

DEVELOPMENT AND EVALUATION OF THE BALTIMORE  
TEACHERS' IN-SERVICE COMMUNITY STUDY PROGRAM

By

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## CHAPTER ONE

### THE PROBLEM AND ITS INVESTIGATION

The significance of relating the school to the community goes back to the beginnings of American public education in the seventeenth century. During the early years of the public schools laymen purchased the school buildings, hired the teachers, determined the curriculum and often decided what teaching methods should be used. The school was close to the people. The latter part of the nineteenth century saw the growth of normal schools, teachers' organizations and specialized pedagogical methods. These advances brought about a professionalization of education and strong opposition to having untrained persons carry out executive responsibilities. The opposition to lay participation was based on the belief that education had become a profession and that only the experts could decide what shall be taught and how. This belief was carried so far that by the opening of the twentieth century in many places the educators drove the lay public out entirely so that the school existed apart from the community.

From the extreme belief that schools exist only for those in them and should be run only by the executive staff, there has been a gradual movement toward the view that schools are part of the community not apart from the community. World War I accelerated this conviction; it was then that students bought savings stamps, worked in war vegetable gardens, collected scrap and carried out numerous activities bringing them into the community. Moreover, school buildings were often used during 1917-18 by draft boards, by military groups and by patriotic agencies. Many of these effective relationships between school and community were continued on through the

1920's when parent-teacher organizations and civic agencies were increasing in number and encouraging such developments.

However, it was really the 1930's and 40's that brought profound writings and significant experimentation in the field. The philosophy of the community-school idea was clarified by Edwards and Richey who held that, "The dynamics of educational change is to be found not primarily in the work and influence of educational philosophers and reformers, but in the social forces operating in the society."<sup>1</sup> These authors did much to advance the idea that the school and the community could not exist apart from each other even if people wished this to occur. Cook and Cook noted the importance of these relationships in their philosophical treatment which stated, "School problems of greatest importance to the nation... are the problems of our society."<sup>2</sup> Another recent philosophical treatise worthy of attention is that of Trump who believed that, "First, education is a process that involves potentially, if not actually, the entire community."<sup>3</sup> So the philosophical underpinnings of the community-school movement were solidly established by 1950.

Reinforcing the philosophical studies in the community-school movement, numerous publications on teaching techniques came into being in the 1930's and 1940's. For example, the National Council for the

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<sup>1</sup>Newton Edwards and Herman G. Richey, The School in the American Social Order, p. xi. Boston: Houghton Mifflin, 1947.

<sup>2</sup>Lloyd A. and Elaine F. Cook, A Sociological Approach to Education, p. 3. New York: McGraw Hill, 1950.

<sup>3</sup>J. Lloyd Trump, How Schools and Communities Work Together, p. 9. Urbana: University of Illinois Press, 1949.

Social Studies stated that, "The choice of a subject for the Ninth Yearbook... was determined in part by the desire to make available a record of what many community-centered schools are actually doing.... Teachers whose entire training and experience has been of academic type find it difficult... to develop overnight techniques for putting the theory into practice."<sup>4</sup> Other organizations such as The National Elementary School Principals,<sup>5</sup> The Association for Supervision and Curriculum Development,<sup>6</sup> The American Council on Education,<sup>7</sup> and the U. S. Office of Education<sup>8</sup> published materials dealing with the techniques in community study.

Among the more important single-author writings on teaching techniques were those by Olsen, who stated of his own book, "It is hoped that the volume may serve to meet a widespread demand for valid 'know-how' in the area of community education at all school levels from kindergarten through adult education, and in all teaching fields from art to sociology."<sup>9</sup> While this ambitious claim was not fully realized, Olsen, in this and subsequent works, covered the teaching techniques of the community-school movement rather thoroughly.

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<sup>4</sup>National Council for the Social Studies (N.E.A.), Utilization of Community Resources in the Social Studies, Ninth Yearbook, p. 111. Washington: The Council, 1938.

<sup>5</sup>National Elementary Principals (N.E.A.), Community Living and the Elementary School, Twenty-fourth Yearbook, Washington: The Department, 1945.

<sup>6</sup>Association for Supervision and Curriculum Development (N.E.A.), Laymen Help Plan the Curriculum, Washington: The Association, 1946.

<sup>7</sup>J. W. Blackwell, Toward Community Understanding, Washington: American Council on Education, 1943.

<sup>8</sup>United States Office of Education, The Schools and Community Organizations, Washington: The Office, 1944.

<sup>9</sup>Edward G. Olsen, and Others, School and Community, p. v. New York: Prentice-Hall, 1945.

In addition to the philosophical writings and to the publications on teaching theory and techniques, there appeared a number of significant experiments in the community-school movement. Most of these experiments dealt with certain aspects of the problem. For example, Rath's experiment involving fifteen Lincoln School students who visited the West Virginia coal fields and steel industries in connection with their social studies, brought the conclusion that, "Carefully planned direct experiences may (create)...greater allegiance to human values, firmer faith in democratic principles."<sup>10</sup>

On a broader scale, experimentation by the Alfred P. Sloan Foundation Studies, started in the 1940's is still going on and is attempting to measure the extent to which a school can directly improve the material standard of community living through what it teaches to children. The studies are concerned with improving food, clothing and shelter. The food studies are carried on in Kentucky with the aid of the state university. The shelter studies are conducted in Florida with the cooperation of that state's university. The clothing studies are taking place in Vermont and are supported by the state university. In each case the state university has issued numerous publications in connection with the studies.

Despite all the numerous writings in the philosophy and theory of the community-school movement and the significant research in special areas,

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<sup>10</sup>Louis Rath, "Some Evaluations of the Trip", Educational Research Bulletin, 17 (Oct. 1938), p. 208.

such as the field trip, little progress has been made on teachers' in-service training programs in community study. Practically nothing, to this writer's knowledge, has been done in connection with such programs for large cities. Yet, here is where much needs to be done since urban teachers tend to know very little about that part of the community where they teach. For example, the writer found that though ninety per cent of all Baltimore teachers live in the middle class residential districts of Northeast and Northwest Baltimore they teach about fifty per cent of the children who attend schools in the older eastern and southern sections of the city. It is not surprising to note that the writer found that before in-service training these teachers knew little about the cultural and religious patterns of their children and lacked knowledge of the environmental forces which affect the daily lives of students. Moreover, the rich industrial, historical and cultural resources of the complex urban community were hardly tapped by such teachers.

The writer recognized these problems and needs, and in September, 1946 initiated what has come to be known as the Baltimore Teachers' In-Service Community Study Program. This program, described in Chapter Three, has thus far involved nearly one thousand teachers, which is about one-fourth the total Baltimore educational staff.

#### PURPOSE OF THE STUDY

The purpose of this project is: (a) to record the development and to note the present status of the Baltimore Teachers' In-Service Community Study Program and (b) to evaluate the program, especially to identify possibilities for future development. This might be made clear by specific consideration to the following: (1) What was the climate in which the com-

munity study program came into being? (2) What are the objectives of the program? (3) How did it get started and how is it now operating? (4) What affect is the program having on the participants' attitudes toward their students and how is it changing teaching content and method? (5) What changes and/or new developments should be attempted to maintain a program of maximum effectiveness? (6) What are implications of this program for other educational systems that might want to carry out similar community study programs?

#### OVERVIEW OF PROCEDURE AND ORGANIZATION OF STUDY

One of the first necessities in initiating the community study program was to gain insight into the climate of receptiveness for such relationship on the part of the teachers and the community at large. An historical study of school-community relationships in Baltimore helped to bring about this insight. It helped to avoid the errors of earlier times and build on some of the advances made in the past. This historical study was made by the writer and is included as Chapter Two of this project. It indicates the factors that stimulated and retarded school-community relationships from the beginning of Baltimore's public schools in 1829 to the present. While the study deals with Baltimore, the general findings could well apply to most of the older American communities and thus have value for other school systems. Since no publication has ever appeared on this subject, the writer resorted almost entirely to primary source materials, largely the Baltimore City School Reports and the Minutes.

The scope of the program, described in Chapter Three, includes a treatment of membership structure, scheduled meetings, leadership organization, consultant services, relationships with community agencies, arrangements for

field trips and required readings and assignments. This chapter also includes a statement of broad and specific objectives and a treatment of how sequence is attained in the program.

Since this program was an original idea with the writer and since he played the leading part in its initiation he drew largely on his own experiences in preparing this chapter. However, since teachers, university professors and community leaders have served on planning committees and in consultant capacities, their views will document further the material in Chapter Three.

What is happening to participants in community study is the crux of this project. The evaluative treatment of changes in teachers and in teaching is the theme of Chapter Four. Improvement in teacher-pupil and teacher-community relationships and in teaching techniques are some of the desirable goals sought by the program. In order to measure the extent of this improvement a variety of procedures have been used. The evaluation is based partly on a statistical and descriptive study of 546 responses to questionnaire data covering numerous experiences of participants. This number represents about seventy-five per cent of all those enrolled in the program during the year 1950-51. It further represents membership from all three years of community study participation as well as from the seminar or fourth year group. In addition to the questionnaire data, 300 papers of about 1000 handed in by teachers at the end of each year's program were analysed for unsolicited data which might aid in evaluation. Descriptions of community, school and classroom programs carried out by participants and stimulated by the community study program were also evaluated. All of this data are given in Chapter Four of this project.

Recommendations for improvements in the Baltimore program are based on the findings from the evaluative data presented in Chapter Four. Along with suggestions for interested individuals and for other school systems, these Baltimore recommendations are presented in Chapter Five. A summary of the entire study is to be found in Chapter Six.

#### LIMITATIONS OF THE PROBLEM

This project does not describe what happens to the community agencies that cooperate with the schools. This is an important aspect of the problem and a study of this sort should be made, preferably by one or more of the numerous representatives of cooperating agencies working with the program.

Nor does this study deal at length with changes that are taking place in the community at large. Though references are made to improved housing conditions, to more adequate recreational facilities and to other physical changes in the Baltimore environment as a result of this program, nevertheless there has been no attempt to measure definitively the effect on the city as a whole. Such a study would be largely sociological in nature and would involve a large staff as well as a long period of time. Since the program has been in existence but five years it is still too early to measure its effects on the entire Baltimore community. In time such a study should be carried out for it holds greatest promise for measuring the values of school-community relations.

Finally, because it is extremely difficult to evaluate this educational program with completely objective data, much of the evaluation here is necessarily subjective and non-statistical. For example, changes

in teachers' attitudes are indicated through material in anecdotal records. Attitude measures of a more objective nature would not be effective instruments since they would hardly take into consideration factors other than the in-service community study program which changed teachers' feelings and actions towards students and teaching. The anecdotal records of teachers do have the advantage of making clear the nature of changes in teachers and what contributions the community study program made in these directions. Publications which have been prepared by groups engaged in community study provide some concrete evidence of outcomes; nevertheless, their actual influence cannot be ascertained objectively. So this project lays no claim to being a statistical research study which it would have to be if attempts were made to use only objective data.

CHAPTER TWO

## THE HISTORY OF SCHOOL-COMMUNITY RELATIONS IN THE BALTIMORE SCHOOLS

Baltimore City has passed through three eras in school-community relations. In 1950 the city entered a fourth era. Success in the future lies in building on the lessons of the past eras. The elements are now present in connection with improved school-community relations and Baltimore seems ready for the teachers' in-service community study project. However, it is well to look at the past and to profit from its errors as well as to build on its gains. Following is a brief overview of the history of school-community relations in Baltimore and then a more detailed account of the four eras.

The era from 1828 to 1865 - about forty years - marked the first period in school community relations; a period when the people and their representatives dominated the scene. The public schools of Baltimore came into existence in 1828 through strong community support. The schools, at this time, were looked upon as the responsibility of the people and their representatives, the Board of School Commissioners. For the first forty years the School Board, through its lay committees, hired the teachers, purchased materials and supplies, planned the buildings, set up the curriculum and methods of instruction, and, literally ran the school system. Such was the situation when the first Baltimore school superintendent came into office in 1866.

The second era from 1866 to 1910 - also about forty years - was a period when the teaching and executive staff took on more and more power and the community's influence in education was lessened. From 1860 to 1870 a number of forces, such as the establishment of the superintendency,

the extension of a teacher training program and the rising interest in Pestalozzi's ideas and in educational method in general, marked the origins of professionalization in education. The years from 1870 to 1910 saw an acceleration in professionalization. During these forty years the Baltimore school system added assistant superintendents in charge of school business and elementary and secondary education. Supervisors of art, music, physical education, and industrial arts were assigned to handle these special fields. The Public School Teachers Association became a powerful force in promoting professional activities. The establishment of the Baltimore Teachers' Training Institution raised the standards of the profession. As teaching became professionalized Baltimore educators sought and received more executive responsibilities and the School Board's duties became more concerned with policy-making and less concerned with executive duties.

As the teachers grew more secure and adequate, the School Board increasingly gave up its executive responsibilities. Starting in 1828 as a non-partisan, civic-minded group the Baltimore School Board for about twenty years carried out a program of high purpose and accomplishment. In 1846 the structure and composition of the Board was changed so that it became a political body with its members seeking special privileges. The growing professionalization of the educators coupled with a general political reform movement in Baltimore in 1898 brought about a demand for a revision of the City Charter. The revised Charter of 1898 abolished the political structure of the School Board and set it up again as a non-political body of civic minded citizens.

By 1910 the Board was again made up of leading citizens, but, professionalization of the staff had been fully accomplished and thus

the School Board agreed that the former was to make the executive decisions. Unfortunately the Board and the community as a whole also abdicated many responsibilities rightfully theirs. There was not, however, a complete abdication by 1910, for some lay groups like the Arundel Good Government League and the Public School Association still saw the need for community interest in public education.

