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ABSTRACT

This guide is an inventory of over 100 kinds of readily available community resources for elementary and secondary social studies teachers, especially those in rural areas. The guide is organized in two major sections. The first describes resources relevant to social studies, organized by: the community's physical setting; its historical setting; the economic sector; and the community's political system. The second section presents resources related to the law. The resource types are briefly discussed. Among the many resources are county engineers, county extension agents, civic organizations, churches, old people, elected officials, game wardens, the Sierra Club, local leaders of political parties, forest rangers, and the telephone directory. Completing the guide are a note about the effective use of resources, a list of the resources described in the text, and an annotated list of suggested readings.

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COMMUNITY RESOURCES
FOR
RURAL SOCIAL STUDIES TEACHERS

by

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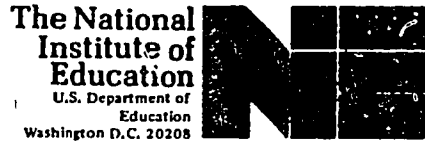
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INTRODUCTION

After five weeks in his first teaching assignment George Weems was beginning to show signs of deep frustration as he appeared before his classes each day. He knew it wasn't the fault of his students—they were a pretty good bunch—and it wasn't because his classes were too large. After all, you wouldn't expect large enrollments of students in any course in a community the size of Barnesburg. Barnesburg's population was only 276, according to the small green and white signs along the narrow, paved stretch of county highway which divided the little town and served as its main street. Residents, especially the few business operators, were concerned that the population of Barnesburg was slowly dwindling. At the turn of the century, nearly 600 people had called Barnesburg home. The town was able to maintain that strength until shortly after the Second World War, when many of the young people began to move to the county seat or to one of the state's larger cities in search of higher paying jobs or a college education. Only ten years earlier the small signs which marked the town's corporate limits declared that 328 people lived there.

George knew that living and working in Barnesburg would be different from what he had been accustomed to in the urban area where he had gone to elementary and high school and where he had finished the teacher training program at State College just four short months ago. What he did not expect was the drain on his energy as he prepared to teach the six classes which were his daily teaching load. While his largest class had only twenty-three students, George was teaching six different courses, each requiring its own preparation time.

His training at State College was valuable to George, but why didn't any of his professors warn him about places like Barnesburg? His social studies methods instructor had done an excellent job of familiarizing him with the latest materials and resources, but the Barnesburg school just hadn't caught up with the latest innovations in social studies yet. And it wouldn't have been so bad to teach freshman geography, sophomore world history, junior American history, and senior current problems if the school board, superintendent, and principal hadn't seen fit to have George teach the seventh-grade general math course and freshman English class as well. Then there was the assignment to act as advisor to the freshman class. And what about helping with athletics? George was reluctant to complain because the other teachers at Barnesburg had responsibilities which were equally taxing. He was just glad that the coach was the one who drove the school bus every morning at 6:30.

George's greatest frustration was that he was failing to be the kind of teacher that he knew he could be. He wanted to succeed in helping his students develop the love for learning that fine teachers had instilled in him during his earlier years. Yet, the admonition of Professor Carson echoed in George's mind, "If you can't do better than thirty pages and a cloud of dust for your students, you had better hang it up."

After a weekend of considering his plight, George came to the conclusion that perhaps he just wasn't cut out to be a teacher. As he drove to school through the crisp, hazy light of the early Indian summer morning, he resolved that he would talk to his principal during the lunch break and suggest that the school board begin a search for his replacement.

George's decision to resign was like a heavy pack strapped to his shoulders. He mechanically conducted the math class, assigning them a

series of story problems designed to increase multiplication skills. The world history class wasn't much better. After conducting a brief discussion of events which led to the drafting of the Declaration of Independence, George asked his students to read that document and be prepared to discuss it on the following day. He retired to his desk to contemplate what he was going to say to his principal.

It was cute little Marcia Floyd's soft voice that shook George from his meditation. "Mr. Weems, I have just finished reading the Declaration and I was wondering. We have a bunch of old stuff at home that my dad says belonged to one of his great-grandfathers or something like that. Dad says he was one of the guys that signed the Declaration of Independence and I just found his name. Here it is. See? It says, William Floyd from New York." Marcia was pointing to one of the names affixed to the end of the document. "I bet my dad would bring those old things over and tell our class about them if you asked him."

At first the thought was somewhat of a jolt to George, but then he said almost automatically, "Sure, Marcia. Why not? I'll call your father during my lunch break and see what we can arrange."

