pp. 393-396) was used to select one hundred (100) random numbers which were then matched to a list of teachers employed by the School Board. The name, school and grade level of each teacher thus selected was noted on a three by five inch index card.

A covering letter was written and it, together with the questionnaire and a stamped self-addressed envelope, was sent to each of the teachers in the random sample during the last week in October. After one week a reminder was sent to each of the teachers and this was followed, one week later, by a final reminder. At this time insufficient replies had been received. Since the lowest percentage of responses and the highest number of teachers were at the primary level, it was decided to telephone each of these teachers and to further remind them to complete the questionnaire. As a result, nineteen (19) additional replies were received, so that the total returns amounted to sixty (60) or sixty percent (60%). All replies received were tabulated and/or compiled for ease of reference (see Appendix C).

INFORMATION ABOUT LOCAL RESOURCES

The task of collecting information about local resources consisted of (1) locating potential resources and (2) gathering the necessary information about the resources.

The resources considered for inclusion had to fall within the general scope and limitations of the project as described in Chapter One. To identify resources within these limits, four main channels were used:

1. The regular and yellow page listings in the telephone book contained many potential resources.

2. The replies to the teacher questionnaire described many resources teachers would like to use or had already used.

3. The contact person for one potential resource sometimes suggested one or more related resources.

4. The preliminary list of resources was compared to Kearley's directory (1977) for the Avalon Consolidated School Board for St. John's. Paul O'Neill (1974) was also consulted.

As resources were identified, the name, address and telephone number of each were written on three by five inch index cards. Each potential resource was contacted by telephone and the necessary information recorded on the appropriate form, Form A for field trip sites or Form B for resource persons (see Appendix D). The summaries based on this information formed the body of the directory.

THE DIRECTORY

The data collected was organized according to the generalizations based on the review of other directories examined (see Chapter 2, pp. 43-44). Since files are more difficult to duplicate, the directory was assembled in a handbook format.

The resulting community resource directory includes the following features:

1. Table of Contents
2. Introduction or statement of purpose
3. Suggested guidelines for taking a field trip
4. Suggested guidelines for using resource persons
5. List of resources arranged alphabetically under the headings: Business and Commerce, Churches, Communication and Transportation, Educational Institutions, Government and Essential Services, Health and Service Agencies, History and Culture, Manufacturing and Industry, Natural Resources and Science
6. Sample form for obtaining parents' approval for field trips
7. Index, arranged alphabetically by the name of the resource, and including some cross-references where these were deemed necessary.

When these various sections had been written and assembled, five copies were duplicated so that the drafted directory could be evaluated.

EVALUATION OF THE DIRECTORY

The primary concern in evaluating the community resource directory was to determine how the directory could be improved and modified to better serve its purpose. A summative evaluation would have been difficult to carry out within the context of this project, since it would involve a lengthy trial period. Since it is hoped that the directory will be continuously revised and improved, it would therefore never reach a summation.

To evaluate the tentative directory the intern submitted it to a group of professionals who were asked to offer their comments, criticisms and suggestions for improvement so that the directory could be modified before publication. These professionals consisted of the intern's committee members, the Assistant Superintendent of the Roman Catholic School Board for St. John's, the Supervisor of School Libraries with the Avalon North Integrated School Board, the intern's school principal and three teachers in the St. John's area.

The comments of the evaluators resulted in some minor modifications to the tentative directory: (1) an additional resource speaker was located and entered under Family Life Bureau, p. 20; (2) further information was added to the entries Canadian National Railways, p. 11, and Public Library, p. 24; (3) the introduction and guidelines sections were reworded; and (4) spelling and grammatical errors were corrected.

Some of the evaluators suggested that the names of contact persons be omitted since these would quickly become obsolete. The Assistant Superintendent and the teachers felt that this was one of the important features of the directory and should therefore be included. Since it was the teachers who would be using the directory, the contact persons were included in the final draft of the directory which was then ready for publication (see Appendix A).

SUMMARY

The intern sent a brief questionnaire to a random sample of local teachers. The results showed that teachers needed help in locating and using community resources. The intern then organized an information search to identify potential resources and to collect the relevant data. When this information was gathered it was organized into a community resource directory for teachers in Grades K - 8. The directory lists over one hundred (100) resources, including both field trips and resource persons. A draft of the directory was evaluated by a group of professionals in the field of learning resources and/or education and was modified according to suggested improvements.

Chapter 4

CONCLUSIONS AND RECOMMENDATIONS

© This report has described a project to develop a community resource directory for the use of teachers in St. John's, Newfoundland.

The literature indicates that every community has many resources: objects, persons, and places with great potential for learning. These resources are sometimes neglected in the educational process. It was found that many school boards had undertaken the construction of a community resource directory to facilitate teacher use of learning opportunities in the local environment. From an examination of some of these directories, generalizations were drawn which formed a basis for developing a local directory. The resulting St. John's directory, "People and Places: Resources for Learning" (see Appendix A); includes more than one hundred field trips and resource speakers of value to students and teachers in St. John's and vicinity.

This final chapter provides a summary of the project described in the preceding chapters of the report and includes conclusions and recommendations based on the research.

CONCLUSIONS

At the completion of this project the intern was able to make several conclusions with regard to the use of community resources. These conclusions arose primarily from the results of the teacher questionnaire but also from the intern's experiences in compiling the directory.

1. It appears that although teachers sometimes use community resources they do not frequently use these resources and that many (almost one-third) never use these resources at all (see Appendix C, Tables 2 and 3). A majority of teachers (approximately two-thirds) in the sample use community resources at least sometimes as a regular part of their classroom activities (see Appendix C, Table 1). In the year prior to the project, however, only slightly more than one-third of the teachers sometimes used resource persons, whereas sixty percent rarely or never used resource persons (see Appendix C, Table 2). The findings indicated only a slight difference between the use of resource persons and field trips. Less than forty percent of the teacher sample had sometimes taken field trips during the preceding year and fifty-five percent had rarely or never used these resources (see Appendix C, Table 3). It was noted that no teachers frequently used either field trips or resource persons, since no teachers checked the "often" response to either Question 3 or Question 4 (see Appendix C, Tables 2 and 3).

2. Many teachers (forty-three percent of the sample) are using community resources other than field trips and resource persons (see Appendix C, Table 4). The two most common practices are the use of other library facilities and the borrowing of films and other audiovisual materials. Recreation facilities are also used (see Appendix C, Table 5).

3. When teachers do use community resources it appears that they generally do so in connection with topics or themes they and their students are exploring. Three-quarters of the teachers sampled use community resources at least sometimes in connection with the regular curriculum (see Appendix C, Table 8).

4. The two main reasons that teachers do not use community resources as a regular part of their classroom activities are insufficient knowledge of the available resources and problems with transportation (see Appendix C, Table 6).

5. The primary reason teachers use community resources is to reinforce concepts being taught in the classroom. Ten other reasons were also listed by teachers responding to the questionnaire (see Appendix C, Table 7).

6. Ninety percent of teachers in the sample felt they did not have sufficient knowledge of local resources in the St. John's area (see Appendix C, Table 9).

7. Ninety-seven percent of teachers in the sample wanted to know more about available resources in their

community (see Appendix C, Table 10).

8. All teachers in the sample felt that a community resource directory, listing complete information on various field trips and resource persons, would be useful to them as teachers (see Appendix C, Table 11).

9. Personnel involved with potential field trip sites and representatives of various organizations with potential resource persons were generally extremely helpful and cooperative. Many contact persons were not only willing to have students visit on a field trip or to have speakers visit the local schools, but were also eager that their services be used and expressed the hope that many teachers would avail themselves of these services.

10. The resource directory completed as a result of this project contains only a basic resource list which could be expanded considerably, particularly in the area of resource persons. The intern and others who examined the directory were surprised at the many resources available.

11. The community resource directory contains much information, in particular the names of contact persons and telephone numbers, that could at any time become obsolete and would therefore need to be changed in order to keep the directory current.

RECOMMENDATIONS

The intern proposes several recommendations relating to the teacher use of community resources and relating to the community resource directory itself. These recommendations arise primarily from conclusions drawn in the preceding section of the chapter.

1. The results of the teacher questionnaire (see Appendix C) showed that teachers were not using community resources as much as might be expected. It is therefore recommended that teachers be encouraged to use these resources more often in correlation with their classroom activities. This encouragement could come from either school boards or the university. School boards could provide encouragement by issuing board policy on the use of community resources in the curriculum, by providing funds for field trips, by including the use of community resources in school evaluations, and by offering workshops to familiarize teachers with community resources. The university could offer courses similar to the Community Resources Workshops (1970) or could incorporate more material on community resources into existing courses in educational methods or media.

Since teacher responses to Question 6 on the questionnaire (see Appendix C, Table 6) indicated that lack of knowledge of local resources and transportation problems were two major barriers to more extensive teacher

use of resources, each of these deterrent factors should, as far as possible, be eliminated.

2. The community resource directory is one attempt at informing teachers about local field trips and resource persons. It cannot serve this purpose, however, until the directory is published and distributed to local schools. It is recommended that the Roman Catholic School Board for St. John's undertake the task of ensuring that all teachers have access to the directory and to the information it contains.

3. It is difficult to ascertain why transportation is such a problem. The Roman Catholic School Board, by whom the sampled teachers are employed, has no formal policy on providing buses for field trips. It does provide a number of extra bus-runs for each school that can be used for this purpose. Shared Board and school funding is also sometimes available. It is recommended that teachers make sure they use their school's quota of bus-runs and if more are needed that they seek alternate means of transportation or raise the necessary funds themselves. It is also recommended that the School Board prepare a specific policy on providing transportation for field trips and that this policy be made available to all teachers.

4. Since the directory contains some information which may quickly become obsolete, it is recommended that the directory be revised annually. It is further recommended that this task be undertaken by a district

media consultant or a committee of teachers and/or librarians at the school district level.

5. Since the resources listed in the directory were not evaluated as to their suitability, or value, it is recommended that this same person or group find some means of evaluating the resources so that teachers can be informed of those that are most worthwhile either because of some intrinsic value or for meeting specific purposes. Feedback from teachers using the resources could prove useful in this task.