Through the stimulation of organizations such as the Arundel League, the third era - 1910 to 1950 - in school-community relations saw a growing rise in mutual confidence and cooperation on the part of both educators and lay public. World War I and the depression of the 1930's placed new demands on Baltimore schools as a vital force toward survival. World War II stepped up the number and importance of community activities carried out by the Baltimore schools. The growth and influence of the Parent-Teacher Association movement on one hand and the spread of the teachers' in-service community study program on the other, represented the high hopes reached at the end of the 1940's.

The advent of 1950 marked a possible fourth period - one in which the schools of Baltimore may become in the fullest sense of the idea, community institutions. Social and educational forces are mutually concerned with survival and a fuller life. The emergencies related to America's ideological conflict with Russia's desire for world domination require the fullest use of the school's resources. The overwhelming majority in favor of the 1948 and 1951 Baltimore School Loan indicated the peoples' faith in the schools. The thousand teachers enrolled in the Baltimore Public School Community Study In-Service Program affirmed the educators' faith in working with the people. These two illustrations are indicative of numerous movements which point toward the strongest public and teacher relationships in existence since the days of Baltimore's

first public schools and give promise of bringing about community schools in the fullest sense of the term.

Yet, this promise will not evolve with certainty. The mere fact that in 1951 sixteen new schools at the blueprint stage include provisions for community-use rooms does not insure community-school programs. As a matter of fact there are still a number of misunderstandings and even mistrusts among some Baltimore educators and some community leaders. These doubts hark back to earlier eras, when educators or lay persons ran the schools alone. These misunderstandings and mistrusts could move us back. Baltimore's educators and lay public need to learn from the past and build for the future.

#### GROWTH OF PUBLIC INTEREST AND CONTROL: 1828-1865

The first public school in Baltimore was opened in 1829, but some thirty years before that the people of the city recognized their responsibilities toward educating those who were not receiving proper instruction. These precursors of the public schools were charity schools and were sponsored largely by religious organizations, though at least one was supported by a labor group.

#### The Charity Schools

Perhaps the earliest of such charity schools was the Institution for the Maintenance and Education of Poor Female Children. This institution was founded by members of the congregation of St. Paul's (Episcopal) Church in Baltimore. Subscriptions were solicited and secured from such prominent Baltimoreans as Charles Armistead, Richard Caton, Samuel Chew,

and Samuel Chase, Jr. as well as from local societies as the Theopian Corps, Cecelian Society, and others.<sup>1</sup> A formal Constitution was drawn up. "Managers" were elected and a charter received from the state.

In June 1801 the building (on a 5 $\frac{1}{2}$  acre lot) was opened. The Constitution stated that, "The children admitted into the Institution, shall be wholly under the control of the Managers and the Clergy. They shall have them fed and clothed, shall cause them to be taught to spell and read, and when the funds may admit, if they think it expedient shall also have them instructed in writing and arithmetic."<sup>2</sup> This was to be done until the girls reached the age of twelve when they were placed under the care of reputable persons until the marriageable age of sixteen.

The Charter of this Institution existed such as adopted until 1886 when the Board of Trustees of the Society was disbanded and the power vested more directly in Trustees of the Vestry of St. Paul's Church.<sup>3</sup> Thus the Institution for the Maintenance and Education of Poor Female Children was in existence for eighty-five years.

The Baltimore Orphan Asylum was first incorporated on December 31, 1801 for the maintenance and education of poor female children. In 1807 it changed its name to the Orphanine Charity School. Support for this school included a wide range of religious sects. "Among its trustees were Bishop Carroll (Roman Catholic), Rev. James Inglis (Presbyterian), and Rev. Daniel Kurtz (Lutheran)."<sup>4</sup>

<sup>1</sup>Joseph G. Bend, AN Address to the Members of the Protestant Episcopal Church in the City and County of Baltimore, Baltimore: J. Robinson, 1911.

<sup>2</sup>Ibid., p. 10.

<sup>3</sup>Laws of the State of Maryland, p. 775. Annapolis: Melvin, 1886.

<sup>4</sup>Bernard C. Steiner, History of Education in Maryland, p. 54. Washington: U. S. Bureau of Education, 1894.

Up to 1817 the Orphaline School had provided homes and education for one hundred and eleven children. "The institution was originally empowered to continue its control of the children committed to its care only to the age of sixteen, but by the Act of February 5, 1822, the directress of the school was authorized to bind out female children until they should attain the age of eighteen years or be married."<sup>5</sup>

The Methodist Episcopal Church Male Free School was established in 1809. The Preamble of the Charter declared, "Institutions for the education of youth in the principles of virtue, knowledge, and useful literature are of first importance...."<sup>6</sup>

In 1806, the St. Peter's School and Orphan Asylum (Episcopal) was opened. The act of incorporation provided that, "when parents, guardians or Orphans' Courts should place any poor child or children in the school, they should henceforth be under the control and management of the institution...."<sup>7</sup>

In 1814, the Baltimore Carpenters' Humane Society was given permission "to raise a sum not exceeding \$15,000 for erecting a hall for the use of the society and for the support of a school for the education of the indigent children of its members."<sup>8</sup> This early free school was an illustration of labor's sympathetic attitude toward education. As the labor movement developed in the city other forms of support were evident.

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5J. T. Scharf, History of Baltimore City and County, Vol. II, p. 596. Philadelphia: Fverts, 1881.

6Steiner, op. cit., p. 54.

7Scharf, op. cit., p. 592.

8Steiner, op. cit., p. 54.

In December, 1817, the Male Free School of St. Peter's (Catholic) Church was established from an endowment by Charles Carroll of Carrollton, a Maryland signer of the Declaration of Independence. The school had eighty students in 1820.

The Roman Catholic Free School in the City of Baltimore was incorporated in 1817. The Archbishop Ambrose Marchal took a personal interest in this project and served as president of the directors.

So these charity schools supplied hundreds of Baltimore children with education which they would otherwise not have had. The interest taken by the religious, civic and labor leaders served to promote a more widespread interest on the part of the public for educational facilities for those not being reached.

#### Local and State Legislation

In the second and third decades of the nineteenth century local and state laws were passed giving financial support to free schools. In 1812 a fund arising from the incorporation of several banks and turnpikes was appropriated to the establishment of free schools throughout Maryland. In 1814 the funds arising from the personal estates of persons who died intestate and left no legal heirs were ordered to be paid to the several free schools (charity schools) in Baltimore in proportion to the number educated.

In December, 1825, the Maryland General Assembly passed an act authorizing the Mayor and City Council of Baltimore to establish public schools. The Act stated:

1. Be it enacted by the General Assembly of Maryland, That the Mayor and City Council of Baltimore, shall have power to establish public schools within the city of Baltimore
2. And be it enacted, That for the support of the public schools... the said Mayor and City Council... shall have power to lay and collect... such further and other taxes as may be necessary for the support of such public schools.

With state sanction supplied, Baltimore City needed local legislation before the first public schools could be opened. On January 27, 1827 an ordinance was adopted by the City Council, approving and accepting the Act of the General Assembly and on the 8th of March, 1828 another ordinance was passed creating school commissioners. The 1828 city ordinance relating to public schools stated:

Be it enacted and ordained (May 3, 1828) by the Mayor and the City Council of Baltimore, that six persons to be called Commissioners of Public Schools, shall be chosen (annually) by the two Branches of the City Council.... That it shall be the duty of said commissioners... to make rules and regulations of said schools, to examine and appoint teachers and fix compensation, to prescribe the course of study, and generally to make all necessary provisions for the government and discipline of said schools.<sup>10</sup>

There were a number of factors that brought about the first public schools in Baltimore City. Cubberley gives much credit to the Baltimore school societies which had established the charity or free schools. Cubberley also attaches importance to the American visits from 1818 to 1838 by Joseph Lancaster, who promoted the monitorial idea. This type of inexpensive mass education made for greater support of public schools. In fact in 1823 a Lancastrian school was opened in Baltimore.<sup>11</sup>

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<sup>9</sup>Laws Made and Passed By the General Assembly of the State of Maryland in 1825, p. 100 (Chapter 130). Annapolis: Hughes, 1825.

<sup>10</sup>Ordinances of the Corporation of the City of Baltimore From 1828 to 1830, p. 17 (Ord. 19). Baltimore: John Cox, 1876.

<sup>11</sup>Ellwood P. Cubberley, Public Education in the United States, p. 126. Boston: Houghton Mifflin, 1934.

The financial grants of the city and state deserve much credit for the emergence of the public schools. The private contributions of Baltimore's leading citizens were important. The increased population of Baltimore following the War of 1812 made Baltimore, in 1820, a city of 65,000 people and spurred educational needs for the masses. The elimination in the 1820's of property qualifications for suffrage helped to develop a mass appeal for education. The sympathetic attitude of working men played an important role. Not to be minimized were those democratizing factors stimulated by the Jacksonian Era and affecting the entire young nation, including Baltimore.

### The First Public Schools

At a meeting held on the 21st of July, 1829, they (the School Commissioners) resolved to establish four schools; one for each sex in the eastern, and the same number in the western part of the city...the Commissioners directed their President to advertise for rooms, and for two male and two female instructors.<sup>12</sup>

The Commissioners rented two rooms, one for the male and the other for the female school, in a house on Bond Street in the eastern district of the city. One room was rented in the Presbyterian Church on Rutaw Street to take care of western district needs.

Having taken care of the physical needs, the Commissioners took, "the liberty of suggesting the propriety of empowering (themselves) to prescribe the Books to be used, as well as the course of studies to be pursued..."<sup>13</sup> So during the very first year of the public schools, the Commissioners, who received their offices and powers from the people's representatives (the City Council), made it clear that they were to run the schools and the staff would follow their desires.

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<sup>12</sup>First Annual Report of the Commissioners of the Public Schools, p. 3. Baltimore: City Public Schools, 1829.

<sup>13</sup>Ibid., p. 13.

In 1831, the Commissioners outlined the following detail of their responsibilities: "(1) the management of the schools, (2) the establishment of new ones, (3) the erection of new buildings, and (4) the management of the school fund."<sup>14</sup>

In the early years of the Baltimore City public schools, the people's representatives, the School Commissioners, took on more and more power and responsibilities. In 1833, the rights of children were getting attention in Baltimore, as elsewhere. This was a period of reforms in America when Jacksonian democracy was riding hard. Moreover, it was the period of the Reform Act of 1832 in England and the liberal revolutions of the 1830's on the European continent.

In 1833, the Baltimore School Commissioners carried out some of their own educational reform by advising that,

(the) firm government that has been introduced into, and has sustained the discipline of the schools, has established the fact...that corporal punishment is not absolutely necessary, and ought rarely to be employed in a well regulated school.<sup>15</sup>

In 1835 the School Commissioners were the supervisors as well as the administrators. In the Annual Report for that year the Commissioners recommended,

It is highly important to select persons for Commissioners... who have leisure to attend to the duties of the office, and who are in other respects qualified for the personal discharge of them...there should (be) a constant supervision - constant visitations of the schools and frequent and minute examinations of the scholars (by the Commissioners)....<sup>16</sup>

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<sup>14</sup>Third Annual Report of the Commissioners of the Public Schools, p. 5. Baltimore: City Public Schools, 1831.

<sup>15</sup>Fifth Annual Report of the Commissioners of the Public Schools, p. 8. Baltimore: City Public Schools, 1833

<sup>16</sup>Eighth Annual Report of the Commissioners of the Public Schools, p. 9. Baltimore: City Public Schools, 1837.

In 1839 the Commissioners felt that public high school education should be provided for male students. They found headquarters for the school and hired the teachers. Moreover, they determined the curriculum to be offered. On December 31, 1839, Joseph Robinson, President of the Commissioners wrote to the Mayor of Baltimore.

The (School) Board are of opinion that ere long a division of this (High) School will be necessary; and that an English department, separate from the classical will be advantageous to both. The design of the English department of this school is to give young men the advantage of a thorough English education.<sup>17</sup>

The School Commissioners opened one night school in 1839 which was so successful that by 1841 there were six such schools. An inventory of schools and students in 1841 showed six male schools, six female schools, six night schools and one high school - with a total of 3,054 students.

By 1841 the Baltimore schools were getting to be big business and the first step in central executive administration came into existence because the task of treasurer had become so heavy. Until 1841 the treasurer was a lay person who assumed these tasks as one of the members of the School Board.

On January 1, 1841, William Krebs, President of the School Board wrote to the Mayor.

The increase of the schools has greatly increased the necessary labors and responsibilities of the commissioners, and particularly those of the Treasurer of the Board; and hereafter it may be found difficult to obtain a person to transmit the duties of that office without some compensation. They therefore ask permission to pay to that officer a reasonable compensation for his services and responsibilities.<sup>18</sup>

This act moving the Treasurer's work from an unpaid, lay position to a paid professional task marked the beginning of a transfer of many school activities from the Board to executive workers. This transfer was hit

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<sup>17</sup>Eleventh Annual Report of the Commissioners of the Public Schools.  
p. 5. Baltimore: City Public Schools, 1839.

<sup>18</sup>Thirteenth Annual Report of the Commissioners of the Public Schools.  
p. 2. Baltimore: City Public Schools, 1842.

the beginning of the establishment of other staff offices - superintendents, supervisors, and other school administrators.