As Marcia gave him a shy smile of thanks and returned to her seat, George suddenly remembered his intention to approach the principal about his problem. Now what was he going to do? He did not have enough time to call Mr. Floyd and talk to the principal as well, especially if he was going to get something prepared for the afternoon classes. He decided not to disappoint Marcia. His business with the principal could wait a day or two.

Shortly before 11:00 the following morning, Marcia Floyd ushered a burly, farmerish looking fellow into the classroom and introduced him to George as her father. A nervous smile crossed Mr. Floyd's weather-tanned face as he extended a gnarled hand to shake George's in a firm grasp.

"Pleased to meet you, Mr. Weems." The words came to George as if from a fog. He began to ponder his new predicament. Things were bad enough without having some hayseed talking to his history class. Once the school board found that he had invited Bill Floyd to speak to his students they would probably fire him before he could offer a letter of resignation.

After George had unenthusiastically introduced Mr. Floyd to the class, he moved to an empty desk at the rear of the room and slumped into the seat. As he passed his students he noticed that they were strangely more erect in their chairs than usual—probably curious about what one of the parents was doing at school.

Mr. Floyd's opening statement to the class jarred George into an upright posture while his lower jaw came to a rest just short of his chest: "I'm really glad that Mr. Weems invited me to talk to you about one of my ancestors. As a member of the local school board and president of the county historical society, I'm always happy to visit the schools."

For the better part of an hour George and his American history students were treated to an experience they would never forget as Bill Floyd recounted the contributions of his ancestor, William Floyd of New York, to the colonial effort during the revolutionary period and the years that followed. From the old leather case he had brought with him, Bill Floyd carefully extracted a number of fragile old documents—mostly letters and business records—written by the hand of William Floyd.

This was George Weems' introduction to the abundant resources of the Barnesburg community—an introduction which caused him to forget about his planned chat with the principal concerning his resignation.

While this is a fictionalized account of the experiences of one social studies teacher new to a rural teaching assignment, it is likely that countless other teachers have been faced with a similar dilemma. It would be an impossible chore to count the number of teachers whose careers were cut short or who resigned themselves to a "read the text and answer the questions" approach to social studies instruction because they were not aware of the rich and profuse resources available to them in the community. Needless to say, there are too many.

The story of George Weems is not too different from that of young Eliot Wigginton who, fresh out of Cornell University with two brand-new degrees, set out to make his indelible mark on the 240 pupils at the Rabun Gap-Nacoochee School in northern Georgia in 1966. Some six weeks into his assignment as a ninth and tenth grade teacher of English and geography with "about ten other side responsibilities" Wigginton "surveyed the wreckage." His lectern was scorched by a student who had attempted to set it afire with a cigarette lighter—during class. The desks were decorated with graffiti. His precious box of yellow chalk had disappeared along with the thumbtacks that once held the chart of the Globe Theatre securely to the bulletin board. Water pistols confiscated during the day were mysteriously reconfiscated by their owners before the day was out.

"It was with a deep sigh that, as I launched one of several paper airplanes within easy reach, I began to ponder greener pastures," Wigginton writes. "Either that or start all over."

Had Wigginton decided to move on to greener pastures, the students at Rabun Gap-Nacoochee School and countless others who have come to enjoy the fruits of the Foxfire project would have been deprived of one of the truly innovative and rewarding uses of community resources. The Foxfire project

not only uses the wealth of Appalachian community resources, it preserves and shares them with thousands who eagerly await each issue of the Foxfire magazine or a new edition of The Foxfire Book. Wigginton and his colleagues at the Rabun Gap-Nacoochee School have provided educators with an outstanding example of how community resources can be used by teachers and students in an educational experience which is more realistic and viable than is the fare offered in an overwhelming number of meaningless, textbook-oriented courses.

One other project in the utilization of community resources is worth mention at this point. Lawrence Senesh has long been an advocate of the use of community resources in the social studies classroom. Since 1975, Senesh and John W. Muth, former director of the Colorado System Based Curriculum Project, have been involved in the construction of a community system-based social science curriculum. Fundamental to the Senesh and Muth work is the development of a community social profile which becomes a data bank type of resource which draws its information from the economic, political, and cultural systems of the community in the context of its physical and historical dimensions.

The development and use of the community social profile requires a systematic approach to the identification and cataloging of community resources which may be used in the study of the immediate community. This approach is designed to involve students with curricular materials generated from their own neighborhoods and from the people who make the decisions in their community. Also, community members become involved in the educational processes of their children.