6. Since the directory is only a modest attempt to compile information about resources in the St. John's area, and since it obviously does not include all local resources, it is recommended that a person or group as described in the preceding paragraphs undertake to expand the directory listings, particularly the listings of resource persons.

7. If the directory proves as useful as is anticipated, it is also recommended that similar directories be compiled in other areas of the province.

8. It is further recommended that each school undertake the compilation of a human resource file which lists parents who can serve as resource persons in an area of talent or experience.

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APPENDIX A

Community Resource Directory

**PEOPLE AND PLACES:
RESOURCES FOR LEARNING**

**A COMMUNITY RESOURCE DIRECTORY
FOR THE ST. JOHN'S AREA**

Rosemary Kennedy, B.A.

July 1977

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INTRODUCTION

The entire community can be used as a laboratory for learning. The persons, places and objects in the community can provide countless opportunities to enrich classroom experiences. Using these resources can extend students' learning on a topic under study, can provide direct concrete experiences not available through texts or other media, can provide students with a better understanding of the functions of the community and its component parts, can add interest and motivation to classroom studies, can provide exposure to varied career opportunities, and can create an awareness of public services and recreational opportunities available to students and other citizens.

The results of a teacher survey conducted in October and November, 1976, showed that many teachers sometimes used community resources. Almost all the teachers responding to the questionnaire felt they did not have sufficient knowledge of local resources and wanted to know more about this topic. In fact, all the teachers felt a resource directory would be useful to them.

The community resource directory, to which this section is an introduction, contains information on a wide variety of local resources including field trip sites, resource persons and some sources of free materials. The resources can be used in most subject areas and at all grade levels, although the primary focus is in Grades K-8. The resources are mainly centered in St. John's and vicinity. For each resource detailed information such as contact person, telephone number, amount of advance notice required, grade level and number of students is included.

Included in the directory is a general sample of local resources in each of the ten categories listed in the Table of Contents. Whereas almost all available field trip sites are included, the number of resource persons had to be limited to those representing various government agencies and service organizations. It is suggested that each school conduct a survey of its own parent population as a means of locating other worthwhile resource persons. Likewise, where some companies have several branches, only the main branch was contacted. If teachers wish to visit the branch nearest their school they should contact that branch to obtain the necessary permission and information.

It is hoped that the directory will provide teachers with useful information, that it may create an awareness of the many resources available, and that it may indirectly encourage the use of many of these valuable learning experiences. Because of the changing nature of the information, however, it will need to be updated on a yearly basis.

The intern wishes to acknowledge all those persons and organizations who cooperated by providing the kinds of information needed and to thank all those teachers who responded to the questionnaire, often including many useful suggestions with their replies. Any further comments for improving the directory or suggestions of other resources which should be included would be welcome.

Rosemary Kennedy,
School Librarian
Our Lady of Mercy School

GUIDELINES FOR TAKING A FIELD TRIP

A. Deciding to take a field trip

1. The trip should be directly related to the classroom curriculum.
2. It should have a definite purpose or meet specific objectives.
3. It should provide an experience not otherwise available.
4. It should provide a learning experience worthy of the time, money and distance involved.
5. It should be appropriate for the age and grade level of the students.

B. Planning the trip

1. The teacher should
 - a. seek the principal's permission.
 - b. make the arrangements for the visit as suggested in the directory, and visit the site beforehand, if possible.
 - c. prepare the guide for the visit by informing him/her of the purpose of the visit and the grade level of the students.
 - d. ensure that parents receive and return permission slips.
 - e. enlist the assistance of PTA members or other parents if extra supervision is needed.
 - f. arrange for transportation to and from the site.
2. The children and the teacher should
 - a. study related materials, e.g. books, films.
 - b. decide on purposes for the trip.
 - c. formulate questions to answer.
 - d. assign tasks, e.g. taking photos, locating specific information.

- e. discuss rules of safety and conduct for the trip.

C. Taking the trip

1. Make sure all students are present and assembled, preferably with "buddies" or "partners", especially in the lower grades.
2. Ensure that students behave in a safe and courteous manner.
3. Make the journey a learning experience by pointing out other areas of interest along the route.
4. At the site make sure all students can see and hear well.
5. Provide time for students to ask questions, take notes and photos as necessary.
6. Keep to the planned schedule as far as possible.
7. Before leaving the site, recheck the students.
8. Thank the guide(s).

D. Following up on the trip

1. Discuss the trip to reinforce the learning experience.
2. Extend the learning through student reports, photo stories, displays, further research, etc.
3. Write a thank-you letter to the person and/or company visited.
4. Provide feedback to the principal and parents.
5. Evaluate the experience by deciding what aspects of the trip were good and by discussing ways of improving any future trips.

6. Provide time for questions and discussion.
7. Use care in examining any supplementary materials the person may have brought.
8. Thank the speaker for taking the time to visit.

D. Following up on the visit

Follow the same guidelines listed under "Following up on the trip". Make sure, however, that the speaker gets personal feedback on the shared learning experience. One idea might be to send the speaker a picture taken during the visit or a scrapbook compiled as a result of the speaker's presentation.

GUIDELINES FOR USING RESOURCE PERSONS

A. Deciding to invite a resource person

Base your decision on the same considerations listed under "Deciding to take a field trip".

B. Planning for the visit

1. The teacher should

- a. notify the principal of the planned visit.
- b. make arrangements with the speaker as outlined in the directory.
- c. prepare the speaker by explaining the reasons for the requested visit, by informing the speaker of the students' age and grade levels and by advising the speaker of any special student interests, questions or assignments related to the topic.
- d. discover any special needs of the speaker with regard to audio-visual equipment and transportation to and from the school.
- e. give the speaker the necessary directions for reaching the school.

2. The children and the teacher should

- a. follow the guidelines suggested for planning a field-trip.
- b. assign students to the tasks of meeting and escorting the visitor to the classroom, and of introducing the speaker to the class.

C. Enjoying the visit

1. Escort the visitor to the classroom.
2. Welcome and introduce the speaker.
3. Make sure all necessary equipment and materials are available.
4. Ensure that all students can see, hear and understand the speaker.
5. Make sure that students are courteous and attentive to the speaker.

BUSINESS AND COMMERCE

Avalon Mall Regional Shopping Center
Kenmount and Thorburn Roads

No permission is needed to bring a class to the Mall and no guides are available. Teachers wishing to visit a modern shopping center as part of a social studies or other unit should plan such a visit carefully and supervise the visit themselves.

Bank of Montreal
240 Water St. (Main Branch)
Contact Mr. McAllister, Administration Supervisor
Call 754-0800

Students see the departments of a modern bank. A maximum of 1 class at junior or senior high school level. Call between 9:00 A.M. and 5:00 P.M. at least 2 weeks in advance to arrange the 1/2 hr. guided tour. Visits are best arranged for 3:00 P.M. on a Wednesday in the middle of the month. Washrooms available. Parking in a nearby garage. Mr. McAllister suggests that a visit to a small branch near the school might be more beneficial. In this case, contact the branch manager.

Dominion Stores
Elizabeth Ave. East
Contact Mr. Warfield, Manager
Call 722-6140

Students can see various types of food and related products. Class groups of any age welcome. Open 9:00 A.M. to 10:00 P.M. Mon. through Sat., visits are best arranged for Tues. or Wed. mornings. Call 2-3 days in advance to arrange guided tour, including a visit to the meat room. Parking available.

Teachers may wish to visit a Dominion Store nearer their own schools. This can probably be arranged, but the management prefers that classes visit the larger super-markets such as those at Churchill Square or Somerville.

Royal Bank
226 Water St. (Main Branch)
Contact Mr. J.C. Hopkins, Asst. Man. of Administration
Call 753-8640

Students see the departments that make up a modern bank. Maximum of 10-15 students in Grades 3-4 and up. Call between 9:00 A.M. and 5:00 P.M., at least 2 weeks in advance to arrange the 1/2 hr. guided tour. Visits are best arranged for Tues.-Thurs. afternoons, after 3:00 P.M. Washrooms available. Parking garage nearby.

Scotia Bank
 291 Water St. (Main Branch)
 Contact Mr. Keough, Accountant
 Call 754-2570

Students visit the departments of a modern bank. Recommended for junior and senior high school students or accounting classes with a maximum of 20 students. Call between 9:00 A.M. and 5:00 P.M. at least 1-2 days in advance to arrange the 1/2 hr. guided tour. Visits should be arranged for non-banking hours, either before 10:00 A.M. or after 3:00 P.M. Washrooms and parking available. If a group wishes to visit a smaller branch, contact the manager of that branch.

Sobeys Limited
 Avalon Mall
 Contact Mr. Whelan, Manager
 Call 753-9298

Pupils can see many food products in the different food categories. Maximum 15-20 students in any grade. Open 9:00 A.M. to 10:00 P.M.; six days a week, best visiting time is Tues. morning. Call 1 week in advance to arrange the 1/2 - 1 hr. visit. The teacher generally conducts the tour; however, the manager or others would be available to answer questions. Parking available.

Stop and Shop Supermarkets
 Topsail Rd. Plaza
 Contact Mr. C. Andrews, Man. Contact Mr. Ed Earles, Man.
 Call 368-3673 Call 579-6926

Both supermarkets are willing to have students visit. Pupils see many food and related products. Monday or Tuesday is best for a class visit. Call 2-3 days in advance to arrange a guided tour.

CHURCHES

This section includes only brief information about a representative sample of churches of the major denominations. For a more complete listing of churches, including those of other faiths, consult your local telephone directory.

Basilica of St. John the Baptist, Roman Catholic
Military Road
Contact Father C.G.Greene, Parish Priest
Call 754-2170

Interesting not only as a place of worship but also for its architecture.

Beth El Synagogue, Jewish
Elizabeth Avenue and Downing Street
Contact Rabbi Yaacov Peterseil
Call 726-0480 (office) or 754-1455 (residence)

Elim Pentecostal Tabernacle, Pentecostal
Empire Avenue and Rope Walk Lane
Contact Pastor G.E.Noble
Call 579-9678 (church) or 579-9682 (residence)

First Baptist Church, Baptist
100 Portugal Cove Road
Contact Rev. Murray B. Davis
Call 753-6286



Gower Street United Church
Gower Street
Contact Rev. George LeDrew
Call 753-7286 (church) or 579-3459 (residence)

Newfoundland Cathedral, Anglican
Cathedral Street and Church Hill
Contact Rev. Edward Marsh
Call 726-6386 (residence) or 726-5677 (church)
The Cathedral has a small museum, interesting stained glass windows and is an excellent example of gothic architecture in North America.