### The People Participate in School Activities

But it was to be a long time after 1841 before the people of Baltimore were to abdicate their executive powers over the schools to the staff workers. As a matter of fact in 1842 there were mass community movements interested in school development. In March 1842 a group of citizens from the Canton neighborhood in Baltimore appeared before the Board asking for a school in their area. An agreement was made between the Board and the Canton Company whereby the latter "made a donation of a lot of ground situated at the intersection of Chesapeake and Hudson Streets."<sup>19</sup>

The curriculum, too, was influenced by community demands. In a letter written by President of Board John F. Monmonier to the Mayor, dated January 1, 1844, he states, "At the earnest request of many citizens and patrons of the schools, vocal music was introduced."<sup>20</sup>

In 1844, at the request of a number of citizens in Baltimore the Board established two female high schools which are still in existence. The community feelings were taken into consideration in setting up two rather than one school. The Sixteenth Annual Report states, "As females are more delicate than males, and cannot attend school at a remote distance...convenience seemed to require two schools, one in the east and the other in the west."<sup>21</sup>

By 1858 many individual citizens made the public schools the favor of

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<sup>19</sup>Fourteenth Annual Report of the Commissioners of the Public Schools, p. 2. Baltimore: City Public Schools, 1842.

<sup>20</sup>Fifteenth Annual Report of the Commissioners of the Public Schools, p. 2. Baltimore: City Public Schools, 1843.

<sup>21</sup>Sixteenth Annual Report of the Commissioners of the Public Schools, p. 3. Baltimore: City Public Schools, 1844.

their philanthropies. In that year George Peabody Prizes (of fifty dollars each) named after the donor, were awarded to outstanding persons.

The Thirteenth Annual Report lists the Standing Committees of the School Board. This list shows that as late as 1858 the School Board had a committee for each of these activities, "high schools, books, exams, music, health, accounts, buildings, furniture, printing and bi-weekly returns."<sup>22</sup> In 1921 all of these activities are carried out by the staff, many of them in the school business office which has separate bureaus dealing with buildings, furniture, books, and accounts. Today the music and health departments are headed by directors and large supervisory staffs.

At the close of the Civil War, in 1865, the Baltimore public schools were nearly forty years old. Conceived by the community in 1828, they expanded by 1865 to a value of plants at about one million dollars and an enrollment of over 15,000 students. But the lay School Board still ran all phases of the program including executive tasks and community leaders played an important role in the school's progress.

#### DEVELOPMENT OF PROFESSIONAL STAFF AND ITS POWERS: 1866-1910

It is difficult to identify a particular day or year when the lay School Board relinquished its powers to a growing professionalized group of teachers. The year 1846 might have been a turning point, for it was then that the first normal school classes were established in Baltimore. An extra year beyond

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<sup>22</sup>Thirtieth Annual Report of the Commissioners of the Public Schools,  
p. 5. Baltimore: City Public Schools, 1858.

high school was established because,

Experience has proven to the Board that our schools labored under many disadvantages from the want of teachers having proper attainments for the performance of the responsible and delicate duties of their profession.<sup>23</sup>

Yet in 1846, not enough students entered the normal classes to make their influence felt.

The year 1849 might be called the year of change for it marked the beginnings of a teachers' organization which was to become the present Baltimore Public School Teachers' Association. A later report on the work of this organization notes, "an association formed by teachers of the Public Schools for their mutual improvement...promises most beneficial results."<sup>24</sup> But, here, too, the organization meant little in professionalizing and strengthening the staff's hands.

The year 1850 might be selected as the beginning of the staff's power, for in that year the Secretary was removed from the Commissioners and made a paid employee. In that year, too, the Treasurer, also made a paid employee, was asked to, "visit the schools frequently, to obtain and report in writing when required...statistical and other information relating to school houses, repairs, books, stationery and finance."<sup>25</sup>

But 1850, like 1849 and 1846 before it, indicated but straws in the wind. Perhaps the best date to select as a turning point for the professionalization of the Baltimore teaching staff is 1866. It was in that year that the treasurer's duties were expanded and he became a Superintendent of Schools.

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<sup>23</sup>Twenty-third Annual Report of the Board of School Commissioners, p. 8. Baltimore: City Public Schools, 1851.

<sup>24</sup>Thirty-fourth Annual Report of the Board of School Commissioners, p. 32. Baltimore: City Public Schools, 1862.

<sup>25</sup>Rules of Order of Board of School Commissioners, p. 7. Baltimore: City Public Schools, 1851.

The office was created by a city ordinance.

The Superintendent of Public Instruction (was required) to visit each (school) once during each school term. On the occasion of his visits he (was) to examine the students.<sup>26</sup>

Here in 1866 was a very definite break with the past. The School Board was giving up some of its important supervisory and executive powers. Other powers were soon to go to assistant superintendents, directors, supervisors and others trained as school executive specialists as prepared to take up these responsibilities as professional tasks.

#### The Professional Staff Grows - In Numbers and In Powers

On the 29th of June, 1866, the Rev. J. N. McJilton was appointed the first Superintendent of the Schools. Previous to this position, Mr. McJilton had been Treasurer of the School system, the first city-wide professional office. So in a sense Rev. McJilton himself represents the transition.

In 1869 the School Board noted that,

The duties and labors of the office (superintendency) are too many....We, therefore ask you (the Mayor) to authorize (us) to appoint an Assistant Superintendent.<sup>27</sup>

So more and more responsibilities, formerly carried out by lay members of the Board were transferred to newly-created executive positions. In 1887 the School Board noted,

It is well known...that the multiplicity of details connected with the material interests of the schools had become a burden upon the Commissioners generally...the appointment of some one to attend to the matters of detail (buying of furniture)...would assure the people of a watchful care for the expenditures and matters of detail.... It was in response to that sentiment that the Mayor and City Council passed the ordinance authorizing the appointment of a Superintendent of Supplies.<sup>28</sup>

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<sup>26</sup>Thirty-eighth Annual Report of the Board of School Commissioners,  
p. 6. Baltimore: City Public Schools, 1866.

<sup>27</sup>Forty-second Annual Report of the Board of School Commissioners,  
p. 29. Baltimore: City Public Schools, 1869.

<sup>28</sup>Fifty-eighth Annual Report of the Board of School Commissioners,  
pp. 97-98. Baltimore: City Public Schools, 1887.

In 1898, after many futile efforts of the School Board to adopt civil service rules in appointing teachers, the new regulations were finally approved. The Board noted that,

Provision is (now) made that the selection and appointment of new teachers will be made on the basis of merit alone... by examinations. The rules improve the teaching force itself, which really determines the character of the schools [writer's italics]<sup>29</sup>

There it was! The Board itself recognizing that the teachers determined the character of the schools. It was a far cry from the situation during the first forty years of the school system, when the Board, as the peoples' representatives, took seriously its 1828 assignment "to prescribe the course of study and to make all necessary provisions for the government and discipline of said schools."<sup>30</sup>

#### The Influence of Method and Teacher-Training Creates the "Scientific Pedagogue"

One of the major reasons for the Baltimore School Board relinquishing many of its powers to the staff was the fact that teaching had become the "science of pedagogy" by 1890. This science was known only by the initiated - the professionals.

As Cabberley puts it,

Where before the ability to organize and discipline a school had constituted the chief element in instruction, now the ability to teach scientifically took its place as the prime professional requisite.<sup>31</sup>

As a matter of fact the beginnings of this new approach preceded the establishment of the Baltimore public schools in 1828. Johann Pestalozzi's

<sup>29</sup>Sixty-ninth Annual Report of the Board of School Commissioners, p. xi. Baltimore: City Public Schools, 1898.

<sup>30</sup>Ordinances of the Corporation of the City of Baltimore From 1828 to 1830, loc. cit.

<sup>31</sup>Cabberley, op. cit., p. Corporation 400.

work in Switzerland at the turn of the nineteenth century, might well mark the beginning of the science of teaching. Pestalozzi substituted, "observation and investigation...to supercede mere memorization; class discussion and thinking to supercede the reciting of the words of the book."<sup>32</sup>

Pestalozzi's contributions influenced the work of the German educator Johann Friedrich Herbart who in the first half of the 1800's made further contributions to educational methods.

Herbart...took Pestalozzi's idea that the purpose of the teacher was to give pupils new experiences through contacts with real things...-(and) elaborated the process by which new knowledge is assimilated through the doctrine of apperception.<sup>33</sup>

So a new body of educational method came into being. Americans like Henry Barnard and Horace Mann studied the contributions of the European educators and helped improve schools in this country. The Pestalozzian methods replaced the mechanical Lancastrian methods in our schools.

All of these changes required a trained staff. Horace Mann's fight for teacher-training schools in Massachusetts affected teacher education everywhere, including Baltimore. As noted, in 1846, the first normal school classes were opened in Baltimore but these classes affected few persons. However, the establishment of the Maryland State Normal School in 1866 marked a real beginning in training teachers. The establishment of a department of pedagogy at Johns Hopkins in 1884 gave further encouragement to teacher education. The new civil service examinations of 1898 were instrumental in having Baltimore establish its own City Training School in 1901. Thus at the opening of the twentieth century, classroom teachers in Baltimore were required to have at least two years of normal school work

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<sup>32</sup>Ibid., p. 349.

<sup>33</sup>Ibid., p. 452.

and pass examinations in methods.

The rise of education as a profession and as a field for collegiate and graduate study was phenomenal. As Edwards and Richey put it,

In 1890 there were less than a dozen chairs of education or pedagogy in higher institutions.... By 1920, more than four hundred colleges and universities were providing some kind of education and in each instance, the program reflected the findings of the new science.<sup>34</sup>

The new teacher was finding his place in the Baltimore schools. Like his counterparts elsewhere, "This new teacher brought with him to the school a new conception of childhood, a new and minute methodology, and a new enthusiasm, all of which were valuable additions...."<sup>35</sup>

The new teacher with his emphasis on the science of pedagogy was encouraged by the work of Alfred Binet and Thomas Simon whose intelligence tests in 1905 established the theory of mental age. Edward Thorndike's method of applying statistical procedures to handwriting in 1910 and other contributions, around the same time, as E. A. Curtis' arithmetical scales, and studies like those of George Strayer on evaluating school systems helped to make education more scientific.

No wonder the lay members of the Baltimore School Board were abdicating their executive powers over the schools. The new science of education was too complicated for them to understand. More and more newly-created staff positions made it less necessary for Board members to carry out executive tasks. In 1901 a new policy of supervision brought into existence grade supervisors, and at about the same time special supervisors of art, music,

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<sup>34</sup>Newton Edwards and Herman G. Richey, The School in the American Social Order, p. 802. Boston: Houghton-Mifflin, 1947.

<sup>35</sup>Cubberley, op. cit., p. 401.

physical education, and industrial arts - all stationed at central school headquarters. In 1912 a Bureau of Research was created in the Baltimore school system, largely as a result of the new science of teaching.

#### The Calibre of School Board Members Weaken

As the educational staff was improved the School Board seemed to get weaker and weaker. In the early years of the Board, membership was small, five or six in number, and those selected represented the most capable and civic-minded citizens.

In 1888 the membership of the School Board was increased to twenty-two, with each election ward in the city represented by one person.

The twenty-two appointments made by the Mayor and City Council were largely political appointments and were made at the behest of the 'ward boss'. Those who were selected had one eye on the Mayor's position since Board membership was considered a steppingstone to City Hall. As a result politics at its worst entered into the selection of School Board members and in their selections of teachers and administrative officers.<sup>36</sup>

By 1898 the people of Baltimore were thoroughly disgusted with politics in the school system and with the need for municipal reform in general. Many citizens supported a Charter Revision movement which succeeded. The Charter Revision Commission went into action immediately after the election of 1898 and was made up of nine outstanding citizens including Dr. Daniel C. Gilman, President of Johns Hopkins University; and William Pinkney Whyte, chairman. In its Report to the Maryland General Assembly the Charter Committee recommended that it was necessary, "To remove the public school system from all possible political influence."<sup>37</sup>

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<sup>36</sup>Interview with the late Dr. David E. Weglein, former Superintendent of Schools in Baltimore and the first teacher to be appointed from the civil service list created by the 1898 Charter. Interview July 20, 1950.

<sup>37</sup>Charter and Public Local Laws (1898), p. iii. Baltimore: City Government, 1938.

The new 1898 Charter provided that the School Board consist of nine members appointed by the Mayor with staggered terms of six years.

In the selection of said Board and in their action in the administration of the public schools...party ties shall not be regarded, so that the public schools may be entirely out of the field of political...differences...<sup>38</sup>

So it was not until 1898 that strong, capable members were to be appointed to the School Board. Thus from the 1860's through the mid 90's while the teaching staff was getting stronger and more capable, the Board or public's representatives, was weakening. Fortunately, it was then, that the teachers took over more and more completely the running of the schools. It would have been too bad had the politically-minded School Board members taken over during the period from 1888 to 1898.

#### The Community Withdraws in Favor of the Teachers

It was to be some time before the community was again to be either fully prepared to work with the staff on school problems, or the teachers were to be ready to accept the lay person as a partner in administering the schools. Even after the new, non-political Board came into being in 1898 the schools were not yet ready to turn over more power to the Board or to other community agencies.

For example, in 1905 the typical Baltimore City public school had a high wooden fence around it which was symbolic of the fact that it existed apart from the community. The Public School Rules and Directory for 1908

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<sup>38</sup>Ibid., p. 163.

stated.

No address or lecture shall be delivered to the pupils during school hours without the consent of the Superintendent. No one shall engage the services or cooperation of teachers or pupils, as such, during or after school hours, [writer's italics] upon any subject whatever.<sup>39</sup>

Community leaders could not talk to the students, nor could teachers or pupils participate in outside activities. This certainly epitomized the view that only the professional educators could determine what was to be done in the schools. Moreover, teachers were not to be "contaminated" by participating in community affairs.