Good teachers have long been aware of the value of having parents and other community members take an active role in the teaching of young people, but some teachers have not taken advantage of the many resources

available. Perhaps they simply are not aware of what is waiting, largely untapped, to be called upon for use in the classroom. With ever-increasing demands being placed upon teachers and schools to assume more responsibility for education that was formerly the realm of other organizations and institutions, it is vitally important that teachers learn to recognize and employ the treasures of community experience and resources.

The purpose of this brief document is to provide a catalog of the types of resources which are readily available to teachers in nearly every community—especially the rural community. It is organized into two sections. The first part is a listing of community resources categorized according to the subject matter of the social science disciplines. The second section is a presentation of resources useful to the development of a law-related curriculum.

While it is not possible to list specific individuals or resources in each community because their titles may differ from place to place, this document offers an extensive inventory of resources common to most rural communities.

Senesh and Muth have organized their curriculum work around the cultural, economic, and political systems of the community in its physical and historical setting, and it is appropriate to order this catalog in the same way.

COMMUNITY RESOURCES

Part 1: Resources Listed by Subject

The Physical Setting

The physical dimensions of the community may be identified as landforms, soil types, climate, and natural resources. It may be expanded to

include local architecture--the "built environment."

Officials who work in various offices at the county or parish courthouse can provide a wealth of written and graphic material descriptive of the physical characteristics of their area.

The study of the past, present, and future of any community must be made in the context of physical advantages and restrictions. Often times the cultural, economic, and political characteristics of the community are dictated, or at least are influenced, by the challenges and opportunities presented by the natural setting. Students should have the opportunity to examine the physical attributes of the land as a significant factor in their own community.

In most areas, maps of many kinds and information regarding the physical nature of the community are available at no charge or at a modest cost from the office of the *county engineer* or *surveyor*. These maps, and others which may be obtained from branch offices of the *Forest Service*, *Bureau of Land Management*, the *Soil Conservation District*, and *local planning commissions*, are excellent sources of information about the physical setting of the community. The *county commissioners* are directly involved in the decision-making processes of land use and zoning. Because of these responsibilities, the county commissioners are a rich source of printed information. In addition to the materials which may be collected from the various agencies identified herein, these agencies and others have human resources which may be brought into the classroom or may be used via the field trip.

Soil types and climate are environmental factors which exert a significant influence upon any community. Each state has *county extension agents* who usually work in cooperation with the land grant university or whichever institution has been designated to provide agricultural leadership

within the state. The county agent is a source of expert advice about the most efficient use of land for agricultural production in local soil types and climate. He can demonstrate how soils are tested to determine which are suitable for crops appropriate to the climatic conditions of a particular locality. The *Bureau of Land Management* may also provide a similar service in soil testing.

Identification of soil type is an important factor in land use planning and is becoming increasingly critical as much of our nation's prime agricultural land is being taken for residential purposes. Soil type is also an important factor in problems of water pollution. Without proper sanitation systems, the possibility of sewage seeping into surface and underground water sources is often directly related to the types of soils involved.

The county agent can provide information about the climatic history of the community in terms of precipitation and temperature.

The types, location, abundance, and distribution of natural resources within the community has a lasting impact upon its systems of operation. Various governmental agencies such as the *Bureau of Land Management*, the *Forest Service*, and the *Fish and Game Department* as well as *representatives of commercial enterprises* engaged in the management and harvesting of resources can provide classroom materials descriptive of their activities. *Mining, drilling, and lumber companies* often have public relations personnel who work with educational and governmental agencies. They, as well as representatives from *local business enterprises* which are dependent upon the harvesting of natural resources (*fish canneries, hide and fur processing plants, etc.*), can share information about the availability and use of local natural resources.

Natural resources easily overlooked in many communities are recreation and tourism. Many communities in our nation are heavily dependent

upon revenues derived from recreational facilities which draw upon the natural beauty of the area. Reservoirs often serve the needs of a community in many ways--water storage for household purposes, irrigation of croplands, flood control, sailing, boating, water skiing, swimming, fishing, sightseeing, and picnicking. Multiple use of forest lands, range lands, water-ways, and other natural features of a community by *recreational enterprises* is well established. Representatives of such organizations may be called upon to demonstrate the importance of recreation in the community.

The Historical Setting

While many communities have historical backgrounds of rich significance to our nation, most localities have an historical heritage of significance to few outside the immediate area. Nonetheless, that heritage is vital to the community and should not be disregarded simply because it has little value for others. History is a record of the achievements and frustrations of a people and is always important to that people whatever its setting. The history of a community provides a perspective of past accomplishment which is critical to the understanding of current community affairs. Sources of community history are limited only by the people and the institutions of that community.