St. Andrew's Presbyterian Church, Presbyterian
Queen's Road
Contact Rev. I.S.Wishart
Call 726-5385 (church) or 722-3769 (residence)
The "Kirk" is the oldest Presbyterian church in St. John's.

St. John's Temple, Salvation Army
78 Springdale Street
Contact Major Roy Calvert, Commanding Officer
Call 722-2467 (office) or 579-5383 (officer's residence)
The oldest Corps in St. John's.

St. Patrick's Church, Roman Catholic
Patrick Street
Contact Father William K. Lawton
Call 579-0349 (church) or 754-1195 (deanery)

St. Thomas' Church, Anglican
Military Road and King's Bridge Road
Contact Rev. William E. Askew
Call 722-2632 (office) or 726-3487 (residence)
The oldest wooden church in St. John's.

COMMUNICATION AND TRANSPORTATION

Canada Post Office

Station A, Kenmount Road

Contact Mr. G. Meadus, Public Relations Officer

Call 737-5233

Students see modern methods of mail processing. Recommended for Grades 4-8. Maximum 30 students with 2 teachers. Visiting hours from 2:00-4:00 P.M. Call 1 week ahead to arrange 1/2 - 1 hr. guided tour. Washrooms and parking available. Some brochures on old and modern methods of mail service are also available.

Canadian National Railways

Water St.

Contact Mr. G.J.Burke, Office Asst. to Passenger Sales

Call 726-0220 Ext. 219

Students can take a train ride on the "Newfie Bullet". The train goes to Argentinia every Mon., Wed. and Fri., and leaves St. John's at 10:30 A.M. (until April 24) or 1:00 P.M. (from April 24 to October). Groups may wish to ride the train to Holyrood (Adults \$2.75, children under 12 \$1.30) or to Argentinia (Adults \$5.25, children \$2.65). One-way tickets should be picked up the day before and arrangements should be made to return by bus. This trip might be combined with a visit to the Golden Eagle Oil Refinery or the Holyrood generating station. Because of the present train schedule, a visit to Castle Hill would be difficult to arrange.

CBC Television Studios

95 University Ave.

Contact the Public Relations Department

Call 753-1300

Neither CBC radio nor television permit general student tours. Sometimes, however, a group may get permission to attend the taping of a local show, e.g. Kinda Country, or Skipper. One month advance notice is necessary and a staff member notes that CBC is selective in its choice of audience.

CJON Radio and Television

Prince of Wales St.

Contact Ms. Sheila Anstey, Sect. to Mr. Geoff Sterling

Call 579-5015

Students in any grade can visit the main TV studio, newsroom, etc. About 20 students are best for 1/2 hr. tour. Open from 9:00 A.M., call 2-3 days in advance. Washrooms available. Parking in Recreation Center during daytime. Note that this is a behind-the-scenes guided tour and that students will not be able to see a television taping.

Daily News

Pippy Place

Contact Mr. Jim Thoms, Editor-in-chief

Call 726-1810

Students can see how a newspaper is put together, but this paper is printed elsewhere. Any grades in groups of 20-25. Call 1-2 days in advance for 1/2 hr. guided tour. Best times to visit at 3:00 P.M. or between 7:30-8:30 P.M. Free booklets and a quarterly newsletter. A speaker is also available to give a 3/4 hr. talk on the use of the newspaper in the classroom.

Evening Telegram

275 Duckworth St.

Contact Ms. Stella Brown, Sect. to Publishing Manager

Call 726-2060

Students can see how a newspaper is put together and printed. Recommended for a maximum of 14 students in Grades 4-5. 1 hr. tour, with guide from each department. Best time to visit 11:00-12:00 A.M. 2-3 days notice required. Washrooms available but no parking.

Newfoundland Telephone Co. Ltd.

Churchill Square

Contact Ms. M. Callahan

Call 778-2379

Students view the operation of a telephone exchange as well as visiting the equipment department. Maximum of 6-10 students from Grades 4-8. Prefer afternoon visits. Notice of 1 week required for 1-2 hr. guided tour. Washrooms and parking facilities. Some brochures available.

Radio Station VOCM

Kenmount Road

Contact Mr. John Murphy, Program Director

Call 726-5590

Students see the behind-the-scenes workings of a radio station. Maximum of 10-12 students in Grades 7-8 and up. Best hours to visit between 1:30 and 4:30 P.M. At least 2 days notice required for 1/2 hr. guided tour. Washrooms and parking facilities. Some free pamphlets.

Robinson Blackmore Printing and Publishing Co. Ltd.
O'Leary Ave.
Contact Mr. Emmanuel Tucker, Shop Foreman
Call 722-8500

Students can see the printing process in operation. Maximum of 20-25 students in Grades 3-8. Open 8:00 A.M. to 4:30 P.M., visiting hours can be arranged for when the presses are in operation. Call 1 week in advance to arrange for the 1/2 hr. guided tour. Parking available.

St. John's Airport
Airport Road, off Portugal Cove Road
Contact Mr. Ron Reid in the Administration Office
Call 737-5588

Since most sections of the airport are leased, it is suggested that teachers make separate arrangements with EPA or Air Canada, with the control tower, aeradio and weather offices. Maximum of one class-size group. Open to students at any grade level. Open from 9:00 A.M. to 5:00 P.M., visiting hours can be arranged around flight schedules. Notice of 1 week required for 1 and 1/2 hr. guided tour of the terminal building. Washrooms and parking facilities available.

Further arrangements can be made with the following:
Air Canada, Contact Mr. Maddigan, Airport Customer Service Manager, at 726-9830
EPA, Contact Mr. Squires, Station Manager, at 722-3750
Control Tower, Contact Mr. C.M. Clarke, Chief, Air Traffic Control, at 737-5555
Aeradio, Contact Mr. H. Hynes, Telecommunications Manager, Transport Canada, at 737-5592

EDUCATIONAL INSTITUTIONS

College of Fisheries, Navigation, Marine Engineering
and Electronics

Parade Street (Main Campus)

Contact Mr. R.B. Butler, Vice-Principal, or Mr. Robert
LeMessurier, Guidance Counsellor

Call 726-5272

Students may take a general tour of the main college campus or may combine this with a visit to one of several other departments such as the Fire Training School on Torbay Road. A visit to the fishery training center on the Southside would be valuable for students in Grades 5 and 6. The college's planetarium would be a good field trip for a unit on the stars. High school students are preferred for the general tour, but others are welcome if they have a specific purpose for their visit. Maximum of 40-50 pupils in groups of 12-15. Open 9:00 A.M. to 5:00 P.M., call at least 2 weeks in advance to arrange the guided tour, which may last 1 and 1/2 hr. or more, depending on the number of areas students wish to visit. Washrooms and some parking available. Free brochures describe the different departments. Small samples of net, etc., may also be available to younger students.

College of Trades and Technology

Prince Philip Drive

Contact Mr. John Harnett, Counsellor and Liason Officer

Call 753-9350

Students may take a general tour of the college or they may visit specified areas of interest to the group. Open 9:00 A.M. to 5:00 P.M., visiting hours after 10:00 A.M. or between 2:00-3:00 P.M. Up to 30 students in any grade for 1 and 1/2 hr. guided tour. Notices of 2 weeks required. Washrooms and parking available. In each department brochures available which describe courses. Note that some areas may not be visited because of safety hazards.

Memorial University of Newfoundland

Elizabeth Ave.

Contact Mr. Paul Vavasour, Alumni Officer

Call 753-1200 Ext. 2810

Students can take a general tour of the university, including the Natural History Museum and perhaps the EVU Center, etc. Maximum of 15 students in Grades 5-8, although junior and senior high school students are preferred. Call 1 week ahead to arrange the 1 to 1 and 1/2 hr. guided tour. Washrooms and parking available. Free map of the campus. Note that students should meet in the foyer of the Arts and Administration Building.

GOVERNMENT AND ESSENTIAL SERVICES

Canadian Coast Guard Station

Southside Road East

Contact Mr. W.G.George, Regional Director

Call 737-5150

Students can tour the shore facilities and if a ship is in port, they can go on board as well. Maximum of 20-25 students in any grade, however, older students are preferred. Open 24 hours a day, visiting hours arranged. Call 2-3 days in advance to arrange tour of 1 hr. (2 hrs. if ship is in port). Recruiting material available regarding Coast Guard College.

Central Fire Hall

Bonaventure Ave.

Contact Captain on Duty

Call 722-1234

Students of any age can visit the fire hall, see the fire trucks and firemen's quarters and see how the fire alarm system works. Can accommodate up to 2 groups of 20. Call 1 day ahead to arrange for the 1/2 hr. guided tour. Visits best arranged between 9:00-12:00 A.M. or 2:00-4:00 P.M. Washrooms and limited parking available.

Fire Prevention Department

Contact Capt. Leo Knox, Chief Fire Prevention Off.

Call 722-1234 Ext. 202

Capt. Knox is available to speak to students in any grade about fire prevention. He prefers classroom visits with younger students although assemblies are acceptable with older groups. Call 2 weeks in advance to arrange a time for the hour long presentation.

City Hall

New Gower Street

Contact Mr. Trenchard, Commissionaire

Call 726-8820

Students in any grade may take a 1/2 hr. guided tour of the building. Open 9:00 A.M. to 5:00 P.M., Mon. through Fri. Call 1 day ahead of planned visit. Washrooms and parking available. Council meetings held every Wed. morning. Students must be seated before 9:30 A.M., and may leave quietly before the meeting is over.

St. John's Tourist Commission

Call 722-7080

Available are free city maps and the publication, What's Happening in St. John's.

Electoral Office
278 LeMarchant Rd.
Contact Mr. Harvey Cole, Chief Electoral Officer
Call 579-0031

The electoral office is too busy to handle student visits at election time; however, Mr. Cole is willing to speak to junior and senior high school students about the electoral process. He suggests that this follow some instruction on government organization. Call 2-3 days in advance, between 9:00 A.M. and 5:00 P.M. to arrange a time for the visit. The presentation would last approximately 30-45 min.