The state of affairs might best be exemplified by a letter which John E. Semmes, President of the School Board, wrote to Mayor J. Barry Mahool, dated January 1, 1910. In speaking of having the Board pass judgment on the value of vocational training Semmes said,

It must be conceded, however, that the matter of education is an expert question, and one which it cannot be expected that a Board of School Commissioners could be competent...to outline, prepare and carry out. They must necessarily depend upon persons who have been educated in this particular line. It therefore be deemed expedient to have questions of the curriculum and method passed upon by experts on this subject. [writer's italics]<sup>40</sup>

There it was! By 1910 the Board had gone to the other extreme, leaving it all to the experts. While there were elements of executive judgment in this question of vocational educational, there were certainly many problems of policy-making involved. Yet the Board abdicated completely, taking an extreme position; just as in 1829, they were at the opposite end leaving little indeed in the operation of the Baltimore City schools to the full-time staff.

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<sup>39</sup>Public School Director for 1908, p. 199. Baltimore: City Public Schools, 1908.

<sup>40</sup>Eighty-second Annual Report of the Board of School Commissioners, p. 19. Baltimore: City Public Schools, 1910.

## COOPERATION OF STAFF AND COMMUNITY: 1910-1950

It would be wrong to give the impression that the community leaders and agencies left school activities entirely to the professional staff by 1910. Fortunately, some community agencies were working for school improvement at the very time that the School Board was turning over many of its powers to the professional staff. These agencies laid a pattern for school-community relations which was to be accelerated during the period from 1920 to 1950.

For example, in 1900, the Arundel Good Government Club was complimented by the Board which stated,

The great improvement in the sanitary condition of our school buildings...was not effectually accomplished until these public-spirited women gave their time and energies to this very important matter. Their systematic visits to our schools laid bare to their acute sensibilities the great need of improved sanitary conditions.<sup>41</sup>

That same year the Playground Association, a private organization sponsored by the great civic leader, Robert Garrett, was complimented for "using the playgrounds of several of the schools during vacation for the purpose of amusing and instructing the children of the neighborhood."<sup>42</sup>

Here and there were forward-looking school administrators who set the pattern for cooperation with the community. Outstanding among this group was Miss Persis Miller, who in 1905 brought community school gardens to her school in the Locust Point area. Later she incorporated on the school grounds, a community library, public baths and a health clinic. But Miss Miller was to have a greater affect on the more distant future rather than on circumstances in 1905.<sup>43</sup>

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<sup>41</sup>Seventy-first Annual Report of the Board of School Commissioners, p. 112. Baltimore: City Public Schools, 1900.

<sup>42</sup>Ibid. first Annual Report of the Board of School Commissioners, p. City Public Schools, 1900.

<sup>43</sup>Seventy-seventh Annual Report of the Board of School Commissioners, p. 42. Baltimore: City Public Schools, 1905.

### The Period From 1910 - 1919. Limited Cooperation

Building on the work of these early community-school movements the decade from 1910 to 1920 saw the beginnings of limited cooperation between the educators and the community. The famous 1911 School Survey of the Baltimore City Public Schools did much to advance such cooperation. The Survey Commission was composed of Dr. Elwood Cubberley, the nationally famous educational author, Dr. W. Brown, U. S. Commissioner of Education, and Calvin Kendall, Superintendent of Schools in Indianapolis. Among numerous recommendations the Commission stated that,

It is desirable that there should be channels through which the opinion of the public, and particularly of that public which is most directly interested in the schools, may regularly reach the superintendent...and the board of education.<sup>44</sup>

This direct recommendation by outside authorities helped to make community agencies and educational staff sensitive to the need for better school-community relations. In 1914 the Women's Civic League investigated the physical conditions of certain school buildings.<sup>45</sup> In 1915 the West Lafayette Improvement Association made a study of playground facilities at School #31.<sup>46</sup>

But there were a number of illustrations to indicate that, at least by 1912, the Baltimore educators were not fully ready to accept the community-school program. For example, when the Clean City Crusade asked permission for school help in a campaign against trash, the request was turned down because it was improper:

<sup>44</sup>W. Brown, E. P. Cubberley, C. Kendall, Report of the Commission Appointed To Study the System of Education in the Public Schools of Baltimore, p. 106. Washington: U. S. Bureau of Education, 1911.

<sup>45</sup>Minutes of the Board of School Commissioners, p. 187. Bound Vol., January 14, 1914 to December 22, 1914. Baltimore: City Public Schools, 1914.

<sup>46</sup>Minutes of the Board of School Commissioners, p. 272. Bound Vol., January 6, 1915 to December 20, 1915. Baltimore: City Public Schools, 1915.

to place in the schools a placard calling attention to the ordinance against throwing papers and trash into the streets and to allow a member of the Women's Civic League to address the classes in the different schools on the subject of the Clean City Crusade.<sup>47</sup>

World War I accelerated school-community relations. In a letter dated June 30, 1918, James Chapman, President of the Board wrote to Mayor James Preston,

Since our country entered the great World War the school buildings have been put at the service of the Draft Boards.... The government has had the permission... to send much of the literature concerning the Liberty Loan, Red Cross, War and Thrift Stamps, and kindred matters, through the schools.<sup>48</sup>

The high schools were particularly active in school-community relations during World War I. At Eastern High School 799 sweaters were completed for the Red Cross. "The school operated a farm for three semesters 1917 - 1919... the estimated value of the crops was \$111.10 in 1917 and \$296.03 in 1918."<sup>49</sup>

Reporting on activities at Western High School, Ernest Becker, the principal noted that, "the impact of the war... has had one good result, i. e., it has brought the school and community closer together."<sup>50</sup>

The elementary schools, too, were brought closer to the community. School community gardens, under the direction of the Women's Civic League and the Children's Playground Association, were in operation in sixteen schools.<sup>51</sup>

World War I helped to introduce a course in retail selling whereby students spent part of their time in the stores. The course was planned cooperatively by the Retail Merchants Association and the Public Schools.<sup>52</sup>

<sup>47</sup>Minutes of the Board of School Commissioners, p. 55. Bound Vol., January 10, 1912 to December 28, 1912. Baltimore: City Public Schools, 1912.

<sup>48</sup>Eighty-ninth Annual Report of the Board of School Commissioners, p. 5. Baltimore: City Public Schools, 1918.

<sup>49</sup>Faculty Committee, Through the Years at Eastern High, p. 92. Baltimore: Roebuck, 1944.

<sup>50</sup>Ernest Becker, et. al. Western High School, Past and Present, p. 43. Baltimore: Garamond Press, 1944.

<sup>51</sup>Ninetieth Annual Report of the Board of School Commissioners, p. 34. Baltimore: City Public Schools, 1919.

<sup>52</sup>Ibid., p. 163

So 1919 found a definite improvement in school-community relations. The war had forced the school to take on work for the community, to permit community leaders to enter the schools, and to encourage the school to begin to operate outside the four walls of the classroom.

### The Period From 1920 - 29. Accelerated Cooperation

The famous Strayer Survey of 1920-21 was instrumental in further accelerating school-community relations. This Survey, conducted under the guidance of Dr. George D. Strayer of Columbia University was initiated as a result of a general feeling that Baltimore's schools, especially the plants and buildings, could be improved.

The survey called attention to the fact that,

In a broad sense, all pupils are now citizens of the community and they should be expected to become increasingly active in their civic participation; at least the school should do all in its powers to encourage and prepare for this normal outcome. The school is an environment in which the pupils live...if these (civic) studies result in such things as group or individual action looking toward safer street crossings or more orderly toilet rooms...then we may rest assured that the school has gone deeper than merely to impart knowledge.<sup>53</sup>

The Strayer Survey was the touchstone for a number of improvements in the Baltimore public schools, among them school-community relations. For example, a study of the School Board Minutes for the Calendar year 1920 showed that the following community groups, along with others, have been granted permission to use school buildings for meeting purposes: Maryland Avenue Improvement and Protective Association, Mulberry-Payson-Monroe Civic Improvement Association, Veterans of Foreign Wars, Girl Scouts, Playground Athletic League, Safe and Sane Fourth of July Committee and the Hebrew Benevolent Society.<sup>54</sup>

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<sup>53</sup>George D. Strayer, Report of the Survey of the Public School System of Baltimore, Maryland, Vol. III, p. 75. Baltimore: City Public Schools, 1922.

<sup>54</sup>Minutes of Board of School Commissioners, January 14, 1920 to December 29, 1920. Baltimore: City Public Schools, 1920.

No small credit belongs to the Public School Association, an organization for lay people, founded in 1920 for the purpose of improving school-community relations. Under the energetic leadership of Mrs. Marie O. H. Bauernschmidt the Association had as its purpose:

To keep the citizens of Baltimore thoroughly informed on all matters pertaining to Public Schools...in order that they will demand a Public School System the equal of any other in the country:- and be willing to pay for it in money, service and unsleeping vigilance.<sup>55</sup>

Miss Bauernschmidt's group stimulated other agencies to learn more about the schools and to work with them.

The development of vocational education in Baltimore during the 1920's brought further school-community relations. In 1927 a committee of representatives of business, industrial, and professional organizations along with Baltimore educators was organized to survey vocational education in the city.<sup>56</sup>

In that same year the new plants for City College and Western High School were opened and it is interesting to note that they each included an Auditorium which could be entered separately from the rest of the school and convenient for community use. Incidentally, the architectural designs of the schools themselves were symbols of changes - there were no high walls around the schools and the plant blended in with the community environment.<sup>57</sup>

The 100th Annual Report, for year 1929, gives an important summary of use of school buildings. The impressive figure of 2499 occasions when buildings were in use indicates how far the school system had gone toward relating the schools to community needs;

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<sup>55</sup>Letterhead: The Public School Association of Baltimore, 1312 Fidelity Building, Baltimore, Maryland

<sup>56</sup>Ninety-ninth Annual Report of the Board of School Commissioners, p. 55. Baltimore: City Public Schools, 1928.

<sup>57</sup>*Ibid.*, pp. 99, 100, 105, 106.

It is the policy of the Board to issue permits for the use of school buildings during the hours when schools are not regularly in session. During the past year permits were issued as usual to outside organizations such as civic and improvement associations, social and athletic societies, parent-teacher organizations, the various city and state teachers' associations, school clubs and alumni associations, and various units of the school system for use of buildings or rooms for meetings, operettas and the like. Under these permits, an aggregate usage of school buildings or portions thereof amounting to 2,500 nights was granted by the Board during the scholastic year 1928-29.<sup>58</sup>

The extent to which more specific facilities are used and the nature of the organizations which made application for their use during the year are indicated in the detail which follows:

Table 1. Use of School Buildings 1928-29\*

	Audit- orium	Class- room	Gyn- nasium	Entire Bldg.	Total
School affairs.....	84	23	72	12	191
Alumni Association.....	15	19	11	3	48
School clubs.....	18	4	1	13	36
Faculty.....	10	3	2	2	17
Parent-Teacher Association.....	59	129	12	72	272
Professional Organizations.....	6	206	—	3	215
University extension....	2	418	—	—	420
Sports and athletics....	99	148	470	232	949
Civic and Improvement....	74	29	40	—	143
Commercial.....	5	1	—	2	8
City Health Department...	—	200	—	—	200
<b>TOTALS</b>	<b>372</b>	<b>1180</b>	<b>608</b>	<b>339</b>	<b>2499</b>

\*From the One Hundredth Report of the Board of School Commissioners, p. 30.

What the summary does not show, however, is that the community still had little to do with determining the curriculum, nor that field trips during school time were still frowned upon, and that in general the wall separating the school from the community was still up, though leaning.

<sup>58</sup>One Hundredth Report of the Board of School Commissioners, p. 30.  
Baltimore: City Public Schools, 1929.

The Period From 1930 - 1939, Advanced Cooperation

The Annual Report for 1930 gives special attention to relations with the community. In fact from that year on, there appears regularly a section on community activities. The 1930 Report gives attention to exhibits of pupils work, and includes articles interpreting the school system to the lay public.<sup>59</sup> It is important to note that these school-community contacts were largely at the public relations level. The representatives of the schools were telling the community how good they were - but not often enough using community resources as part of the educational program. Nor were they affecting the community too greatly by what happened in the schools.

The economic depression forced the schools to turn more intimately to the community. In 1933, the Baltimore school system appointed a Citizens Advisory Committee made up of 75 representative citizens to make a thorough study "as to activities which...should be curtailed, eliminated, or expanded."<sup>60</sup> Sub-committees were appointed to study art, home economics, music, industrial art, vocational education, health education, measurement, business education, colored schools, and elementary, junior, and senior high schools. This was the first citizens committee on all aspects of the curriculum, for many years, and marked a most important beginning in lay participation in curriculum activities.

The period of the economic depression accelerated the public relations activities of the school system. The need for funds and the fear of curtailments required that the parents be brought into the confidence of the

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<sup>59</sup>One Hundred and First Annual Report of the Board of School Commissioners.  
p. 57. Baltimore: City Public Schools, 1930.

<sup>60</sup>One Hundred and Fourth Annual Report of the Board of School Commissioners.  
p. 21. Baltimore: City Public Schools, 1933.

educators. In 1934 and 1935 regional meetings for parents were held all over Baltimore. At these sessions the work of the schools was explained. "It was estimated that...approximately nine thousand parents were present..."<sup>61</sup>

The 1930's found the Parent-Teacher Associations growing in importance. By 1935 there were a total of 135 Parent-Teacher Associations in Baltimore. In general, relations between the Parent-Teacher Associations and the school administration were good, though in 1935 a conflict between some factions of the former and the latter led to strained feelings for some time.<sup>62</sup>

One of the most promising programs initiated in the 1930's was the Parent Education project of the Adult Education division. By 1939, nearly 4,000 parents were enrolled in classes dealing with home-school relations and studying child and community development.