The most obvious source of historical information is the local *library*. Many libraries maintain collections of past issues of the local newspaper, volumes of local history, and personal and family histories.

Stimulated by media productions such as the television mini-series "Roots," many communities have organized *local and county historical societies* for the purpose of collecting and organizing local history. Such records are vital to the preservation of heritage and community identity. While historical organizations can be a rich source of community information, the

school can provide a valuable service to the societies by helping to promote their efforts to glean the histories of individuals and organizations.

Groups such as the *Daughters of the American Revolution*, the *Sons of the Grand Army of the Republic*, the *American Mountaimen*, *state pioneer organizations*, and others whose purpose is to preserve some aspect of historical heritage, are often eager to share their activities with the schools and can provide speakers and historical artifacts for classroom use.

Some communities are fortunate enough to have a *museum* of local history or to have a building or site of interest placed on the *state* or *national registry of historic places* designated for preservation.

The *cemetery* and *cemetery records* are also sources of local history. Teachers who take their students on field trips to the neighborhood burial ground will discover abundant information in tombstone inscriptions.

Most *civic* and *governmental organizations* keep extensive records of their activities, which can provide information about the economic, political, and social evolution of the community. These records are usually filed in the *county courthouse*, the *seat of town government*, or the *offices of public servants*. The records of civic organizations such as the *Lions Club* are kept by the president or secretary of that group.

Local *newspapers* usually keep extensive files of past issues, which may be found at either the newspaper office or at the local library. Newspapers often provide a perspective of the community that is absent in the official records of government.

Churches keep records for their members. Sometimes these records are the only sources of information available about birth, marriage, and death. In addition to vital statistics, church records contain evidence of the religious

activities of the community.

The *old people* of the community are a rich and often untapped local history resource. It is unfortunate that the elderly are sometimes discarded when society determines that they may have outlived their usefulness. Many of them are eager to continue to make contributions to the community and welcome the opportunity to share their experiences--especially with the young people. The old people make great subjects for interviews and taped recordings as well as in-class presentations. The educational system has some responsibility to preserve the community heritage and culture as well as an obligation to help young people to realize the contributions of the elderly and past members of the community. In working with the elderly the schools may fulfill both these responsibilities. The Foxfire project initiated by Eliot Wigginton is an outstanding example of the use and preservation of this resource.

Occasionally a community will have someone who has a *private collection* of artifacts and information concerning the prehistoric background of the area. There are many such collections in nearly every community, and may be modest or extensive. Some collections may have been established as the result of casual or accidental discovery--for example, a farmer may have picked up arrow points or potsherds from freshly turned soil as he walked behind his horse-drawn plow each spring or autumn. Other collections may have stemmed from an active interest in collecting. Some communities are fortunate enough to have a professional *historian, anthropologist, or archaeologist* who can be a classroom resource. This is particularly true of those communities located near *historic and prehistoric sites*. Such sites may be the object of a field trip, or those who work at the site may be invited to share their work in visits to the classroom. A letter or phone call to the state *historical society* or the nearest *Forest Service, Park*

Service, Bureau of Land Management office, or nearby colleges and universities can help locate people and places for use with the class.

The Economic Sector

Of vital concern to the members of any community are factors affecting their economic well-being. Nearly every member of the community has input into the economic system of that community and probably has his own individual perspective about the economic system. While it may not be desirable to pick members of the community at random to provide economic information about the community, there are some who are intimately associated with community economics.

Elected officials can describe how the economic system of the community affects the special role for which they are responsible. *Town or city council members, county commissioners, school board members,* and the *county assessor or treasurer* can discuss sources of revenue from federal, state, and local sources. They can describe the local tax structure as it applies to their service area. The mill levy on real property, personal property taxation, and expenditures for county or community services are topics that these officials may provide classroom information about.

Representatives of companies which supply electricity, natural gas, household and irrigation water, and telephone or other communications services can provide information about sources of their product or service, costs of production, costs of maintenance of service equipment, and other factors of production and supply. They may also present guidelines by which households may conserve resources and reduce utility costs.

Most communities have persons responsible for the administration of recreational activity. The *community recreation director, the state*

game warden, the state parks supervisor, the members of local boards of government can describe the recreational programs available to residents of the community and how those programs are created and maintained. They can describe the sources of revenue and expenditures made in support of those activities as well as the impact of recreation upon the economic system of the community. This may be of particular interest in communities where tourism is a major industry.