Federal Government - MEMBERS OF PARLIAMENT

Hon. John Crosbie, M.P., St. John's West
Contact Ms. Hawco, representative in St. John's
Call 579-8421

Mr. Crosbie is willing to speak to any group of school students. At least three weeks notice is necessary to arrange a time suitable for the Member and the school. Call the St. John's office between 10:00 A.M. and 5:00 P.M.

Hon. James McGrath, M.P., St. John's East
Contact Mr. Frank Miskell, representative in St. John's
Call 753-5580

Mr. McGrath is willing to speak to students in junior and senior high school, either in formal groups or in individual classrooms. Three weeks notice is necessary to arrange a time suitable for both Mr. McGrath and the class. A biography of the Member is also available upon request.

House of Assembly
Confederation Building
Contact Mr. Albert Hemmins, Sergeant-at-arms
Call 737-3349

This trip is particularly useful if the House is in session, and may be combined with a visit to the Naval and Military Museum. A maximum of 50 students preferred, although up to 100 have been accommodated. Any age group is welcome. Open 9:00 A.M. to 1:00 P.M. and 2:00-5:00 P.M. Mon. through Thurs., visits are suggested for 3:00 P.M. Notice of 1 week required. Students may stay as long as they like providing they leave quietly. Washrooms and parking available. No cameras permitted.

Police Station
Court House, Duckworth St.
Contact Inspector White
Call 722-5111 Ext. 19

Students can tour the Court House and see the police at work behind the scenes. If the visit is between 1:00-2:00 P.M. students will also be able to visit the courtrooms. Maximum of 50 students in any grade. Call between 9:00 A.M. and 5:00 P.M., 1-2 days ahead to arrange for the 1/2 hr. guided tour. Washrooms and some parking available.

A resource speaker is also available. Contact Deputy-Chief Roche (Ext. 13), who will address any age group. The length and treatment will depend on the grade level and the subject requested. Write or call the speaker 1-2 weeks in advance to arrange for a visit. Some free career education brochures are also available.

Royal Canadian Mounted Police
Building 306, Pleasantville
Contact Constable Don Davis
Call 737-5400

The RCMP has a school visitation program consisting of 3 lectures (the police, the law, the courts) of 45 min. each. These are geared to Grades 1-4, 5-8 and 9-11. Other topics, e.g. safety, drug abuse, rape, etc. can also be dealt with upon request. The RCMP visits schools mainly outside the city limits; however, they have visited city schools when needed. A class size group is preferred. Call 1 week in advance to arrange for a visit or series of visits. Films are not available on loan but are used as part of the presentation.

HEALTH AND SERVICE AGENCIES

Alcohol and Drug Addiction Foundation of Newfoundland
282 LeMarchant Rd.
Contact Mr. Ferguson, Project Coordinator, or
Mr. Wayne Smith, Director
Call 579-4041 or 579-8562

Resource speakers are available for teacher work-
shops. 1-2 weeks notice required. The Foundation is
open 9:00 A.M. to 5:00 P.M., but hours for the visit can
be arranged. A full or half-day workshop can be planned.
Free fact sheets available, also films to borrow.

Alcoholics Anonymous, including Alanon and Alateen
Call 726-8010

Contact person on call or leave, a message and someone will
get back to you.

Resource speakers are available to discuss the
facts and problems of alcoholism to various size groups of
students or to teachers at a workshop. Grades 6 and up
are recommended. Open 24 hrs. daily, visiting times can
be arranged. Length of presentation depends on group and
purpose. A limited supply of pamphlets is also available.

Canadian Cancer Society

Forest Rd.
Contact Ms. Wilkinson, Executive Secretary
Call 753-2599

The Society provides resource speakers. For
younger children the speaker concentrates on anti-smoking;
cancer detection is emphasized with groups of older teens.
Recommended for any size group at any grade level. Call
between 9:00 A.M. and 5:00 P.M., 2-3 weeks ahead of visit,
to arrange the time. Free pamphlets and posters available,
also films to borrow. This service is best used outside
the month of April, the Society's campaign month.

Canadian Heart Foundation

125 New Gower St.
Contact Mr. Urbane Noel, Executive Director
Call 753-8521

A resource speaker, either Mr. Noel or a member of
the Canadian Council of Cardiovascular Nurses, is available
to discuss such risk factors as overweight, cholesterol
level, etc. Open to any size group at any grade level.
Call 9:00 A.M. to 5:00 P.M. to arrange a time for the hour
long presentation. Notice of 10 days required. Some free
literature and posters available, also some films may be
borrowed.

Canadian Mental Health Association

93 Water St.

Contact Mr. T.E.Furlong, Executive Director

Call 753-8550

Speakers are available to talk to groups of parents, teachers and students on a variety of topics, e.g. parent-teen relations, teenage pregnancies, etc. The size of group and age level varies. Notice of 1 month to 6 weeks necessary. Call between 8:30 A.M. and 4:30 P.M. to arrange a time for the presentation or workshop, the length of which can vary as necessary. Free brochures are available.

Canadian National Institute for the Blind

70 The Boulevard

Contact Ms. Frances Newman, Supervisor of Rehabilitative Teaching, or Mr. W.G.Hedd, Vocational Guidance and Training Counsellor

Call 754-1180

A resource speaker is available to discuss the problems of blindness and eye safety. The speaker illustrates her talk with objects that blind persons use, e.g. braille books, white canes. The size of group is optional. This resource is recommended for all grade levels. Call 1-2 weeks ahead, between 9:00 A.M. and 12:30 P.M. or 1:30-5:00 P.M. to arrange a time for the visit. Free pamphlets are available and films may be borrowed if not used in the presentation.

Canadian Red Cross Society

55 Duckworth St.

Contact Mr. Derrick Yetman, K-6 Program Consultant

Mr. Michael Horlick, 7-11 Program Consultant

Mr. Steve Melemed, Water Safety Director

Call 754-0461

Two school programs are available: a classroom program in K-6, for which a packet of materials can be sent to the teacher, and a club program in 7-11. The consultants are available to assist with the organization of these programs. Free materials and film loans are available only to participating groups (ie. members).

The Water Safety Director is available to speak to small groups of 1-2 classes of any grade level on such topics as artificial respiration; ice, swimming and boating safety, etc. Call between 9:00 A.M. and 1:00 P.M. or 2:00-5:00 P.M. to arrange a time for the 3/4 - 1 hr. visit. Notice of 2 weeks preferred. Pocket cards, posters and pamphlets available.

Consumer Affairs and Environment, Department of
Contact Ms. Marg Kearney, Consumer Consultant (Provincial)
Call 737-2600

Ms. Kearney is available to speak to students in junior and senior high school on various topics of consumer interest. Call between 9:00 A.M. to 1:00 P.M. or 2:00-5:00 P.M. at least 1-2 days in advance to arrange for the 3/4 hr. presentation, open to any size group. Booklets are available on various topics of concern. Also available are six films which the speaker selects for inclusion in her presentation.

Family Life Bureau
Catholic Information Center, Belvedere, P.O.Box 986
Contact Mr. Kevin Breen, Executive Director
Call 722-7700

Resource speakers are available to discuss such contemporary family life topics as the Pro Life Movement and natural contraception. Although the Bureau is geared primarily to adults, speakers are available for the high school level, as well as for PTA meetings and teacher workshops. Call 1 week in advance. Some pamphlets available.

Family Planning Association of Newfoundland and Labrador
Medical Arts Building, 114 Empire Ave.
Contact Ms. Barbara Collier, Educational Director
Call 753-7333

Speakers are available to discuss such topics as family life curriculum, growth and reproduction, and contraception, with students in Grades 5 and up or with teachers, parents or other groups. Maximum of 1-2 classes preferred. Call between 9:00 A.M. to 1:00 P.M. or 2:00-4:00 P.M., 1-2 weeks in advance. Ms. Collier suggests that a series of visits are best to build up a background and rapport for the topics dealt with. Free pamphlets available, also films that teachers can borrow.

Health, Department of

Health Education Division
85 Elizabeth Ave.
Contact Ms. Howse, Health Education Director
Call 737-2682

The Health Education Division can provide free booklets and posters on many health topics of interest at all grade levels. Send for a listing of materials, entitled Schoolhouse Services. Ms. Howse prefers to receive requests by mail.

Dental Hygienist
Dental Clinic, Harvey Road
Contact Ms. Ann Marshall
Call 737-3425

The Dental Hygienist is available to speak to students on various aspects of dental care. This service is available to class-size groups at any grade level. Call between 8:45 A.M. to 12:45 P.M. or 1:45-4:45 P.M. about 1 week ahead to arrange the 1/2 hr. visit. Some materials are available, including a toothbrush kit for Grades 3-4.

Nutritionist
Contact Ms. Jan McCabbe,
Call 737-2684

The Nutritionist is available to speak to students, preferably in Grades 4 and up, or to attend teacher workshops. The presentation might consist of several films and a discussion and would last from 1/2 - 1 hr. depending on the purpose and group size. Call between 9:00 A.M. and 5:00 P.M., at least 1-2 weeks in advance to arrange a time for the visit. A variety of free materials are available.

Note: Your school (public health) nurse is also a willing and capable resource person who can assist you with many health topics.

Janeway, The Dr. Charles A. Child Health Centre
Pleasantville
Contact Ms. Rita Walsh, Liason Nurse
Call 722-5100

Students can tour the hospital, including the following areas: emergency room, lab, X-ray, medical-surgical floor, dental unit, poison control unit and playroom. Maximum of 10 students at one time, preferably from Grades K-4. Afternoons are best, particularly on Fridays. Call 1 week in advance to arrange the 3/4 hr. guided tour. Washrooms and parking available. Also brochures for parents or teachers. A model hospital can be purchased for about \$20.

Dental Unit
Contact Ms. Marion Counsel

If a group wishes to visit a dental care unit, similar to a dentist's office, the teacher should contact Ms. Counsel to arrange a brief tour. Small groups (7-8) in the elementary grades preferred. Call 1-2 days in advance. Visit will probably be on Tues. or Fri.