The 1930's were definitely a period of progress in school-community relations; but much more needed to be done. For example, the writer who was teaching in junior high schools in 1932 was told by the school authorities in February of that year that he could not take his class to the city of Washington during school hours. Though it was a class in civics and the purpose was to see Congress in action, the school authorities felt that "the trip was not an essential part of the studies and should be taken after school hours or on Saturday."

In the 1930's fear of curtailment due to the economic pressures caused the school people to present the cause of education to the lay public. However, not enough teachers or community leaders recognized as yet the inherent value of such relationships.

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<sup>61</sup>One Hundred and Sixth Annual Report of the Board of School Commissioners. p. 26. Baltimore: City Public Schools, 1936.

<sup>62</sup>Statement of Board of School Commissioners Concerning Parent-Teacher Associations. Baltimore: Department of Education, 1935.

The Period from 1940 - 1949, the Community-School Comes Into Being

World War II practically forced the community-school idea on Baltimore and as on other American cities. It was an all-out war and the resources of all persons and institutions had to be utilized. In Baltimore, starting with 1940, many schools were open until midnight hours. Classes were held in war production training, in civilian defense, in Red Cross activities, in aviation education and in all kinds of efforts related to winning the war. The schools of Baltimore accepted the challenge of an all-out war handily, and capable and conscientious educators voluntarily gave numerous hours to rationing, draft registrations, first aid, civilian defense, and military training - almost always without any remuneration. Thousands of Baltimoreans - adults of all ages attended these classes in the Baltimore schools.

Moreover, the school plant was opened to non-school agencies. Practically all draft boards were housed in school buildings. Army and Navy officials held their aviation classes in school plants. The Red Cross used schools for regular sessions in first aid and child care. Election boards, finding formerly used space in homes less available because of housing shortages, made greater use of school buildings. The State Guard used school grounds for drilling purposes. Even commercial organizations, like Glenn L. Martin (aviation industry), were permitted to hold their own classes in the schools, when space was not available elsewhere.

Not a single Baltimorean - no matter what age - was not served by the school, which gave him his ration card, or his draft registration card, or helped train him to fight on the battlefield or production line. The neighborhood school building was known - inside and outside - by more Baltimoreans than ever before. School doors were wide open to the community and buildings were often open around the clock.

In 1941, the Baltimore Committee on Civilian Defense called on the Department of Education to register and train 40,000 volunteers. By August 1, 1942 the following volunteers were trained:

Table 2. Civilian Defense Volunteers Certified By August 1, 1942\*

Service	Number
Air-Raid Wardens	
Teacher Trainers.....	1,221
Civilian Wardens.....	12,010
Fire Watchers.....	1,991
Messengers.....	973
Bomb Reconnaissance Agents.....	173
Demolition and Clearance Squads.....	774
Decontamination Squads.....	166
Rescue Squads.....	70
Drivers Corps.....	185
Medical Corps.....	971
Repaid Crew.....	6
GRAND TOTAL 18,540	

\*From the One Hundred and Thirteenth Annual Report of the Board of School Commissioners, p. 34. Baltimore: City Public Schools, 1947.

What is even more impressive than the number of persons trained for civilian defense is the number of agencies cooperating with the Department of Education. The local medical society, telephone and utilities companies, civic groups, engineers, transportation firms, building contractors, other local, state and federal agencies - practically all community resources available were used in connection with civilian defense.

Throughout the war the curriculum was adjusted to meet wartime needs and outside resource persons were often consulted for expert advice. For example, the U. S. Army Air Corps helped determine the nature of the high school course in aeronautics. The Red Cross helped with training for first aid.

Not only did the schools use the community resources, but they contributed to them. For example, students helped in rationing programs, in price control, in conservation of scrap, food and fuel, in purchasing and selling bonds and in other necessities of the war. In the vocational high schools alone during 1941-42 over 37,000 persons were trained for war industries.<sup>63</sup>

The war years found students performing worthwhile educational activities outside the school as often as in the building. Production and nurses aid programs often took older students to hospitals, factories and industries. The story of the adjustment of the Baltimore schools to the war emergency as told in the 114th and 115th Annual Reports is a thrilling account, for it shows how schools and community can provide personal and societal needs.<sup>64</sup>

When the war was over thousands of adult Baltimoreans turned to the schools for new desires - informal education in music appreciation, art, ceramics, and dozens of other needs - to make life more meaningful. Capable leadership in adult education met these desires and a strong program of non-credit, informal education courses was set up to supplement the continuing conventional demands for credit courses in elementary and secondary education, as well as in Americanization. Adult courses were geared to adult needs though there still was practically no planning to meet such needs as storage space, parking areas, seating arrangements, elevator services for the handicapped, or other building and material demands unique to the adult group.<sup>65</sup>

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<sup>63</sup>Ibid., pp. 15-138.

<sup>64</sup>One Hundred and Fourteenth Annual Report of the Board of School Commissioners, pp. 17-58. Baltimore: City Public Schools, 1943.

One Hundred and Fifteenth Annual Report of the Board of School Commissioners, pp. 19-56. Baltimore: City Public Schools, 1944.

<sup>65</sup>One Hundred and Seventeenth Annual Report of the Board of School Commissioners, pp. 71-76. Baltimore: City Public Schools, 1946.

Non-school groups desiring to use the buildings also fared better after the war. The fairly liberal rules of the 1920's and 1930's were extended so that admission affairs were often permitted, if the sessions were for a civic cause. Moreover, the number of agencies using the buildings were ten-fold that of earlier years.

Under such liberal standards, for using school buildings, The Alamedians, a private community musical group was permitted to hold its annual musical festival at the Polytechnic Institute, the proceeds to go to charity. The United Nations Association of Maryland - together with other civic groups - was permitted to hold its semi-annual conferences in school buildings. Business, labor, youth, and intercultural groups held meetings of a civic nature in school plants. The League of Women Voters held a series of meetings on "Know Your Congressman". Questionable requests were rightfully turned down and arrangements about heating and other costs were set forth, but little difficulty was encountered by worthwhile non-profit community agencies. In fact, such requests were encouraged and agencies were often asked if they would not like to use the school system's facilities.<sup>66</sup>

A study of agencies using the public schools in the scholastic year 1948-49 showed about seventy different groups being granted permission, many of them for multiple use. Page 43 shows the agencies using the school buildings in 1948-49. It is to be noted that labor and business groups were now being granted such permission under more liberal interpretations. Use made by governmental agencies has been increased, especially by the Baltimore Department of Recreation which used many buildings for most nights of the week. The most interesting aspect of the current liberal interpretations

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<sup>66</sup>Minutes of the Board of School Commissioners (Jan. 16, 1947 to December 11, 1947; pp. 414) (January 15, 1948 to December 16, 1948; pp. 337) (January 6, 1949 to December 15, 1949; pp. 374) (November 16, 1950 to June 15, 1950; pp. 181-unbound) Baltimore: City Public Schools, 1947-50.

on school use is that applied to use by social groups. As noted from chart, 3 numerous social clubs are permitted to use facilities for paid affairs if funds go to charity. This is especially true for Negro groups since there were practically no private buildings in Baltimore where they might hold such affairs.

Use of School Buildings in Baltimore - 1948-49

Cultural and Philanthropical Organizations

American Cancer Society  
 Baltimore Institute of Musical Arts (charge)†  
 Baltimore Symphony Orchestra  
 Baltimore Urban League  
 Home Owners Vigilance Center  
 Lincoln University (Ba.)  
 Maryland Ornithological Society (charge)†  
 Maryland State Teachers Association  
 National Vocational Guidance Association  
 New York University (N.Y.)  
 North East Chapter of United World Federalists  
 United World Federalists of Baltimore  
 United Nations Association of Maryland (charge)†

Governmental Organizations

Bureau of Recreation, Baltimore  
 City Service Commission  
 Department of State Employment and Registration  
 Morgan State College  
 State Board of Electrical Examiners  
 State Board of Hairdressers and Beauty Culturists  
 State Insurance Department of Maryland  
 University of Maryland  
 U. S. Civil Service Commission  
 Ward Department, Engineer Corps

Improvement Associations

Belair Edison Improvement Association	Gwyndale Civic Association
Canton Area Project	Lincoln Park Civic Improvement
Community Organizations of East Baltimore	Northwest Community Council
Delfield Improvement Association	Rogers Avenue Improvement Association
East Side Community Council	Southeast Community Council
Edmondson-Wildwood Council	Southwestern Community Council
Minor Gardens Civic and Protective Association	Upper Park Heights Association
Forest Park Improvement Association	West Baltimore Civic Improvement <sup>67</sup>

<sup>67</sup>Minutes of the Board of School Commissioners, January 15, 1948 to December 16, 1948, pp. 235-37.- and

Minutes of the Board of School Commissioners, January 6, 1949 to December 15, 1949, pp. 1-242.

†Indicates permission to charge admission.

Labor and Business Organizations

Amalgamated Association of Street,  
Electric Railway and Motor Coach  
Employees of America  
American Federation of Labor,  
Teamsters Local Union No. 825  
Electrical Apprenticeship Classes  
Municipal Chauffeurs, Helpers, and  
Garage Employees, Local #825  
Pinkerton's National Detective  
Agency (to get in and out of  
uniform)  
Restaurant Association of  
Maryland  
United Citizens Transportation  
League

Social Organizations

Alamedian Light Opera (charge)#  
Baltimore Chapter, Knights of Columbus  
Bounti Temple  
Delta Sigma Theta Sorority (charge)#  
Epsilon Omega Chapter of A.K.A.  
National Sorority, P. M. Delta Kappa  
Nentico Lodge, Order of Arrow (charge)#  
Nu Chapter of Iota Lambda Sigma  
Sigma Theta Sorority (charge)#

Youth Groups

Boy Scouts	Junior Red Cross
Girl Scouts	United Nations Youth
Govans Boys Club	Young Peoples Youth Guild of Baltimore <sup>68</sup>

Perhaps the most important development in the 1940's was the increased relationship of the curriculum to community needs, and the desire to relate the school efforts to those of other agencies for community betterment. An illustration of this is the civic experience program started in two high schools in 1948. That year high school seniors at Patterson and Barton schools spent one afternoon each week in connection with their Modern Problems course, working for the Red Cross, Community Fund agencies, Pratt Library and Baltimore Safety Council on service non-remunerative projects. Other seniors participated in work-experience programs. There were numerous school meetings with these service-agencies and industrial leaders. At the elementary and secondary levels many agencies such as the Girl and Boy Scouts integrated their activities with the curriculum of the schools.

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<sup>68</sup>Minutes of the Board of School Commissioners, 1948-49, Loc. Cit.

Moreover, many schools helped to organize coordinating community councils, made up of representatives from civic, governmental, educational, business and other agencies seeking community improvement. In most of these cases the community councils met in the schools.

The awareness of the community-school movement was attested by the fact that by 1949 over 750 Baltimore teachers were enrolled in the community study in-service training workshop which sought to promote interest and knowledge in this area. The workshop came into being partly because of the community readiness for it, but it in turn has helped to accelerate progress.

The nation-wide movement of public participation in school activities further emphasized the community idea. In the late 1940's, in Baltimore, as elsewhere, parents and community leaders helped plan the curriculum, worked on building and cafeteria needs, and aided in improvement of learning procedures. In the daytime as well as at night, it was no longer rare to find adults in the school building, working for the needs of children and the community.

At the beginning of the 1940's, however, encouragement of the community-school idea did not bring planning for it in building programs. It was not until the late 1940's that this was to take place. For example, in 1949 the Department of Recreation built a center on the grounds of Hamilton Junior High's school plant. This building, now opened, serves school and neighborhood. This pattern of planning the building needs of the Department of Education in coordination with the Department of Recreation has been well laid and is to be followed fully in the future. Moreover, school plant planning is intimately related to city planning, housing, traffic and other municipal developments.

By 1949, according to Mr. William E. Lehr, Director of School Planning in the Baltimore Public Schools every school plan in the planning stage made provisions for a community-use room with outside, isolated entrance and separate toilet facilities.<sup>69</sup> There were five such rooms for as many buildings in the planning stage and ten more about to be planned. Here then was a full recognition and encouragement of the community-school idea. Moreover, many of these community-school facilities were planned by the community as well as for it.

#### REALIZATION OF THE COMMUNITY SCHOOL 1950

It is difficult to tell what will take place in the 1950's. As this chapter is being written price controls and increased taxes for 1951 are a reality. Should rationing, and various kinds of conservation programs go into effect the schools will again be called upon to contribute to the emergency encumbered by our strained relations with the Soviet Union. This would be even more true should the "warm war" turn into a shooting conflict with Russia. The one thing that seems very certain for the immediate future is that the schools, like other American institutions, will need to contribute greatly to the survival efforts of American democratic society.

#### The Future

Beyond the immediate future lies the more remote and even less predictable future. The present status of school-community relations in Baltimore is more favorable than it has ever been in the history of the school system. In 1951 Baltimoreans passed the twelve million dollar School Loan by the

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<sup>69</sup>Discussion with Mr. Lehr on January 3, 1950.

highest majority ever given a bond issue, 89.6 per cent of the total voting on the issue. Furthermore, the actual vote for the loan was very high - 128,507 voting "yes". This shows how the community feels toward the schools. Another indication is the fact that the Parent-Teacher groups are stronger and more effective than ever in Baltimore's history.