Business activity is essential to every community. Local *businessmen, bankers, Chamber of Commerce representatives, industrial representatives, farmers, ranchers, and dairymen* can provide information about the cost of doing business: sources of income, taxes, production costs, markets, availability of production resources (land, labor, and capital), and growth possibilities within the community.

Housing is common to each community. *Bankers, realtors, building contractors and sub-contractors*, or representatives from agencies such as the *Farmers' Home Administration* can deal with local housing conditions, the availability of housing. construction materials and costs, and the availability of money for the construction and purchase of housing. They may also provide information about the advantages or disadvantages of owning and renting housing, investment in residential properties, and the potential for growth in the community.

Money and the supply or availability of money is critical to the progress of all communities. *Bankers and other lending agents* can acquaint students with factors determining the supply of money and the availability of loans on homes, business, land, automobiles, or education. In addition they can outline the costs of credit and installment buying. The lenders can present information regarding state and federal regulation of banks in terms of

reserve requirements, interest, and the creation of money. They should be able to discuss the advantages and disadvantages of various investment programs.

One of any community's major economic enterprises is its educational system. *School board members* and the *district superintendent* can discuss the economics of schooling--types and sources of revenue, expenditures for maintenance and operation and for capital outlay, state and local taxes and support, and the status of federal support to state and local education agencies.

Transportation is key service which provides support to numerous other segments of the economic system. Representatives of *trucking firms, railroads, bus lines, and air lines* can describe the costs of transportation to those who use their services as well as an analysis of costs to those involved in the transportation industry. Any members of the business community who may be invited to provide classroom materials or assistance should be encouraged to deal with the cost of transportation in the market price of their product or service.

The careful management of resources is of concern to all Americans. The management of our human and natural resources has a cost that must be borne by those who avail themselves of those resources. There are a large variety of local, state, and federal agencies and groups who are involved in conservation. Among those who may be able to provide materials, or representatives who could discuss conservation activities and costs, are the local *soil conservation service, the Bureau of Land Management, the Forest Service, the Park Service, the county extension agent, the Army Corps of Engineers, the State Fish and Game Department, the state office of mines and mineral conservation, or any of a number of private groups such as the National Rifle Association, Ducks Unlimited, the Audubon Society,*

the *Isaac Walton League*, the *Sierra Club*, or *Friends of Animals*.

These agencies and groups can identify the costs of resource management and conservation as well as the sources of revenue and benefits of their services to society. They may also suggest projects by which young people may make a contribution to conservation efforts within their own community.

Security of business and home as well as personal safety is a significant element in a community's economic system. The *county sheriff*, local *police officers*, the *county health department*, the *fire marshal or warden*, and those who provide local *ambulance service* can discuss the costs of security services and the financial support of those services in their own community. They can also discuss the cost to life and property if those services are not functioning in a community.

The supply and quality of labor is a critical factor in the economy. Local *labor organizations* and representatives of the various *trades*, *occupations*, and *professions* in the community can provide information about the cost of labor and can work with students by describing the skills and job entry requirements for a wide spectrum of career areas. They and members of the business community can project future demands for labor in the community's future.

The Political System

In every community there is a demand for services which would be quite impossible for individuals or families to efficiently or effectively provide for themselves. Our society typically calls upon the business sector to produce some of those services. Government is asked to provide those services considered to be for the general welfare of the community. The examination of governmental organization and function is a most appropriate task of teachers and students in social studies courses. The approach to the

study of government, history, economics, and the other fields of the social sciences as presented in the majority of public school textbooks is rather theoretical and impersonal. Young people have a difficult time coming to grips with abstract textbook presentations—they have trouble just trying to keep their eyes open while reading such dry material.

Inviting local people who work in government to talk about their jobs will help students identify more closely with government functions, and allow them to see how people they know are a part of that operation.

Very few of the people who hold governmental offices in the rural areas of America are full-time politicians. The image of the citizen-farmer, the citizen-merchant, or the citizen-laborer who doubles as an elected official while at the same time earning a livelihood in another line of work is quite different from the person who earns his living strictly from political service. The textbook most often portrays those who govern in the latter light.

Members of governmental organizations within the community are usually eager to share their experiences with teachers and students. *County commissioners, town mayors and council members, school board members, justices of the peace, and representatives to state government* can describe the organization of government in the community and demonstrate how local government cooperates with and complements the functions of state and federal government. They can outline the procedures by which individuals may become involved in the governmental process and the channels through which citizens may air grievances and make government aware of their needs.