**Poison Control Centre
Contact Ms. Maura Bean, Poison Control Specialist**

A resource person is available to speak on poison prevention. In the primary grades this would involve the "Officer Ugg" program. The speaker prefers to work with one class group. Open 8:00 A.M. to 4:00 P.M., Mon. through Fri., call 1 week in advance to arrange a time for the visit. Various free materials available.

Newfoundland Dental Association

205 LeMarchant Rd.
Contact Dr. Quigley, member and dentist
Call 576-4415

Dr. Quigley is willing to speak to students (or teachers) at the junior high school level. He can discuss various topics relating to dental growth and care, and has also spoken at the high school level on respect for life. Call between 8:30 A.M. and 5:00 P.M. at least 1-2 weeks in advance to arrange a time for the visit which would probably be on a Mon., Wed. or Fri.

Newfoundland Safety Council

King George V Institute, Duckworth St.
Contact Mr. Ray O'Neill, Executive Director
Call 754-0210

Resource persons are available to speak on various aspects of safety, such as Hallowe'en and traffic safety. Recommended for any grade level. The speaker prefers a class-size group. Call between 9:00 A.M. and 5:00 P.M., about 3 weeks in advance to arrange a time with the speaker for the 1/2 - 3/4 hr. presentation. Some free materials are available. Films are used in the presentation or may be borrowed by teachers. Workshops in baby sitting (8 hrs.) and bicycle safety (6 hrs.) are also sponsored at a nominal cost.

Newfoundland Status of Women Council

Bond Street
Contact Diane or Sandra
Call 753-0220

The Council operates a speaker's bureau for which a list of participants can be obtained at the office. Various topics of concern to women are included, e.g. rape, women's health problems, women and the law, etc. To obtain a speaker call the Council between 9:00-12:00 A.M. or 1:00-4:30 P.M., Mon.-Fri., about 1 month before the date of the presentation. The grade level will vary with the topic, but junior and senior high school would usually be appropriate. The Council also has a large library of materials, some free, others to be bought or borrowed.

Oxfam Centre
382 Duckworth St.
Contact Mr. Richard Fuchs, Education Director
Call 753-2202

The available speaker prefers to attend teacher workshops but is willing to visit schools as well. His presentation deals with economic, social and political conditions in Third World Countries. Call at least 1 week in advance to arrange a time for the visit. Some free and inexpensive materials are available; also a slide-tape production may be rented for \$3.00. A visit to the crafts shop would also be interesting in connection with certain geography or art units.

Tuberculosis and Respiratory Disease Assoc. of Nfld.
King George V Institute, Duckworth St.
Contact Ms. Murrin, Health Education Coordinator
Call 726-4664

A resource person is available for all grade levels. The primary concern is with smoking as a health hazard. Up to 80 students can be addressed, but a smaller group is preferred. Call between 8:30 A.M. and 12:45 P.M. or 1:15-5:00 P.M., 2 days in advance to arrange a time for the visit, preferably during the winter months. The length of the presentation varies with the group. Free pamphlets are available, also films may be borrowed. The organization also offers courses for children with asthma. Kick the Habit kits are also available for groups trying to quit smoking. The magazine, Northern Lights, is available to high schools.

UNICEF
3 Military Road
Contact Ms. Elton, President, or Ms. Cutty, Secretary
Call 726-2430 (office), 368-0203 or 753-5964

A resource speaker is available to show a film and discuss how UNICEF funds are used. The presentation can be varied for all age groups. Group size is not important. Call 2-3 days ahead, between 9:00-12:00 A.M. The 1/2 - 3/4 hr. presentation is usually given in 2 schools per week. A list of films and filmstrips, as well as some other free materials, is available.

HISTORY AND CULTURE

This section includes field trips of historical and/or cultural interest. It does not include the city's numerous monuments as these are clearly listed on pages 128-132 in Paul O'Neill's Everyman's Complete St. John's Guide, Valhalla Press, 1974.

Arts and Culture Centre
Allandale Rd. and Prince Philip Drive
Contact Mr. J. Perlin, Director, or his secretary,
Ms. E. Channing
Call 737-3650

Students can take a guided tour of the building including the theatre, marine museum, etc., but excluding the public library and art gallery with which separate arrangements should be made. Maximum of 40 students at any age level. Open 9:00 A.M. to 5:00 P.M., best visiting hours are 10:00-12:00 A.M. or 2:00-4:30 P.M. 1 or 2 days notice needed for the 1/2 hr. visit. Small brochure about the Centre available; also, quarterly schedule of events. Note that special student rates are available at many theatre performances. No cameras or recording equipment may be used during performances. Washrooms and parking available.

Memorial University Art Gallery
Arts and Culture Centre
Contact Ms. Ruth Greene, Secretary to the Curator
Call 753-1200 Ext. 2211, 2214 or 2215

The guide provides an introduction to the current exhibition, also to Canadian and Newfoundland art. Open to students of all ages in groups of 25-30. Open 9:00 A.M. to 5:00 P.M., tours begin at 10:00 A.M. and 2:00 P.M. and last 1/2 - 3/4 hr. Notice of 1 week required. Washrooms, parking and some literature on exhibits available.

Public Library - Children's Department
Arts and Culture Centre
Contact Ms. Ann Martin, Head of Children's Dept.
Call 737-3953

Although there are several branch libraries, Ms. Martin suggests that classes visit the branch at the Centre because of more space and facilities. Students are introduced to the library's borrower system and are shown various types of media. A story or film may be included. Maximum of 1 class, preferably in Grades K-1, although the library serves students up to 14 years. Open 10:00 A.M. to 5:30 P.M., call 1 week in advance to arrange the 1/2 - 3/4 hr. guided visit. Registration cards available.

Public Library - Adult Department

Contact Ms. Stamp, Circulation Librarian, or
Ms. Sulley, Reader's Advisor
Call 737-3950

Public Library - Reference Department

Contact Ms. Mona Cramm, Provincial Reference Lib.
Call 737-3955

Students are welcome individually or in class groups in either of these departments. If a tour or introduction is required, call 1 week ahead of planned visit. A maximum of 1 class (Grades 7-8 and up) can be handled; a group of 12-15 is ideal. Morning visits are preferable, particularly in the reference section.

Bowring Park

Waterford Bridge Road
Contact Mr. Hubert Noseworthy, Superintendent
Call 368-9507

Although any person or group can visit the park, a class might benefit from a guided tour with explanations of the park's major monuments and plants. Call Mr. Noseworthy 2 days in advance to arrange for the visit, preferably to be taken on Mon.-Thurs. afternoons. Washrooms in Bungalow. Parking available.

Cape Spear National Historic Park, including the Lighthouse

Cape Spear, via Shea Heights
Contact Mr. Manning, Superintendent, Signal Hill
Call 737-5364

The park at Cape Spear is of interest because it contains the most easterly point in North America and because of its celebrated lighthouse. The park is open at all times; however, the lighthouse is undergoing restoration and will not be open to the public until the summer of 1978. Brochures are available. This park is one of several discussed by a resource speaker. See National Historic Parks.

Castle Hill National Historic Park

Placentia
Contact Mr. Neil Dawe, Superintendent
Call 226-2401

The students can visit the Interpretation Center and can see the various remnants of the French fort on Castle Hill. This park is open June 1 to Sept. 15 or Oct. 1. Brochures on the park are available. It is also discussed by one of the resource speakers. See National Historic Parks.

Colonial Building, including Newfoundland Archives
Military Road
Contact Mr. Tony Murphy, Archivist
Call 753-9380

Students visit Newfoundland's oldest government building where the first parliament met and are given a brief historical lecture. Open to all students in groups of no more than 20-25. Open 9:00 A.M. to 1:00 P.M. and 2:00-5:00 P.M. Call 1 week ahead to arrange 1 hr./guided tour. Washrooms and parking available. Free pamphlets on history of building available also.

Newfoundland Sports Hall of Fame
Room 18, Colonial Building
Contact Mr. Frank Graham, Honorary Secretary
Call 753-8613

Students can see pictures, etc. of famous local sports persons and sporting events. Maximum 20 students, 10 preferred, from Grades 6-8. Open 10:00 A.M. to 4:00 P.M., visiting hours to be arranged 1 day prior to visit. Guide explains exhibits during 1/2 hr. tour.

Commissariat House
King's Bridge Road
Contact Mr. Vallis, Chief of Historic Sites, or Mr. Mills
Call 737-2460

The Commissariat House is presently being restored in the style of the early 1800's and should be open by the middle of July, 1977, at which time it should remain open until mid-October. The House was used by the British Forces in St. John's and later by St. Thomas's Church as a rectory. Persons in period costume will be performing the tasks common to the life of citizens of the time period being depicted. Students in any grade would benefit from a guided tour or extended study visit. Further information will be available at a later date.

Government House
Military Road
Contact Ms. Nellie Traverse, Secretary
Call 726-5694

At present only students in Grade 11 can take this guided tour of the home of our lieutenant-governor. Maximum of 35 students. Visits arranged for either 11 A.M. or 3:00 P.M. 6 weeks notice necessary to arrange 1/2 - 3/4 hr. tour which should be reconfirmed on the day prior to the visit. Washrooms and parking available.

National Historic Parks, Dept. of Indian and Northern Affairs
Office at Signal Hill Historic Park
Contact Mr. Ryan or Ms. Maggie John
Call 737-5364

A resource speaker is available, November through March, to give a presentation, including slides, about the five national historic parks in Newfoundland. A class size group at the Grade 5 level is preferred. The speaker requires a screen, trolley and extension cord for the 1 hr. presentation. Booklets and posters available.

Naval and Military Museum
Confederation Building
Contact Mr. E. Courage, Attendant
Call 737-2834

Students can see memorabilia from Newfoundland's naval and military history. Open to any grade level. With a small group of about 10, a guide would explain the exhibits, whereas with a large group of 40-50, the teacher would be in charge. Open Mon.-Fri., 9:00 A.M. to 12:45 P.M. and 2:00-4:45 P.M. No notice required for 1/2 - 1 hr. visit. Note that this trip can be combined with a visit to the House of Assembly.