How does the teacher feel toward the community? The typical Baltimore school has parents and community leaders aid in curriculum planning, in plant construction and adaptation, in administration, and in extracurricular activities. The Baltimore adult program considers all phases of community need. The school system makes field trips easy to take during school time and even provides buses. As Dr. William H. Lemmel stated shortly after becoming Superintendent in Baltimore,

I have attempted...to enlist the wholehearted cooperation of interested parents and groups, and of all who have a vital stake in the success of education as an instrument to perpetuate and improve our democratic way of life.<sup>70</sup>

In 1951 the educators are willing and anxious to work with the community. The community leaders, citizens, and agencies seem equally eager to work with the executive staff. Never in the history of the Baltimore City Public School System has this been true in as great a degree. With such mutual desire the school can truly become a community institution.

There are some cautions to note. First the desires are there but little "know-how." Neither community groups nor school faculties have had much experience in this field. To many teachers the phrase "school-community relations" means a public relations program, or taking a field trip, or asking the parents to help with a school dance. It seldom means all of these things - and more! It too seldom means understanding the community

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<sup>70</sup>One Hundred Eighteenth Report of the Board of School Commissioners, p. 7. Baltimore: City Public Schools, 1948, pp. 152.

in terms of its housing, its culture patterns, its socio-economic status and its expectations in terms of youth. It too rarely means planning cooperatively with other community agencies for better living.

To many parents, unfortunately, the term "community school" means paying Parent-Teacher-Association dues, or attending night sessions during American Education Week, or voting for the school loan. It seldom means all these things - plus a far more active role! It too rarely means understanding the school's program and contributing towards its advancement. It too rarely means taking an active role with the school in enriching the community's activities.

In Baltimore, teacher and lay person alike in 1951 are interested and believe in the community school idea! But the 1950's can bring failure by those who would take the easy road and claim that they have reached the goals because they now "take a field trip every Friday afternoon."

The school-community movement can fail completely under such delusions. Then we might even go back to an earlier period in Baltimore educational history when teachers alone tried to run the schools or to the very earliest days when the people had little confidence in the teachers.

To go forward required "know-how". Fortunately, 1951 finds Baltimore fortified in this respect, namely a teachers' in-service community study program which has operated for five years and is just beginning to bring significant results. The next chapter of this project describes how this program came into being, its aims, structure, leadership organization, consultant services and relationships with community agencies. In a sense much of the future of school-community relations in Baltimore depends upon the progress of this program.

### CHAPTER THREE

#### THE COMMUNITY STUDY IN-SERVICE PROGRAM

Baltimore, like so many American cities that go back to the colonial period, is a community of contrasts. To understand fully the environment in which its people live necessitates that you go inside the houses that boast traditional white marble steps, that you go south and east of suburban Roland Park which chamber of commerce guides extol and that your itinerary take you through the hundreds of alley-ways and slums that are not described in popular articles about Baltimore.

#### THE ORIGINS OF THE PROGRAM

In the spring of 1946 the writer was rounding out his first year as curriculum specialist in the newly-created Curriculum Bureau of the Baltimore City Public Schools. He had been asked by his immediate superior, the Assistant Superintendent of Schools, to formulate bureau plans for the next year's (1946-47) program. He was told that Baltimore would give special attention to teachers' in-service training which the system had virtually ignored up to this time.

Thus, the writer saw September, 1946 as an opportune time to launch a community study program to which he had given much thought during the years when he was supervisor of history in the Baltimore schools. One of the observations which had a deep effect on the writer while he was a supervisor during the years 1935 through 1945, was the fact that teachers knew very little about the neighborhood and city in which they taught or about the culture patterns of their students. For example, he observed a history lesson in a room which faced Hampstead Hill where armaments still

stand commemorating the successful defense of Baltimore in 1814. This history lesson gave much attention to the naval phase of the Battle of Baltimore, namely the fighting at Fort M'Henry, yet not one word about the land phase though the students needed to but look out of their windows. As supervisor of history, the writer found teachers of ancient history ignoring the resources of students with Hebrew and Greek backgrounds, who nearly always attend religious schools daily in the afternoons and who read the accounts of these early peoples in the original. Countless illustrations of similar nature could be cited from the writer's experience as evidence that not even social studies teachers, who should be most conscious of the immediate environment, related school to the community.

The writer's concerns were greater than the need for understanding the community and using its resources. The rich literature appearing in the early 1940's stimulated him to believe that a community study program meant working for the betterment of school and community through the cooperative efforts of those in and outside the schools. Furthermore, the writer's teaching experiences with children of different ethnic and racial backgrounds emphasized the fact that teachers need to know the cultural hopes, expectations, values and standards of the numerous groups that represent a cosmopolitan city like Baltimore. Moreover, the writer's experiences with children of low-socio-economic backgrounds led him to recognize the importance of understanding the effects of environmental influences such as bad housing or lack of recreational facilities. Community study conceived in terms of these needs indicated that the place to start was with the teachers themselves.

### EARLY DEVELOPMENT OF THE PROGRAM

So in September, 1946, the writer received permission to start a teachers' in-service community study program and was appointed coordinator of this workshop by the newly-created Professional Development Committee established in July of that year by the incoming Superintendent, Dr. William H. Lemmel. The program was to run one afternoon (3:50-5:30 p.m.) every other Wednesday for a total of fifteen meetings a year. Participation was open to teachers of all subjects and all grades. Sixty-five teachers enrolled during the first year and meetings were largely experimental, planned by a committee of participants and the coordinator. The fifteen meetings included trips to churches of different faiths, lectures on housing and excursions to public housing projects and slum areas.

In May 1947, the Planning Committee took stock of the first year of its experiences and received permission of the Board of Superintendents to subsidize part of the expenses in sending eleven members to a leadership workshop in community study, sponsored by Lloyd A. Cook at Wayne University. This workshop ran for two weeks and the Baltimore groups of eleven, including the writer, took as its assignment the preparation of a Manual describing the organization and procedure of a proposed Baltimore teachers' in-service community study program.<sup>1</sup>

This Manual set forth a three year in-service program with progressive steps which would move participants toward a clearer understanding and attainment of the community-school goals. In general, the first year was

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<sup>1</sup>Harry Bard, et al., Program in School and Community Relations, (mimeograph) Baltimore: Public Schools, 1947.

to be concerned with orienting the participant to the nature of the Baltimore community and to important cultural and environmental influences that affect students. At this early stage the emphasis was on understanding the community. The second year was to be concerned with the analysis of a selected problem area, e.g., intercultural relations, recreation and social welfare. Here the emphasis was largely on analyzing a problem area in school-community relations and on using these specialized community resources. The third year program encouraged participants to stay in the specialized area in which they participated during the second year, but to place the emphasis this time on working with community agencies operating in the selected field, e. g., recreation, for the purpose of improving neighborhood and city resources as well as the curriculum.

In addition to statements concerning the structure and organization of the community study program, the Manual contained selections dealing with objectives and evaluation procedures. All of this material was included in an article which the eleven participants wrote describing the project as it existed in 1947.<sup>2</sup>

In the fall of 1947 the program was richer because of the guidance at Wayne University. Practically all of the 65 participants who had been in the first year program in 1947-48 stayed on for the second year. In addition a new first year group of about 175 teachers indicated the growing interest on the part of the staff. It is important to note that some of the added interest was due to the fact that the workshop was now accredited for salary increments. On the other hand, fifty other workshops were also accredited and with one exception their enrollments were much lower. Teachers were not

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<sup>2</sup>Harry Bard, et. al., "Teachers Study Their Community," Baltimore Bulletin of Education, Vol. XXV No. 3 (Dec. 1947), pp. 129-136.

required to take any in-service workshop courses for increment salary advancement, they could take college courses, serve on committees, write original articles, or perform other activities. Moreover, if teachers did decide to take in-service workshop courses they might select any from among fifty such programs. Thus the community study program was but one of numerous choices open to teachers.

The first year program during 1947-48 was somewhat like that of 1946-47, except that "government", was added to "housing" and "intercultural activities" as themes; and thus trips to the City Hall and the nearby Baltimore County House were included. The newly created second year program included groups specializing in recreation, school-community relations, housing and intergroup education. Each of these second year groups contained about fifteen teachers and was led by a person who had attended the Wayne University workshop.

#### EXPANSION OF THE PROGRAM

In the spring of 1948 the Planning Committee again evaluated the program and arranged a one week summer workshop in Baltimore for the purpose of training more leaders for a rapidly expanding program and for the purpose of enriching the sociological background of all interested participants. The summer workshop was not a required program for community study participants but was primarily an enrichment activity for interested persons. The workshop was held in August, 1948, during the week previous to the opening of schools and the writer was appointed its coordinator. Dr. Paul Hatt, Professor of Sociology at Wayne University, gave lectures and led discussions on "The Urban Community". Dr. John Whitelaw, Director of Graduate Studies in Education at Johns Hopkins University, lectured on educational

procedures in community study and worked with the planning and leaders' groups which evaluated the program to date, and revised it accordingly. In addition these groups gave much attention to the third year program that was to come into being for the first time during the year 1948-49. Dr. Hatt and Dr. Whitelaw received an honorarium expended from an annual budget of three hundred dollars allotted to the community study program by the Professional Development Committee.

In September, 1948, a new first year group of about 200 teachers came into being and the 200 participants of earlier years moved into the second and third year programs, making a grand total of 400 for the program during the school 1948-49. The year 1948-49 found most of the energies directed toward the third year program which was initiated then for the first time. Here the group found particularly valuable the plan developed at the August 1948 workshop, namely, to have attached to each third year group a Community Consultant who was a specialist in the field. For example, Miss Ruth Pease, director of the Recreation Division of the Council of Social Agencies met regularly with the Recreation Group that year. Similarly, Miss Helen Garvin, director of the Baltimore International YWCA, was consultant for the Intercultural Group. While these consultants served without honorarium, other advisors were brought in for single meetings and often paid from the budget allotted the community study program.

By 1948, the program had grown so large in scope and enrollment that the Planning Committee felt there should be ongoing relationships with some authorities, preferably at the university level, who would help the participants to recognize the major objectives of school-community relations and aid those in leadership roles to take care of the rapidly increasing

enrollment. After some study it was decided to invite the College of Education and the College of Special and Continuation Studies at the University of Maryland to provide the workshop with this assistance. In November, 1948, these arrangements were completed and the university agreed to offer consultant help to the workshop. These cooperative efforts between the Baltimore schools and the university strengthened the community study program and brought many advantages to teacher participants. Dr. Alvin Schindler, Professor of Education and specialist in educational sociology, was appointed by the university as its liaison. Dr. Schindler was able to secure from the vast resources of the state university, authorities in government, recreation, urban sociology and law who met with and advised second and third year community study groups operating in those fields. Moreover, Dr. Schindler's own personal assistance gave the workshop added direction and guidance at the theoretical level, where much help was needed.

By the Spring of 1949, the community study program had begun to show tangible results. As noted in an article describing the project at this time, "Most promising of all has been the fact that the Community Study Program has made a difference in what is being taught. Curriculum revision is taking place in terms of unique community needs."<sup>3</sup>

In August, 1949, another one week enrichment workshop was organized, primarily for the purpose of training leaders, evaluating the program and revising it accordingly. Secondly, the summer enrichment program aimed at giving all those who felt the need for sociological material a short advanced course in "The City - Its Structure and Problems." The newly formed

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<sup>3</sup>Harry Bard, "Community Study Basic to Social Studies", Baltimore Bulletin of Education, Vol. XXVII No. 2 (Oct. 1949), p. 29.

relationships with the University of Maryland helped the city schools to secure Dr. William Bailey, Professor of Sociology, who lectured and led discussions in the subject matter field. Dr. John Whitelaw, of Johns Hopkins, lectured and led discussions on theory, including meetings on "The Philosophy of the School-Community Movement", "Techniques in Surveying a Community", "Analysing the School for Community Participation," and "The Role of the Individual Pupil." Dr. Whitelaw also helped the Planning Committee to evaluate the three year program, to change it accordingly and to plan a newly created seminar year, sometimes called the fourth year group. The writer acted as coordinator of the 1949 summer workshop.

The year 1949-50 saw enrollment go up to 600 participants. Some minor revisions in the first and second year programs took place that year. More important revisions were made in the third year program which was operating for but the second time.

However, in 1949-50, emphasis was placed on two important innovations. First, the initiation of a seminar or fourth year program, started largely at the request of those who had finished three years of community study and had an individual problem which they wanted to attack at the research and action level. Only a small number were encouraged to enter this group. In all about 30 teachers, whose original membership was with the very first group of 65, were enrolled and divided into two sections. Dr. Schindler acted as consultant to this group and helped them to use research techniques. Time has indicated the value of adding the seminar phase to the program.

The second innovation to come in 1949-50 was the so-called "school groups". These groups were made up of ten to fifteen teachers in the same

school who wanted to attack a school-community problem unique to them and to revise the curriculum accordingly. Five such groups were organized at the Arlington, Margaret Brent, Curtis Bay, Highlandtown and Finlice Schools. Each of these groups published a report at the end of the year's work.

In August, 1950 an advanced theory enrichment workshop was conducted under the direction of Dr. John Whitelaw. Here the emphasis was again on leadership training and on evaluation of the program. About 200 teachers attended this workshop and among them were 28 who were to have leadership roles the following year.

The year 1950-51 found nearly 780 teachers enrolled in the three years of the workshop and the seminar. These teachers represented practically every one of the 135 elementary and secondary schools in the city. The Planning Committee thought it would be well not to add any major features to the program during this year but to concentrate on evaluation and to consolidate gains over the five-year period. The results of the evaluation are to be found in Chapter Four of this project.

#### DESCRIPTION OF THE PROGRAM

The periods of origin, development and expansion were completed by September, 1950. June of that year found the first "graduates" from those who had stayed with the program for four years. There was much refinement that needed to take place and many revisions were in order, but the basic structure was fairly well organized. The year 1950-51 was a good time to look at the program carefully, evaluate its results and plan for improvement.