Local government leaders are often asked to supply information regarding the jurisdiction of various special districts within the community.

They can outline the boundaries of such districts and describe the responsibilities of fire districts, sewer and sanitation districts, watershed and irrigation districts and voting precincts. Many of those special districts have persons who have been appointed or elected to supervise the special activity of the district.

The political organization is another dimension of government which deserves examination in the classroom. *Leaders of the political parties (precinct and county chairpersons and precinct committee members)* can provide information about the function of political parties at the local level and describe their relationship to the state and national organizations of their parties. In addition, they should be able to furnish information regarding the philosophical perspective of their party as it relates to the proper role of government and other local and national issues which are included in the party platform.

Part 2: Law-Related Resources

Basic to the study of the community and society in general is the study of laws created to protect and regulate individuals and their activity.

As this century approaches its end, Americans, especially those who live in rural areas, are increasingly concerned about maintaining the environment and reclaiming it in those areas where it may have been abused by past generations. In response to that concern, newly created laws and agencies are providing the foundation for public action.

State or regional *conservation officers* or *game wardens* who represent the *state fish and game commission*, the *United States Bureau of Sport Fisheries and Wildlife*, or one of the several agencies under the

Interior Department umbrella can discuss laws regulating fishing and hunting, including licensing, game seasons, ammunition and weapons, and bag limits. These officers can also explain the rationale for these laws, and discuss problems that they encounter in the enforcement of game laws as well as appropriate punishment for breaking the law.

The local *forest ranger* can provide information on the regulation of trail use, camping, fires, and trespass.

While the *Environmental Protection Agency* has drawn a substantial amount of criticism from business and industry, many of the policies that the agency has been asked to enforce have been effective in restoring environment in many areas and in preventing the destruction of environment in others. Regional representatives of the EPA can focus on legal issues regarding problems in rural areas--problems of immediate interest to the community.

Representatives from the *Bureau of Land Management* and the *Department of Interior* can discuss the legal implications of land use planning which is significant to all rural areas. They may also present the stand of the federal government regarding the so-called "Sagebrush Rebellion."

The U.S. *Department of Commerce* and the *Department of Fisheries* can supply materials and information on fishing licenses for commercial and sport fishermen, United States coastal limits and permits for foreign fishing in U.S. waters, legal restocking of waters, and other regulatory issues related to fishing.

Mining companies operating in the region have attorneys or other legal experts who can explain laws regulating mine use, labor, transportation of ore, and the protection of mine workers.

The generation of power is big business; it also creates tremendous problems for rural areas. *Representatives from regional power generating companies* can discuss the laws concerning the use of electric or hydroelectric power, including transmission lines, transformers, and power stations. The ramifications of nuclear power can also be examined. Representatives from anti-nuclear power groups should be invited to provide their views on nuclear power and the laws which regulate the production of power by nuclear reactors.

Laws regulating people in the world of work is another area of investigation for the law-related social studies curriculum.

Agents from the local *United Mine Workers* or independent mining union can contrast their views with those of management and supply additional information on laws and regulations designed to protect miners and the public.

Occupational health hazards in industry are the prime concern of the *Occupational Safety and Health Administration* (OSHA). That agency's representatives can focus on laws affecting workers in various rural areas. Brown lung, black lung, and cancer are some of the health hazards from which OSHA strives to protect workers. OSHA also inspects places of work for potential safety hazards.

The majority of migrant workers in America find seasonal employment in rural areas, most of them in agricultural jobs. Recently, migrant workers have been offered increased protection under the law. *Legal services* or *community services agencies* that represent migrant workers can provide individuals to discuss the legal problems of migrants in education, housing, and discrimination.

In some areas, particularly the Southwest, illegal immigration of migrant workers is a problem. *Immigration and Naturalization Service*

officers can furnish information about the laws governing migrant workers, illegal immigration, and international drug traffic.

Representatives from the *Bureau of Indian Affairs* or a local *tribal leader* can discuss aspects of government and tribal law for Indian communities. On most reservations, *tribal peace officers* can be called upon to focus upon the interaction of state, national, and tribal law.

There is an infinite number of situations in which the public is involved with the law.

Food and Drug Administration agents can examine the inclusion or exclusion of various products in our diets or, more appropriately for rural areas, the diets of livestock. The regulation of the use of fertilizers, herbicides, and insecticides may also be discussed.

Attorneys from the U.S. Department of Agriculture can provide information about farm laws and the labeling of meat and dairy products.