Newfoundland Historic Trust
P.O. Box 5542 or 18 Circular Road
Call 753-9029

The Trust publishes a quarterly newsletter, The Trident, which contains many interesting and useful articles on topics of local historical interest.

Newfoundland Museum
Duckworth Street
Contact Ms. Conagh O'Dea
Call 737-2460

The Museum is undergoing extensive renovations and entirely new exhibits are being planned, including some in natural history. Groups will be more than welcome when the Museum opens, hopefully in May 1978.

Quidi Vidi Battery

Quidi Vidi Village

Contact Mr. Fred Vallis, Chief of Historic Sites, or
Mr. Mills
Call 737-2460

This reconstructed battery is operated under provincial government auspices. It is open from May 15 until late fall, 7 days a week, from 9:00 A.M. to 9:00 P.M. Check with Mr. Vallis several days ahead of time to ensure that sufficient guides are available. No parking on the site; a short walk should be anticipated. When visiting the Battery it would be worthwhile to also visit historic Quidi Vidi Church.

Signal Hill National Historic Park

Signal Hill

Contact the Interpretation Center, Mr. W. Manning,
Superintendent
Call 737-5364

Students can visit the Interpretation Center where an audio-visual presentation explains the history and significance of Signal Hill. They may also visit Cabot Tower, the Queen's Battery, the Old Powder Magazine, etc. Visits should be made in fine weather if students are to walk to these outdoor areas. Maximum of 2 classes (70 students) in any grade. The Center is open 10:00 A.M. to 5:00 P.M., but the best times to visit are between 10:30-11:00 A.M. or 1:00-5:00 P.M. Notice of 1-2 days required for guided 1 hr. tour of Center. Washrooms and parking available. Free pamphlets. See also the resource speaker under National Historic Parks.

MANUFACTURING AND INDUSTRY

Brookfield Ice Cream Ltd.

LeMarchant Road
Contact Mr. Gordon Burry, Operations Manager
Call 579-4001

Students see various ice cream products being produced. Maximum of 10-15 students in Grade 10 (or 14 years) and up. Visiting hours between 11:00-12:00 A.M. and 2:00-3:00 P.M. Notice of 1 week required for 1/2 - 3/4 hr. guided tour. Washrooms and parking facilities. Students must exercise care when near machinery. Unfortunately smaller children are not permitted because of inherent dangers in the plant.

Browning Harvey Ltd.

Rope Walk Lane
Contact Mr. Gerald Pelley, Branch Manager
Call 579-4116

Students of any age and in groups of 20 can visit this local factory where syrup is bottled. Open 9:00 A.M. to 1:00 P.M. and 2:00-5:00 P.M.; visiting hours arranged. Call 1 week in advance for 1/2 hr. guided tour. Parking and restrooms. Possibility of some pamphlets and films. Safety goggles provided.

Cabot Sea Foods, Ltd.

Quidi-Vidi Village
Contact Mr. Glen Newman, Manager
Call 753-6560

Small groups of 10-15 students in any grade can visit this small fish processing plant. Open 9:00 A.M. to 6:00 P.M. daily, visiting hours depend on fish being on hand, and visits should be made in June. Call 1-2 days in advance to arrange the 20-30 min. tour.

Central Dairies

Donovans Industrial Park
Contact Mr. Greg Soper, Production Manager
Call 364-7531

Students at any grade level can see the processing and packaging of milk. Can accommodate 20-25 students or maximum of 50 in 2 groups. Open 7:00 A.M. to 6:00 P.M., visiting hours are from 10:00-11:30 A.M. or 1:00-2:30 P.M. 2 days notice needed to arrange 1/2 hr. guided tour. Parking and washrooms available. Free sample of milk.

Fort Amhearst Sea Foods
Quidi Vidi Village
Contact Mr. Ray Bursey, Manager
Call 726-8890

Students can view the smoking and processing of various fish products (e.g. caplin, lobster). Any grade acceptable in groups of 20-30. Open 9:00 A.M. to 6:00 P.M. beginning in June; visiting hours to be arranged. 1-2 days notice needed for 1/2 hr. guided tour. Washrooms and parking available.

Gadens
O'Leary Avenue
Contact Mr. Bren Kelly, Sales Manager
Call 722-5620

Students see the bottling and canning of soft drinks. Students must be at least 12 years and in groups of up to 30, preferably with 2 teachers. Open 9:00 A.M. to 4:30 P.M. Notice of 1 week necessary to arrange 20-30 min. guided tour. Washrooms and parking available. Free sample of soft drinks.

Golden Eagle Oil Refinery
Holyrood
Contact Mr. Ken Munn, Office Manager
Call 726-4784

Students can visit a modern oil refinery where they tour the site by bus and visit the laboratory and control areas. Can accommodate 60 or more students in Grades 6 and up. Call between 8:30 A.M. and 4:30 P.M., 1 week in advance and reconfirm 1 day prior to planned visit. Guided 1 1/2 - 2 hr. tour. Washrooms and parking available. This tour might be combined with a visit to the Holyrood Generating Station and/or a trip on the "Newfie Bullet".

J.S.Kelsey & Sons Ltd.
264 Kenmount Road
Contact Mr. Doug Kelsey, Manager
Call 722-5771

Students can view milk processing and packaging. Up to 30 students in 2 groups of 15, at any grade level. Call 2-3 days ahead for guided 1/2 hr. tour at 10:30-11:00 A.M. Washrooms and parking available.

Mahmy's Bakery Ltd.
Alexander Street
Contact Mr. Gordon Randell, Plant Manager
Call 579-2086 Ext. 45

Students see the production of donuts, cakes, pies, bread, etc. Call 1 week in advance to arrange 1/2 hr. guided tour. Class of 30 will be divided into 2 groups. Extra supervision suggested because of equipment. Bread is baked in the evening and Monday morning until 12:00 noon; other items are baked in the afternoons. Washrooms available but no parking.

National Sea Products Ltd.
Southside East (past Imperial Oil)
Contact Mr. J.T. MacDonald, Manager
Call 722-5351.

Students see fish being discharged from the trawler (usually in port every second day), also separated, cleaned, filleted and packaged at a modern fish plant. Maximum of 10 students in Grades 5-8. Call between 8:00 A.M. and 5:00 P.M. about 2 weeks in advance to arrange the 3/4 hr. guided tour. Very little parking. As an alternative, a speaker could visit the class, however, the visit would be more beneficial.

Newfoundland Fibreply Ltd.
Topsail Road
Contact Mr. Bill Tibbo
Call 368-3154

Students can see particle-board or fibreply being manufactured. Maximum of 15 students from Grades 6 and up. Call between 8:30 A.M. and 12:30 P.M. or 1:30-4:30 P.M., 1 day in advance to arrange the 1/2 hr. guided tour. Washrooms and parking available.

Newfoundland Hardwoods Ltd.
Topsail Road
Contact Mr. Sheppard, General Manager
Call 368-3176

Maximum of 8-10 students, preferably from Grades 8 and up. Call between 8:30 A.M. and 12:30 P.M. or 2:00-5:00 P.M., several days ahead of the scheduled visit to arrange for the guided tour. Parking available.

Newfoundland Margerine Co. Ltd.
LeMarchant Road
Contact Mr. Hawkins, Plant Manager
Call 579-0081

Students see Good Luck Margerine being produced. Prefer Grades 6 and up, in groups of 20-30. Open 8:00 A.M. to 5:00 P.M., but best visiting times 10:30-11:00 A.M. and 2:00-4:00 P.M., Tues. through Fri. Call 1 day in advance for 20 min. guided tour. Parking in yard. Free sample of butter.

Pop Shoppe
340 Freshwater Road
Contact Mr. Kevin Simmons, Manager
Call 579-4164

Students can see soft drinks being made, bottled and stored in warehouse. Recommended for Grades K-5, for a maximum of 30 students. Open 10:00 A.M. to 9:30 P.M., visiting hours arranged. Safety glasses provided. Call 1 week before planned visit and confirm 1 day before the scheduled trip. Guided tour of 1 - 1 1/2 hr. Washrooms and parking available. Free sample of product and brochure on same.

Purity Factories
Blackmarsh Road
Contact Mr. E.H. Tilley, Manager, Bakery Division
Call 579-2035

Students see syrup, cookies and biscuits being made. The factory prefers students in Grades 8 and up. Maximum 10-12. Open 8:30 A.M. to 5:00 P.M., visiting hours 2:30-3:00 P.M. Call 1 week ahead to arrange 1/2 hr. guided tour. Washrooms and parking available.

Standard Manufacturing Co. Ltd.
Water Street
Contact Mr. Ralph Chauncey, Plant Manager
Call 726-4432

Students can see the complete process of paint manufacturing. Maximum of 12 students in Grades 6 and up. Open 8:00 A.M. to 5:00 P.M., visiting hours to be arranged. Notice of 1 week required for guided 1 hr. tour. Washrooms but no parking available.

Steers Ltd. - Salt Fish Plant
Southside Road East
Contact Mr. Cyril O'Grady, Plant Manager
Call 722-1525

Students can see the washing, drying and packaging of salt fish. Maximum 10-15 students in Grades 2-8. Open 8:30 A.M. to 12:30 P.M. and 1:30-5:30 P.M., visiting hours to be arranged. Call 2 days ahead to arrange 1/2 hr. guided tour. Washrooms and parking available. This trip might be profitably combined with a tour of National Sea Products Ltd. which deals in fresh fish.

Sunshine Dairy Ltd.

353 Hamilton Avenue

Contact Mr. Edgar Davis, Cashier, or Mr. Barret Greening,
Plant Manager

Call 579-2138

Students can see the processing and packaging of milk. Maximum of 20 students in any grade. Open 8:00 A.M. to 5:00 P.M., visiting hours at 2:00 P.M. Advance notice of 1-2 days required for 1/2 hr. guided tour. Washrooms and parking facilities. Free sample of product.

Walsh's Bakery

O'Leary Avenue

Contact Mr. John Churchill, Plant Manager

Call 722-5410

Students can see production of hot dog and hamburger rolls; however, bread is baked at night. Maximum of 20 students in any grade. Open 8:00 A.M. to 4:30 P.M., visiting hours 9:00-11:00 A.M. Call 1 day ahead to arrange brief 1/4 hr. guided tour. Washrooms and parking facilities. Free sample of product.