The remainder of this chapter will deal with the program in terms of its aims, sequence, activities, nature and comprehensiveness of participation.

materials produced and projects, leadership roles and relationships with community agencies.

Aims of the Program

The program underscores three C's in its objectives:

Child acclimation - understanding the environmental and cultural influences that affect the child in his relation to the school and to learning.

Curriculum revision - working with students, community leaders, parents and others to bring about learning that has meaning and purpose in terms of the child's developmental tasks and his societal needs.

Community action - working with community agencies for the improvement of the child's environment and toward social progress.<sup>4</sup>

A fuller statement of objectives formulated by the planning committee of the community study workshop includes these nine points:

- I. To create awareness of the community, its historic, economic, sociological and industrial aspects and problems.
- II. To make use of community resources for learning purposes at all educational levels.
- III. To carry on a continuous program of curriculum revision in the light of available resources and community needs and problems.
- IV. To be aware of other agencies than the school, operating on the environment in which the child lives in order to know the child.
- V. To understand the tensions and problems of the community and to have the school contribute, together with other agencies, toward their solution.
- VI. To understand the techniques of group cooperation for the purpose of fulfilling local needs.
- VII. To encourage and make practicable teacher-growth in understanding the role of the schools in community life.

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<sup>4</sup>Harry Bard, "Baltimore's Community Study Program", Educational Leadership, Vol. III No. 7 (April, 1951), p. 400.

VIII. To encourage participation on the part of the educational staff in significant community activities, and to assist in their preparation for such activities.

IX. To help create public consciousness of the community needs and problems, and to raise the level of general civic participation.<sup>5</sup>

The participants in community study do not achieve all these aims during the first year of the program. As Chapter Four of this project makes clear some of them never attain all the objectives; which is true of every in-service program reaching large numbers. On the other hand, as Chapter Four shows, most of the participants achieve some of the goals early in the first year of the program and during each succeeding year make additional progress. In general, teacher understanding of community awareness, use of community resources and child acculturation comes rather early in the program. For most participants these gains occur during the first year of participation. On the other hand, significant curriculum revision usually starts during the second year of participation. While community action programs, with the school playing a leading role, are not likely to take place until the third year of participation or until the seminar activity.

However, this general pattern of progress is not the same for all teachers. In the case of one teacher, child acculturation always remains the most important aim, while for a second teachers, curriculum revision or community action would remain the major objective through all four years of community study. Thus the program affects teachers in different ways, but it affects them all to a significant degree.

#### Sequence and Scope of the Program

Moreover, as participants remain in the program there is a sequence of progression. The detailed description of the scope of the program

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<sup>5</sup>Hard, et. al., "Teachers Study Their Community", op. cit. pp. 132-135.

indicates a general progression in understanding the relationships between school and community and in attaining the skills and techniques involved. The community study program does not contain the fine elements of progression that are inherent in the study of mathematics as one moves from arithmetic to calculus. This could not be true because in this program the participants are people with varying backgrounds of understanding and the content is an ever dynamic society. On the other hand, there is a progression of activity and study which has been planned to move the uninitiated through activities involving increasing understanding and effectiveness as participants move from the first year through the seminar experiences.

Sequence of the Program. Thus the first year of the program is concerned with understanding the community. The early experiences, such as the slum excursions, are planned with the view to shock participants into how little they know of the community in which they teach. Similarly, the visits to churches of different faiths help teachers to see early in the program how intimately religious culture patterns affect their pupils. The same holds true of the interracial meetings. Moreover, analysis of census data, inventories of community resources and population composition reports are stressed during the first year to bring about a richer understanding of the community in which the teacher lives and works. Thus teacher attitudes toward the community and toward the environmental influences affecting the pupil are often changed in the first year of the program.

The second year is largely concerned with curriculum revision and with use of community resources. It is for this reason that in the second year of the program participants are asked to concentrate their efforts in one problem area of interest. For example, those who were working in the

Maryland Historical Society, the Flag House, the Hampton Home and other patriotic shrines. Participants in this group wrote papers dealing with the use of these community resources in terms of their teaching assignments. In many cases but a short time after they themselves took the trips, teachers arranged for their own classes to visit these historical places. Participants in the Industrial Group cited similar relationships to curriculum changes after they had visited places like the Bendix Company and Lever Brothers. The same could be said of second year participants in the Communications Group, the Recreational Group and the Health Resources Group. Thus, new information gained by teachers and new relationships with community resources changed the teaching situation and the curriculum for most participants.

The third year is mainly concerned with community action resulting from closer relationships between school and community. In the third year participants are asked to select an area in which they as individuals, or, with others in the same school, can bring about important improvements. For example, in 1950-51, third year participants in the Intercultural Group cooperated with the National Conference of Christians and Jews in planning Brotherhood Week and with the Urban League in celebrating Negro History Week not only in the schools but in the city as a whole. Third year participants in the various school groups stressed improvements in community recreational facilities, in housing situations and in other areas where the school and community working together could bring about change. So techniques in working with agencies and lay persons and content in group dynamics are important aspects of the third year program.

The seminar or fourth year is for participants who have acquired these attitudes, backgrounds and techniques which come after three years of participation and who have a special problem in school-community relations. The seminar stresses use of research and active relationships between school and community bearing on a particular problem. For example, seminar participants in 1950-51 worked on such special action problems as how to get community help in developing a neglected city-owned lot into a school recreational spot, how to organize clean city youth councils in each Baltimore school and how to initiate a school-wide intercultural education program. They also worked on such special research problems as collecting and interpreting data on adult education needs met by community groups in Northwest Baltimore, measuring community feeling about the United Nations and understanding foster children who are enrolled in the Baltimore schools. In each case the problem is one which the teacher brings to the seminar and one about which he expects help from all participants. For these reasons seminar sections are usually limited to fifteen participants.

Some participants are permitted to take the first and second year concurrently. This is possible since the two programs meet on different alternate Tuesdays and Thursdays. Moreover, it is even advisable for a few teachers who come into the program with some previous background and are thus able to take the first year work, which is largely orientation, together with the second year program, which brings the participant into a specialized problem area. No participant may take the third year program until he has fully completed the second year work, nor may he take the seminar unless he has fully completed the third year's program. Thus the minimum time to complete the full program is three years while most participants take four years. At no time, however, are participants made to feel that they must

stay with the program for the four years. While each year is integrated with the others, it also has unity in its own right and teachers are permitted to drop out of the program after one or more years and still get salary increment credit. A few do drop out along the way. More than eighty-five per cent however stay for three or four years and only a few drop out after one year.

Scope of the First Year Program. As indicated earlier the first year program seeks to bring about understanding of the community. It is really an orientation year.

Experience over the years has made it clear that it is better to deal with three broad areas of orientation rather than with ten or fifteen. Thus in the first year, sessions are concerned largely with (1) housing conditions, (2) intercultural understanding and (3) governmental activities. These three areas were selected because they were profoundly related to objectives and because in working with them typical problems of school-community relations--e.g., "relating self to agencies," "adapting to local mores" -- would be met. Moreover, dealing with but three areas would permit three to five meetings on each subject, thus giving enough time to recognize the many facets of any problem. If fifteen different topics were studied during the first year, the treatment in each case would need to be most superficial.

Furthermore, housing, intercultural relations and governmental activities are very important problems in Baltimore. A 1945 study by the Commission on City Plan showed "that 3.6 per cent of all dwelling units were built before 1900, that 19,670 dwelling units (about 8 per cent of all units) needed

major repairs and that 52,419 dwelling units (representing about 24 per cent of all) lacked inside toilet facilities.<sup>6</sup> A 1946 report of the Department of Education showed that Baltimore had a large representation from each of the three major religious faiths, including about 80,000 Jews, 200,000 Roman Catholics, and about 434,000 Protestants and that the city had a Negro population of about 166,000.<sup>7</sup> As for governmental activity, the Mayoralty general election of 1951 showed that only five out of every ten eligible voters participate in city elections.

In 1950-51 there were 233 participants in the first year program. The group was so large that two sections needed to be organized, one meeting on alternate Tuesdays and the other on alternate Thursdays. At the culture-pattern meetings held at churches and at the general meetings held at the Baer School the size of the group was not a handicap. However, at the housing, slum and government tour meetings, it was necessary to divide the section membership into sub-groups of ten or fifteen. Fortunately, in all such situations enough guides were available.

During 1950-51, as in previous years, the culture pattern series included visits to Roman Catholic, Jewish and Protestant places of worship as well as an experience with one lesser known group such as the Norwegian Lutheran, Greek Orthodox and Christian Science. At each of these meetings there was a talk or actual service indicating religious beliefs and traditions, particularly as they affect the lives of school age children. For example, attention was given to what happens to youngsters at Roman Catholic confirmation and at the Jewish Bar Mitzvah. At each meeting religious music was an im-

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<sup>6</sup>Redevelopment of Blighted Residential Areas in Baltimore, Appendix D, Baltimore: Commission on City Plan, 1945.

<sup>7</sup>Better Intercultural Relations, p. 16-17. Baltimore: Public Schools, 1947.

portant part of the program and it helped give teachers feeling for the culture patterns. At all meetings attention was given to youth activities and in some cases the youngsters themselves performed. At the Negro inter-racial meetings, problems, history, and contributions were discussed. At most of the culture pattern meetings, there were social hours with refreshments that included Norwegian Christmas bread, Greek cakes, Jewish strudel and other characteristic foods. At these same meetings there were often exhibits of arts and crafts and of religious ceremonial objects.

The first year schedule 1950-51 Housing Series was as follows:

<u>Date</u> (Th. Sect.)	<u>Date</u> (Tu. Sect.)	<u>Place</u>	<u>Meeting</u>
Sept. 14	Sept. 19	Wm. S. Baer School	1. Harry Bard, Coordinator "Purpose of Community Study" 2. Mr. Harold E. Hackman, Sanitarian, Health Dept., Illust. Lecture, "Health and Housing in Baltimore"
Sept. 28	Oct. 17	Meat at Western Police Station	Excursion of Slum Areas, Directed by Police Sanitarians.
Oct. 12	Nov. 7	Wm. S. Baer School	1. Oliver C. Winston, Director, Housing Authority, "Public Housing in Baltimore" 2. James W. Rouse, Real Estate Board, "Contributions of Private Real Estate" 3. Frances Morton, Director Citizens' Planning and Housing Association, "Citizen's Role in Solving Baltimore's Housing Problem" 4. Group discussion: "Housing in Baltimore"
Oct. 26	Nov. 21		Guided tours through Public Housing Projects at Latrobe, Cherry Hill, Douglass and Perkins Homes

The first year schedule 1950-51 Culture Pattern Series, Thursday section, was as follows:

<u>Dates</u>	<u>Place</u>	<u>Meetings</u>
Nov. 9	Norwegian Seamen's Church 5 S. Broadway	"Norwegian-Lutheran Culture Patterns" Rev. Nodels Hoesche
Dec. 14	Shaarei Zion Synagogue Park Heights Ave. & Hilledale	"Jewish-Hebrew Culture Patterns" Rabbi Israel Tabak
Jan. 11	The Catholic Cathedral Cathedral & Mulberry Sts.	"Catholic Culture Patterns" Rev. George L. Hopkins
Jan. 25	Greek-Orthodox Evangelismos Church Maryland Ave. & Preston St.	"Greek-Orthodox Culture Patterns" Rev. Philophias B. Ahladas
Feb. 8	Morgan College Christian Center Hillen Rd. & Arlington Ave.	"Negro History & Negro Literature" Mr. Howard Cornish and others
Mar. 8	Council of Churches & Christian Education of Maryland-Delaware 14 West Madison Street	1. "Protestant Culture Patterns" Rev. Willis R. Ford, Mr. Frank Rhoad 2. Group discussion: "Needs in Intercultural Education"

The first year schedule 1950-51 Culture Pattern Series, Tuesday section, was as follows:

<u>Dates</u>	<u>Place</u>	<u>Meetings</u>
Dec. 5	Eutaw Place Temple Eutaw Place & Lanvale St.	"Jewish-Hebrew Culture Patterns" Rev. Dr. A. D. Shaw
Jan. 16	Second Church of Christ, Scientist Liberty Hts. Ave. & Denlyn Av	"Christian Science" Mr. Lloyd E. Contant - Christian Science Committee on Publications
Feb. 6	The Catholic Cathedral Cathedral & Mulberry St.	"Catholic Culture Patterns" Rev. George L. Hopkins
Feb. 20	First Methodist Church St. Paul & 22nd St.	"Protestant-Methodist Culture Patterns" Dr. Oliver J. Collins
Mar. 6	Madison Ave. TWCA 1912 Madison Ave.	"Negro History & Culture Patterns" Mrs. Alice Arrington

<u>Date</u>	<u>Place</u>	<u>Meetings</u>
Mar. 20	Wm. S. Baer School Auditorium	"Intercultural Education" 1. Miss Helen Garvin: "Ethnic Relationships" 2. Mr. John Dickman: "Interfaith Relationships" 3. Mr. Furman L. Templeton: "Interracial Relationships" 4. Group Discussion: "Needs in Intercultural Education"

The first year schedule 1950-51 Government Series, was as follows:

<u>Date</u> (Th. Sect.)	<u>Date</u> (Th. Sect.)	<u>Place</u>	<u>Meetings</u>
May 8	April 19	City Hall, Board of Estimates Room and City Council Chamber	"City Government in Action" - lectures and trips
May 22	May 3	Baltimore County Court House, Towson	"County Government in Action" - lectures and trips
May 29	May 17	Baer School	1. "Government of Maryland", Mrs. John Ramsey, President, League of Women Voters 2. Group Discussion: "Govern- ment and Education"

At the end of the first year each participant is asked to hand in a paper based on one or more of these three problems: (1) What are Baltimore's unmet needs in housing, intercultural relations and governmental activities? (2) What educational implications do the community study experiences have for you in your teaching situation? (3) What might you as an individual citizen or together with others do to meet the unmet needs in these three areas? Chapter Four of this project quotes from some of the papers handed in by participants.