A local *banker* can provide insight into the exigencies of property law and mortgage obligations. He has often faced the difficult problem of foreclosure on overdue mortgages.

State and local *police officers* can furnish a perspective on crime in rural areas and offer tips on crime prevention. The local *Justice of the Peace* or *District Magistrate* can provide another view of rural crime.

The local *school superintendent* can discuss various laws that affect rural schools, especially in the areas of attendance, finance, and students' rights and responsibilities.

Perspectives on housing codes and the laws related to the financing of governmental services can be discussed by *local* and *regional government officials*. The *County attorney* is usually a good contact for that information.

The local *Youth Services Bureau* can discuss problems and laws affecting rural youth.

Poverty is a major concern in much of rural America. *Public welfare agents* can discuss the unique problems which relate to welfare, social security, adoption, and food stamps in rural areas.

Problems of alcohol and drug abuse cut across regional and socio-economic lines. The laws concerning the abuse of controlled substances and the recognition of such substances can be discussed by the legal representatives of the local *health services agency*.

In dairy states, agents of the *Milk Control Board* ensure that dairy products are produced and distributed in accordance with the law. Those same agents can discuss those regulations with social studies classes in rural areas.

Other Sources

This listing of community resources is not meant to be exhaustive; rather it is to provide a stimulus for the identification of additional community resources.

One valuable resource commonly overlooked as teachers and students search the community for people and organizations is the local or regional *telephone directory* and its section of classified advertisements. The directory is a file of nearly all of the community resources—at least those with telephones. It is good sense to follow the admonition of the telephone company and let your fingers do the walking.

THE EFFECTIVE USE OF COMMUNITY RESOURCES

Once the appropriate resource has been located within the community the real work begins for the teacher and students.

Simply locating a resource and inviting a representative into the classroom is not a totally effective or efficient use of that person or his material. Careful planning on the part of all concerned is critical if the fullest potential of resource utilization is to be realized.

Whether the resource is to be brought to the class or the class is field-tripped to the resource, the teacher, students and resource must be briefed about the objectives of the experience and the roles that are to be played by all concerned. Each must know what is expected.

In order to utilize a community resource effectively students should get involved in an application activity. Citizen participation in the analysis and resolution of community issues ought to be a fundamental and integral objective in the social studies curriculum for students of all ages. Educational leaders must recognize that young people are not merely in the preparation to become citizens, they are citizens when they register for the draft or are enfranchised to participate in the electoral process. Elementary and secondary students can make significant and enduring contributions to the community of which they are a vital part.

With this in mind, there are many groups and agencies within the community that can provide ideas for worthwhile community citizenship activity. Local service clubs (Lions, Kiwanis, Rotary), the county extension agent, the 4-H office, the local historical society, the library, governmental boards, and local political parties all have programs designed to encourage young people to make positive contributions to their neighborhoods and communities.

Activity is the key to success in any endeavor. It is no less so in social studies education. Involvement in the community leads to development in the affective and skills areas of learning as well as in the development of cognitive learning.

Additional benefits in the use of community resources are the public relations payoff and the support that builds for the educational system when the community is invited to participate in the education of its most valuable resource--its young people.

APPENDIX

The following is a list of community resources which are described in the text of the monograph. They are listed in approximately the order in which they appear in the monograph.

Physical dimension

county officials
 County Engineer
 County Surveyor
 Forest Service
 Bureau of Land Management
 Soil Conservation District
 County Planning Commission
 County Commissioners
 County Extension Agent
 Fish and Game Department
 (Department of Wildlife
 Resources)
 mining company
 drilling company
 fish cannery
 animal products processing
 plant
 recreation organizations and
 businesses

Historical dimension

library
 historical society
 Daughters of the American
 Revolution
 Sons of the Grand Army of
 the Republic
 American Mountainmen
 state pioneer organization
 museum
 State or National Registry
 of Historic Places
 cemetery
 cemetery records
 civic organizations and
 service clubs (Lions,
 Kiwanis, Rotary, etc.)
 newspaper
 churches
 elderly residents
 antique collectors

historians
 anthropologists
 Forest Service
 Park Service
 Bureau of Land Management