NATURAL RESOURCES

Fisheries, Department of
Educational and Information Branch, Pleasantville
Contact Mr. Ed Quigley, Information Officer
Call 737-4423

Mr. Quigley visits school classrooms where he gives a presentation, including films, on various aspects of the Newfoundland fishery. Request the speaker 1-2 weeks in advance. The films used may also be borrowed if 1-2 weeks notice is given. Some brochures are also available from this department, e.g. a recent item on the seal fishery.

Forestry and Agriculture, Department of
Building 851, Pleasantville
Contact Mr. Burt Short, Supervisor of Forests
Call 737-2652

Mr. Short is available to speak to class-size groups from Grades 5 and up about different aspects of the forestry. Call between 9:00 A.M. and 1:00 P.M. or 2:00-5:00 P.M. at least 1 week in advance to arrange a time for the presentation. Some free materials are available.

Newfoundland and Labrador Hydro
Philip Place
Contact Mr. Bursey, Director of Public Relations
Call 753-8990

Students can visit the Holyrood Generating Station and see how thermal energy is converted to power. Groups of 30 in Grades 6 and up preferred. Call between 8:30 A.M. and 5:30 P.M., at least 2-3 days in advance to arrange a visit, probably for mid-week. Guided 1 - 1 1/2 hr. tour. Washrooms and parking available. Brochures are being updated; some are available on Churchill Falls.

Newfoundland Biological Station
3 Water St.

Mr. A. Fleming, Director (Call 737-5100) reports that there is little of interest to students at the station on Water St.; however, a resource person is available. See Fisheries, Department of.

Newfoundland Forest Research Centre
Building 304, Pleasantville
Contact Mr. Tony Thomas, Information Officer
Call 737-4817

Mr. Thomas is available to speak to students in Grades 5 and up about various forestry topics. The presentation might consist of a film or slide-tape program and discussion. Any size group acceptable. Call between 8:30 A.M. and 4:30 P.M., 1 week in advance to arrange a time for the visit. A variety of free materials are available. Films and slide-tape presentations can also be borrowed from the Centre or through the Department of Education.

Newfoundland Light and Power
Steam and Generating Plant, Lower Southside Road
Contact Mr. Carson Taylor, Plant Superintendent
Call 737-5689

Students see the production of electricity from water power. Maximum of 15 students from Grades 7-8. Open 9:00-12:00 A.M. and 2:00-5:00 P.M. Notice of 1 week required for 1 hr. guided tour. Parking available. Also brief printed description may be obtained. Note that hard hats are required and that these may be obtained from Gerald Corbett, Public Relations, in the main office on Kenmount Road.

SCIENCE

This section includes resources from a wide variety of sciences and technologies, e.g. botany, ecology, mathematics and others.

Agriculture Canada. Research Station.

Brookfield Road

Contact Mr. L.G. Sparkes or Ms. H. Stevenson

Call 368-8133

Students can visit the research laboratory and weather station and see various kinds of crops, machinery and some animals (lambs). 1 hr. guided tour suitable for all grade levels. Maximum 60 students. Open 8:00 A.M. to 12:30 P.M. and 1:00-5:00 P.M. Best time to visit is spring (planting time) or fall (harvest). Suggested notice of 2 weeks. Washrooms and parking available.

Canadian Wildlife Service

Sir Humphrey Gilbert Building

Contact either of two staff members

Call 737-5585 or 737-5586

The Wildlife Service is unable to provide speakers due to its small size. Free materials are, however, available, either from the Service or its main branch in Ottawa. A list of materials, entitled Wildlife Information Services, is available upon request.

Environment Management and Control

Dept. of Consumer Affairs and Environment

Contact Mr. W.A. Kinsman, Deputy Minister

Call 737-2572

Speakers are available on various environmental topics, e.g. pollution, industry, water resources. Write (or call) the deputy minister who will arrange for the appropriate resource person to visit your class. It is advised that you request the speaker well in advance of the date you have chosen. Some brochures are available; however, many are now being reprinted.

House of Flowers

Kenmount Road

Contact Mr. Jim Murphy, Greenhouse Manager

Call 722-5482

Students can visit the greenhouses and see plants in various stages of development. Maximum of 15-20 pupils in any grade. Open 9:00 A.M. to 5:30 P.M. Call 2 days in advance to arrange the 1 hr. guided tour. Washrooms and parking available.

Marine Sciences Research Laboratory

Logy Bay

Contact Ms. Diane Deveraux, Secretary to the Director
Call 726-6681 Ext. 65

Students will view a film in the laboratory and will see the fish tanks, the rooftop greenhouse, etc. Open to students at any grade level in groups of 20-30. Open 8:30 A.M. to 5:00 P.M., visiting hours are at 3:00 P.M. Sun. - Fri., June 1 to August 31. Several days advance notice suggested for guided 1 1/2 hr. guided tour. Washrooms and parking available. Post cards and brochures available. Note that the turn-off is clearly marked on Logy Bay Road.

Meteorological Office

St. John's Airport

Contact Mr. Frank Rowe, Manager
Call 737-5532

Students can see the wind machines, weather maps, weather recording equipment, etc. A maximum of 1 class group divided into 3 sections from Grades 6 and up. Notice of 1 week required for 40 min. guided tour. Washrooms and parking available. Some brochures available. This trip might be combined with a visit to the main airport terminal or to the Satellite Receiving Station.

Mount Pearl Forestry Nursery

Brookfield Road

Contact Mr. Edmund Loder, Supervisor
Call 364-4219

Students can see the growth of trees from the seed to the planting stage. Maximum of 10-15 students in Grades 2-8. Open 9:00 A.M. to 1:00 P.M. and 2:00-5:00 P.M., visiting hours are best arranged for the afternoons. Call 1 week in advance to arrange for the 1 hr. guided tour. Washrooms and parking available.

Newfoundland and Labrador Computer Services

Elizabeth Towers (temporary headquarters)

Contact Mr. Bill Munro, Training Manager
Call 726-4024

Students can get a first-hand view of computer operations. Maximum of 24 students in 3 groups of 8, in Grades 10-11. Call between 9:00 A.M. and 5:00 P.M., about 2 weeks in advance to arrange the 1/2 - 3/4 hr. guided tour. Washrooms and parking available. Some free brochures.

Oxen Pond Botanic Park
Mount Scio Road (near Thorburn Road end)
Contact Mr. Jackson or the Educational Horticultural
Coordinator
Call 753-1200 Ext. 3278

Students can observe plants, trees, insects and birds in a natural setting. An indoor display-lecture area is being planned for later in 1977. Ages 6-13 preferred at present. Any size group to maximum 1 class. Open to students Mon. - Thurs. mornings from May 1 to mid-October. Call well ahead to arrange 1 hr. guided visit. Parking available. Washrooms available when new building completed. Free booklets. School speakers will hopefully be available by winter 1977.

Salmonier Wildlife Park
Salmonier Line
Contact Mr. Dennis Munty or Mr. Len Cross
Call the Mobile Operator, No. YJ 82606

This park is under construction and when completed, hopefully by 1978, it will allow students to see various kinds of wildlife in a natural setting.

Satellite Receiving Station
Shoe Cove
Contact Mr. M. Battikha, Station Manager
Call 335-2832

Students see equipment used to track and record satellites. Open to Grades 5 and up. Maximum of 30 students or 2 groups of 15. Open 9:30 A.M. to 3:30 P.M., visiting hours between 2:00-3:30 P.M. Notice of 2 weeks required for 1 hr. guided tour. Washrooms and parking facilities. No cameras or recording equipment permitted. Free brochures on satellite tracking, remote sensing, etc.

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Maplewood School
1 Charles Ave.
St. John's

October 17, 1977

Dear Parent(s),

Next week, on Wednesday, October 26, at 2:00 P.M. your child's class will be taking a field trip to the Planetarium at the College of Fisheries. We have been learning about stars in our science classes and we are hoping to learn more about the different groups or constellations of stars during our trip. Free bus service will be provided for the students who will be accompanied by two teachers and several parents.

If you wish your child to take part in this educational visit, please fill in the form below and have your child return it to school by Friday, October 21. Students failing to return the completed form will not be permitted to take the trip.

Your cooperation and prompt reply will be appreciated.

Yours truly,
Mr. R. Smith
Grade 4 Teacher

Please detach here and return.

My child, _____, has permission to go on a field trip to the Planetarium on October 26.

Parent's signature

Date

APPENDIX B

Letter and Teacher Questionnaire

October, 1976

Dear Fellow Teacher,

As a teacher and librarian in the St. John's area, I have become aware of my own ignorance of local resources which, as a teacher, I could use to help my students learn in a meaningful way, and, as a librarian, I could recommend for the use of others in the educational system. I thought that perhaps others, too, felt a need for further information about learning experiences in the local environment.

Many school boards in the United States and Canada have tried to solve this problem by compiling a community resources directory. Such a directory lists persons who may be interviewed or who will come to the school to share their experiences with students. It includes field trip sites and any other opportunities for learning that the local community offers. For each resource the directory gives complete information, e.g. whom to contact, their telephone number, etc., plus a brief description of the resource and its relationship to the school curriculum.

Since no directory of this kind exists in the St. John's area, I decided to undertake the compilation of such a guide as an internship project to complete the degree requirements for the Master of Education program in Learning Resources. I felt that this directory would be useful for my own benefit as an educator and for the benefit of other teachers working with our local school board.

The enclosed questionnaire is designed to determine whether local teachers need a resource directory and whether they would find such a handbook useful to them in their classroom teaching. You can assist in this undertaking by suggesting the kinds of resources you need and by sharing information about resources you are aware of, or those you have successfully used in the past. Your contribution will certainly help me in compiling the directory. It is hoped that upon completion of the project, a copy of the community resources directory will be sent to all schools under the jurisdiction of the Roman Catholic School Board for St. John's.

Please take a few minutes to fill in the enclosed questionnaire and return it in the stamped envelope provided. I would appreciate receiving your completed questionnaire by Friday, 5 November. May I remind you that the questionnaire is completely anonymous and that your answers will be held in the strictest confidence. May I again thank you for contributing to a project which should be mutually beneficial.

Yours sincerely,
Rosemary Kennedy
School Librarian,
Our Lady of Mercy

TEACHER QUESTIONNAIRE

1. Please indicate your teaching assignment:
 Grades K-3 ___ Grades 4-6 ___ Grades 7-8 ___ Special Subject ___
2. Do you use community resources as a regular part of your classroom activities? YES ___ NO ___ SOMETIMES ___
3. During the past teaching year, how often did you use resource persons? OFTEN ___ SOMETIMES ___ RARELY ___ NEVER ___
4. During the past teaching year, how often did you and your students take a field trip?
 OFTEN ___ SOMETIMES ___ RARELY ___ NEVER ___
5. Do you and your students use community resources in some other way? YES ___ NO ___ If answer is "yes", please explain.

6. If you answered "no" to Question 2, please indicate your reason(s) for not using community resources.
 1. _____
 2. _____
 3. _____
7. If you answered "yes" to Question 2, please indicate your reason(s) for using community resources.
 1. _____
 2. _____
 3. _____
8. If you use community resources, do you use them in connection with topics or themes you and your students are exploring? YES ___ NO ___ SOMETIMES ___

9. Do you think you have sufficient knowledge of local resources in the St. John's area? YES ___ NO ___

10. Would you like to know more about available resources in your community? YES ___ NO ___

11. Would a community resources directory, listing complete information on various field trips and resource persons, be useful to you as a teacher? YES ___ NO ___

12. If such a directory were compiled, what are some of the topics for which you would like to find local resources? (Please be as specific as possible.)

1. _____
2. _____
3. _____

13. Please describe any resource persons you have used or field trips you have taken which you would recommend to other teachers and which should therefore be included in such a directory. Please give as many details as possible since the questionnaire is anonymous and the researcher will not be able to contact you for further information.

14. Please use the reverse side of this sheet to make any further comments or suggestions.

APPENDIX C

Results of Teacher Questionnaire

Table 1

Teachers' Response to Question 2: Do You Use
Community Resources as a Regular Part
of Your Classroom Activities?

Possible responses	Number	Percentage
Yes	5	8
No	18	30
Sometimes	36	60
No. Response	1	2

Table 2

Teachers' Response to Question 3: During the
Past Teaching Year, How Often Did
You Use Resource Persons?

Possible responses	Number	Percentage
Often	0	0
Sometimes	22	37
Rarely	17	28
Never	19	32
Not Applicable	2	3

Table 3

Teachers' Response to Question 4: During the Past Teaching Year, How Often Did Your Students Take a Field Trip?

Possible responses	Number	Percentage
Often	0	0
Sometimes	23	38
Rarely	15	25
Never	18	30
No Response	1	2
Not Applicable	3	5

Table 4

Teachers' Response to Question 5: Do You and Your Students Use Community Resources in Some Other Way?

Possible responses	Number	Percentage
Yes	26	43
No	27	45
No Response	5	8
Not Applicable	2	3

Table 5

Teachers' Response to Question 5, Part 2: Do You and Your
Students Use Community Resources in Some Other Way?
If Answer is "Yes", Please Explain.

Summary of responses	Frequency of responses
To use other (public) library facilities	5
To borrow films and other audiovisuals	4
To use recreation areas and programs	3
To discuss the community in explaining or enlarging upon concepts taught	3
To acquire local free materials	2
To attend workshops and conferences	1
To personally visit places of interest	1
To enrich the social studies program	1
To use the community as part of the regular classroom curriculum	1

Table 6

Teachers' Response to Question 6: If You Answered "No" to Question 2, Please Indicate Your Reason(s) for not Using Community Resources.

Summary of responses	Frequency of responses
Insufficient knowledge	8
Transportation problems	8
Insufficient time	4
Lack of thought or resourcefulness	3
Difficulties in making arrangements	2
No direct need to use resources	2
Lack of opportunities	2
Lack of resources	2
Insufficient funds	1
Lack of cooperation on part of firms to be visited	1
Problems with student discipline	1

Table 7

Teachers' Response to Question 7: If You Answered "Yes" to Question 2, Please Indicate Your Reason(s) for Using Community Resources.

Summary of responses	Frequency of responses
To reinforce concepts being taught	9
To capitalize on interest and/or motivation	5
To get first-hand information and to experience the "real thing"	5
To provide extra enrichment activities	5
To broaden perspectives and open new avenues of exploration	5
To create job awareness	4
To gather new knowledge	2
To develop an appreciation and knowledge of the community and of society	2
To make use of facilities not found in the school	2
To benefit students undertaking local projects	1
To use resources because they are available	1

Table 8

Teachers' Response to Question 8: If You Use Community Resources, Do You Use Them in Connection with Topics or Themes You and Your Students Are Exploring?

Possible responses	Number	Percentage
Yes	29	48
No	2	3
Sometimes	16	27
No Response	13	22

Table 9

Teachers' Response to Question 9: Do You Think You Have Sufficient Knowledge of Local Resources in the St. John's Area?

Possible responses	Number	Percentage
Yes	6	10
No	54	90

Table 10

Teachers' Response to Question 10: Would You Like to Know More About Available Resources in Your Community?

Possible responses	Number	Percentage
Yes	58	92
No	2	3

Table 11

Teachers' Response to Question 11: Would a Community Resources Directory, Listing Complete Information on Various Field Trips and Resource Persons, Be Useful to You as a Teacher?

Possible responses	Number	Percentage
Yes	60	100
No	0	0

Table 12

Teachers' Response to Question 12: If Such a Directory
Were Compiled, What Are Some of the Topics for Which
You Would Like to Find Local Resources?

List of topics	Frequency of responses
Health	10
History and historic sites	9
Fireman	7
Policeman, Science	6
Municipal government, Audio-visual resources, Social studies	5
Safety, Art	4
Language and literature units, Industry, Provincial government, R.C.M.P., Public library, Community helpers, Dental care	3
Airport, Ice-cream Company, Mailman, Other occupations, Different cultures, Teaching arts and crafts, Television, Radio, Evening Telegram, Janeway Hospital, Signal Hill, Museums, Names of contact persons	2
Guided tours of town, Nature tours, Weather, Fish plant, Power plant at Holyrood, Oil refinery, Transportation, Wildlife conservation, People in geography, Various organizations, Beauty culture, Forestry, Pulp and paper, Famous local people, Public Health nurse, N.A., Nutritionist, Religious careers, Tourist Bureau, Religion/Family life, Amusement centres, Health Education Office, Travel agency, Daily News, Animal care, News reporter, Restaurants, History of sport, Local recordings, Local musicians (6 names mentioned), War, Fishing, Quebec/ French Canada, Craft shops, Bakery, Printing press, M.U.N., Trades College, Arts and Culture Centre, Federal government, Campaign headquarters, Newfoundland language and dialects, Homemaking, Grooming/Posture, Creative writing, Drama, Stores	1

Table 13

Teachers' Response to Question 13: Please Describe Any Resource Persons You Have Used or Field Trips You Have Taken Which You Would Recommend to Other Teachers and Which Should Therefore Be Included in Such a Directory?

List of resources	Frequency of responses
Museum, Fire Department	10
Signal Hill	8
Experimental Farm	6
Public library, Police	4
City Hall (including City Council), Dept. of Forestry, Marine Lab, Nurses	3
Mammy's Bakery, Arts and Culture Centre, Newfie Bullet, House of Assembly, Castle Hill, Brookfield Ice Cream, Dental hygenist, R.C.M.P., Colonial Building	2
Oxen Pond Botanic Park, Walking tours, Mall, Purity Factories, Gadens, Holyrood Power Plant, Airport, Weather Station, Fisheries College, Fisherman, Nutritionist, Speaker on the Far North, Speaker from the Narcotics Bureau, French specialist, Oxfam, Daily News, War Veteran, Act III, VOCM, Pop Shoppe, ESSO Car Clinic, Telephone Company, Light-house, St. Patrick's Mercy Home, Concerts, Central Dairies, Parents of adopted children, Priests, Sisters, Newspapers, Nature study in the country, Hospital, Bowring Park, Dept. of Health, Retreats, Drugs, Small musical groups, Harbour, Factories, Available movies and their rates, Cape Spear	1

Teachers' Response to Question 14: Please Use
the Reverse Side of This Sheet to Make
Any Further Comments or Suggestions.

Nine (9) teachers took advantage of the opportunity to add further comments. Following is a sample of their remarks:

"One thing you could include would be a catalog of movies available to schools from commercial outlets, their rates, etc."

"Reading is a major problem area in our schools. A list of library books particularly high interest - low vocab would be a great help."

"From previous experience with other grades and teachers, I've found that when I inquired about field trips (for example, to Brookfield Ice-Cream), the company now frowns on primary and elementary children touring their business because of the danger of accidents."

"It seems that different schools have different policies on taking field trips. A few years ago I taught at a school which encouraged field trips as an excellent opportunity for children to learn from first hand experience....I am now teaching at a school where very few field trips are taken. In fact I would say field trips are discouraged....It is just about impossible to obtain funding for such trips. I would like to see a general policy regarding such school activities which would apply to all schools. Many teachers would like to make use of community resources but find it near impossible to do so."

"The more community resource people available, the more beneficial the learning process for students and teachers alike. We, teachers, can often benefit just as much from resource people as can the students. The major difficulty has been the availability of Resource Personnel. With the Directory, I feel it will be a great aid to our teaching programme."

"I think your directory would be most beneficial to all educators as many times we are ignorant as to where certain information which we require can be found."

APPENDIX D

Resource Information Forms

FORM B (RESOURCE PERSONS)Name and address: _____

Contact person (if an organization): _____

Position: _____

Telephone number: _____ Ext.: _____

Topic or experience to be shared: _____

Brief description of presentation: _____

Recommended grade level(s): _____

Size of group: _____

Advance notice required: _____

Best time to call: _____

Times available: _____

Approximate length of presentation: _____

Place of presentation: home _____ school _____ business _____

Student use of cameras: _____ of tape recorders: _____

Free materials: _____

Loan or rental materials: _____

Special arrangements: _____
_____Further comments or suggestions: _____

Date: _____