Economic dimension

elected government officials
 council member
 commissioner
 school board
 County Assessor
 County Treasurer
 commercial representatives
 electric company
 gas company
 water company
 telephone company
 recreation
 Community Recreation Director
 Game Warden
 park supervisor
 local government boards
 businesses
 bankers
 Chamber of Commerce
 industrial representatives
 farmers
 ranchers
 dairymen
 housing
 bankers
 realtors
 building contractors
 Farmers Home Administration
 money
 bankers
 education
 school board
 superintendent
 transportation
 trucking firms
 railroads

bus lines
 air lines
 resource managers
 Soil Conservation Service
 Bureau of Land Management
 Forest Service
 Park Service
 County Agent
 Army Corps of Engineers
 Fish and Game Department
 state office of mines
 National Rifle Association
 Ducks Unlimited
 Audobon Society
 Isaac Walton League
 Sierra Club
 security
 Sheriff
 police officers
 County Health Department
 fire marshal or warden
 ambulance company
 labor
 union representatives
 trades representatives
 professions representatives

Political dimension

commissioners
 mayor
 town council
 school board
 justice of the peace
 county officers
 sheriff
 political party precinct and
 county chairmen

Law Related

conservation officers
 game wardens
 U.S. Bureau of Sport
 Fisheries & Wildlife
 Interior Department
 Forest Ranger
 Environmental Protection
 Agency regional repre-
 sentative
 Bureau of Land Management
 Commerce Department

Department of Fisheries
 legal counsel for companies
 and industries
 power companies
 nuclear
 hydroelectric
 coal and gas-fired
 union representatives and
 attorneys
 OSHA (Occupational Safety and
 Health Administration)
 representatives
 Immigration and Naturalization
 Service officers
 Bureau of Indian Affairs agent
 tribal officers
 Food and Drug Administration
 Department of Agriculture
 attorneys
 banker
 realtor
 state police officer
 local police officer
 court officers
 Justice of the Peace
 magistrate
 judge
 school superintendent
 County Attorney
 Youth Services Bureau
 public welfare agent
 health service agency
 Milk Control Board agent

Other Resource

telephone directory

SUGGESTIONS FOR FURTHER READING

1. Griffin, Thomas R. (Tim), and Simpson, Judith F. The Community Based Unit of Study. Reno, Nevada: Washoe County School District.

Unit plan based on utilization of community resources. Has a listing of resources and activities.

2. Leclerc, Daniel C. Architecture as a Primary Source for Social Studies. Arlington, Virginia: National Council for the Social Studies, 1978. (How To Do It, Series 2, Number 5).

Architecture is a dimension of the community that reflects cultural and economic factors. Represents ways of using the "built environment" of the community.

3. Mehaffy, George L., Sitton, Thad, and Davis, O.L., Jr. Oral History in the Classroom. Arlington, Virginia: National Council for the Social Studies, 1979. (How To Do It, Series 2, Number 8).

Provides practical suggestions for the preservation of local history as projects for social studies and language arts classrooms.

4. Muth, John W., and Senesh, Lawrence. Constructing a Community System Based Social Science Curriculum. Boulder, Colorado: ERIC Clearinghouse for Social Studies/Social Science Education and Social Science Education Consortium, Inc., 1977.

Published jointly by ERIC ChESS and the SSEC. Provides a rationale for community-based study and describes methods and strategies for generating community information. A large portion of the work outlines typical learning activities which use community resources. Also has a good annotated bibliography. SSEC number 210. ERIC number SO 010 206.

5. Shaver, James P., Editor. Building Rationales for Citizenship Education. Arlington, Virginia: National Council for the Social Studies, 1977. (Bulletin 52).

Has a good section on involving young people in the activities of the community with guidelines for directing such involvement.

6. Turner, Thomas N. Using Popular Culture in the Social Studies. Arlington, Virginia: National Council for the Social Studies, 1979. (How To Do It, Series 2, Number 9).

While study of "pop" culture may be somewhat vicarious in nature, it is exciting to students. The community may not house many elements of "pop" culture, but this guide presents some interesting ideas and suggestions for using resources which are usually readily available.

7. Wigginton, Eliot, Editor. The Foxfire Book. Garden City, New York: Anchor Books, Doubleday & Company, Inc., 1972.

The Foxfire Book is the first of a series of books produced by the Foxfire project in which students are given an opportunity to publish articles they have written about the people and customs of their community. An outstanding example of the type and quality of student-community involvement which may be anticipated.

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- IAP-4 Directory of Outdoor Education Internship Opportunities; Russell E. Bachert; \$8.50

Rural Education and Small Schools

- IAP-5 Community Resources for Rural Social Studies Teachers; A. Earl McCain and Murry Nelson; \$6.20
- IAP-6 Special Funding for Small and/or Isolated Rural Schools; Lyle O. Wright; \$8.35
- IAP-7 The Science Program in Small Rural Secondary Schools; R. W. Colton; \$6.40

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