First year participants taking the workshop for University of Maryland credit are required to make a population analysis of the census tracts (school neighborhood) in which their schools are located. The analysis includes data on religious, racial and ethnic backgrounds, housing conditions, socio-economic information, educational achievements of children and adults,

and sex and age composition of inhabitants. United States Official census reports are used to get most of the data, but participants are encouraged to use additional sources. Teachers are asked to include in their reports interpretative data which stresses educational implications.

These population analysis reports are valuable not only for those who gather the data and interpret the findings for educational implications but the reports are significant for all who teach in census tract areas concerned. The community study workshop library includes copies of these reports and, to date, comprehensive reports for the following school areas are available: Clifton Park (School 90), Patterson Park (School 43), Windsor Hills (School 87), North Baltimore (School 68), Forest Park (School 406), West Arlington (School 42), Gwynns Falls (School 90), Montebello (School 44), Druid Hill Park (School 18), South Baltimore (Schools 84, 106, 203), East Baltimore (School 130), Federal Hill (School 70), Curtis Bay (School 208), North Avenue (School 403), and Broadway Market (School 297). Thus nearly every section of the city is covered through available reports.

Scope of Second Year Program. In the second year of the program the emphasis is on curriculum revision and on use of community resources. Participants have a choice of selecting a community problem area or joining a school group. Among the problem areas open for selection are housing, city planning, historical resources, recreation, industrial activities, social welfare, government, intergroup relations, transportation, and communication. Participants may decide to work in school groups in situations where eight to twenty teachers in a particular school, or in two or more adjacent schools, want to join together to improve school-community relationships in that neighborhood.

In 1950-51 there were 304 participants in the second year program. About forty of these were working in school groups and the others were in problem area groups, averaging about twenty-five persons. The 304 participants were permitted to join Tuesday or Thursday sections of the second year group. These sections operated separately with their own group and own general meetings. All participants had a fifteen-meeting program which included two general meetings, two report meetings and eleven group meetings. The first general meeting was an organization session for the purpose of explaining the nature of the program and the possible problem areas to be selected for study. Later in the year there was another general meeting during which time participants filled out evaluative data used in Chapter Four of this project. (In previous years the second general meeting included a talk and discussion on group dynamics and came earlier in the year.) The report meetings were the last two sessions of the year and gave groups an opportunity to report their findings and participants an opportunity to learn what other groups were doing. The eleven group meetings could be used as each group desired. In general, they were used for planning the year's work, for trips, for invited speakers, and for preparing the oral reports to be given at the end of the year.

The following 1950-51 partial schedules of visits and talks for some of the groups indicate the nature of their interests:

#### I Industrial Group

1. Armco-Rustless Steel & Co.
2. Mt. Vernon-Woodberry Mills Co.
3. Crosse & Blackwell (Food)
4. Baltimore News-Past Publishing House
5. Schluderberg-Kurdie Meat Packing Co.
6. Westinghouse Electric, X-Ray Division
7. Lord Baltimore Hotel
8. Lever Brothers (Soap)

## II Historical Resources Group

1. Peale Museum (Municipal Museum)
2. Maryland Historical Society
3. Flag House
4. Hampton House (colonial house)
5. Garden Tours- (St. Mary's; Baltimore environments, Kent Counties)

## III Recreation Group

1. South Baltimore Recreation Center (underprivileged youngsters)
2. Cahill Recreation Center (privileged youngsters but neglected area)
3. Chick Webb Memorial Center (colored underprivileged youngsters)
4. Catholic Youth Center
5. Hamilton "Rok" (a community recreation center located on school grounds)
6. Central Y.M.C.A.
7. Y.M. and Y.W.H.A.
8. Speakers from State Planning Commission, Council of Social Agencies, and Baltimore Department of Public Recreation

## IV Elementary Social Agencies Group

1. Family and Children's Society (an agency of the Community Chest)
2. Red Shield Boy's Club
3. Montrose School for Girls
4. Augsburg Home (Lutheran)
5. Child Study Center
6. St. Gabriel's Home (Episcopal)
7. Maryland Training School for Boys
8. Rosewood State Training School
9. Children's Hospital School

## V. Communications Group

<u>Place</u>	<u>Medium</u>	<u>Speakers</u>
1. Pratt Library	Books	Mrs. Marian Hawes, Pratt Library
2. School No. 90	The Press	Mr. Robert Moyer, <u>SUPERVISOR</u> Mr. & Mrs. Aldine Bird, <u>News-Post</u>
3. School No. 90	The Magazine	Mr. R. P. Harriss, <u>Home and Garden</u>
4. Telephone Co. St. Paul Exchange	The Telephone	Mr. Ralph W. Harrington, Bell Telephone Company
5. School No. 90	Radio, TV and Education	Mrs. Eleanora B. Kane, Ed. Radio Specialist
6. WFBR 10 E. North Av.	The Radio	Mr. Bert Kanner, Program Director
7. WBAL	Television	Miss Blakey, Program Director

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|-------------------------|--|---|
| 8. The Filter Center    | Organization of Communication for National Defense | Mr. Paul Holland, Director Civil Defense    |
| 9. Experimental Theatre | The Children's Experimental Theatre                | Mrs. Isabel Burger, Director                |
| 10. School No. 90       | Communication and the Curriculum                   | Dr. Alvin Schindler, University of Maryland |
| 11. School No. 90       | Evaluation and summary meeting                     | Miss E. McGleary, Chairman of group         |

#### VI. Ethnic Backgrounds Workshop

1. "One God" - Film meeting
2. The Nationality Communities of Baltimore - What is a nationality community? Size, where they are - nationality newspapers, churches, organizations, etc.
3. The significance of the Nationality Community to the foreign born and second generation. Adjustment of foreign born and second generation. The significance of the nationality group to our total American culture.
4. The Estonians. Mr. Alexander Leinjary
5. The Lithuanians. St. Alphonsus' Church and Parish Hall  
 Mr. Kadas Rastenis                      Rev. Cavanaugh  
 Mrs. Helen Armanas                      Rev. Petlava  
 Arranged by the Rev. L. J. Mendelis
6. The Latvians. Mrs. V. Mezers
7. The Displaced Persons and Their Problem of Adjustment  
 Mrs. Edna J. Cloud, Individual Service Director  
 International Center, Y.W.C.A.  
 Mrs. Minnie Graham - Dept. of Education
8. The Italians. Dr. Eugenio Soria, Notre Dame College
9. The International Center, Y.W.C.A. It's Purpose and Program  
 Miss Helen Garvin, Executive Director
10. The Ukrainians. Mr. Stanley Esche followed by visit to the Ukrainian Greek Catholic Church. Visit to church arranged by Mrs. Basil Maniacky and Mr. Esche
11. Evaluation and Summary with question and answer period.

Each of the second year groups in 1950-51 submitted a report of its work which included a summary of activities taking place in agencies visited and a statement of educational implications. In most cases groups divided the report so that different participants wrote up various activities and then the group as a whole recorded some general observations at their discussion meetings.

An annotated bibliography of some of the group reports submitted by second year groups in 1950-51 and in earlier years can be found in the Appendix of this project. Many of these reports are in mimeographed form and are available for circulation. While they have greatest value for those who produced the reports and who saw through direct observation the activities and needs described, nevertheless there is general value to the reader.

Much of the success of the problem area groups was due to the fact that each group was guided by a community agency consultant who was an authority in the field and each was chaired by a leader who had some leadership training in summer enrichment programs in community study. For example, in 1950-51, Miss Helen Garvin, Executive Director of the International Y.W.C.A. was consultant for the Ethnic Group, and Mr. Paul Willhide, an authority on Baltimore industry as well as a school principal, was consultant for the Industrial Group. Group secretaries and other officers were elected by participants.

In 1950-51 two school groups were operating in the second year program. The Portview Junior High School group conducted a study of the O'Donnell Heights area from which come many of its students. The study included chapters on physical features, population, economic security, housing, family relationships, social adjustment, religious affiliations and recreational activities. It also recommended changes in the curriculum. The Margaret Brent Elementary School group made a similar study of the area near Homewood.

Scene of Third Year Program. In the third year the emphasis is on community action. Again participants have a choice of selecting a problem area or joining a school group. When enough members of a former second year group, for example the Housing Group, decide that they want to stay together another year in the same area for more advanced experiences, they are encouraged to do so. This same opportunity is afforded to school groups. As for leadership roles, third year groups are organized much like second year groups with community agency consultants and specially trained group leaders attached to each group.

Activities in the third year program are varied. For example, in 1950-51 the Intercultural Group helped community agencies with Brotherhood Week. In 1949-50, the third year History Group got the Maryland General Assembly to appropriate funds for the restoration of St. Clement's Island. In 1949-50 the third year Community Resources Group collected data on Baltimore places to visit, what to see and relationships to the curriculum. This material was then published in a guide book, copies of which were distributed among all schools. In that same year the third year City Planning Group published a students' booklet called Traffic and You and it was held in such high favor by the City Planning Commission that this material was printed with the latter's funds. Numerous publications describing programs initiated by third year groups are listed in the Appendix. Most of these publications are available at request.

In 1950-51 there were 172 third year participants. Here, as in the second year program there was an opportunity to work with Tuesday or Thursday sections. Like the second year program there were two general meetings, two report meetings and eleven group meetings. In 1950-51 groups comprising about 140 participants were organized in the problem areas of government, housing, intercultural activities, advanced social welfare and clean city.

The groups averaged about 25 members. About 30 third year participants were in school groups. In some cases second year people were permitted to join third year groups.

Third year school group reports deal largely with action programs. For example, the 1950-51 report of the Curtis Bay School Group includes a description of how teachers in the community study program turned the school into a community center and brought hundreds of parents and children together for weekly night programs. Other third year school group reports include those completed by the Arlington and Fiddice School participants. In each of these cases historical data was gathered by the participants, written up for children's use and became a basis for school pageants in which pupils from practically all classes participated.

Scope of the Seminar Program. The seminar is for those individuals who have a special problem and desire to carry on research or an important project in community action. The desire is to keep the seminar sections small so that these purposes might be fulfilled.

The fifteen meetings of the seminar program are divided into discussion and report sessions. The first five sessions usually afford participants an opportunity to describe their projects and get help from others. The middle five meetings afford opportunity for progress reports and the final five sessions are for final reporting. Trips and other activities in connection with projects are carried out in outside class time, though on a few occasions some sessions may be set aside for such purposes.

In 1950-51 there were 38 enrolled in the seminar. Since there were two sections, neither seminar section got beyond the maximum number for effective work. Some of the individual problems included: using neglected

city-owned lots for school recreational purposes, writing historical leaflets for the Maryland Historical Society, setting up a school-wide intercultural program, and analysing community needs for an adult community-school center.

Dr. Alvin Schindler of the University of Maryland worked directly with seminar participants, and helped them use research techniques. Many of the projects have been published in mimeographed form and are listed in the Appendix of this project.

Scope of the Summer Enrichment Programs. For three years summer community study programs have been in operation. They are held on five mornings during the week previous to the opening of school. As indicated earlier in this chapter they are set up for the purpose of enriching the background in sociology and for training those who aid in leadership roles.

At the time of this writing plans have been completed for the fourth summer enrichment program to be held in August 1951. Dr. Peter Lejins, Professor of Sociology at University of Maryland, is to lecture and lead discussions on "The Urban Community, Crime and Delinquency". About 350 teachers have already enrolled for this workshop which will run during the five mornings in the week of August 25, previous to the opening of schools. The workshop has created so much community interest that the Baltimore Police Department has asked permission to include one policeman in each of the fifteen discussion groups that will meet following each of Dr. Lejins' one-hour lectures. The writer and some members of the Planning Committee will act as coordinators.

### Leadership for the Program

Leadership has played an integral part in the success of the community

study program. While outside leadership has played an important role in determining the nature and progress of the program, the leadership that has come from the Baltimore teachers themselves has been the key element.

The Group Leaders. Perhaps the most important leaders have been those teachers who are group leaders of the various problem area and school groups operating in the program. For example, in 1950-51 there were about twenty such group leaders who led various sections of groups whose activities were concerned with problems such as industrial resources, historical resources, social welfare, communications, housing, health, sanitation, recreation, intercultural activities, government and ethnic backgrounds. In addition there were five school group leaders, two first year group leaders and two seminar group leaders.

In 1946, when the program first started, group leaders were learning along with new participants. As the program has progressed, however, the group leaders have become increasingly persons who have had long time relationships as participants. So in 1950-51 for example, leaders of the first year sections, the second year Social Welfare and Historical groups and the third year Housing group were teachers who had been members of such groups themselves during 1949-50. As for the other group leaders in 1950-51 they, too, were teachers who had had one or more years of participation in the program, though they were leading groups whose problems were new to them. All group leaders have participated in one or more of the summer enrichment programs which give special attention to leadership training.

Leaders of school groups are selected by the group participants. This is the ideal situation and works very well with school groups where all participants are on the same faculty and knew each other well. Leaders of the problem area groups, e.g. recreation, and the first year and seminar

groups are selected by the Planning Committee and the workshop coordinator. These leaders are selected on the basis of interest, proved ability in the program and desire on the part of those who voluntarily indicate a willingness to serve. In the main, the group leaders are classroom teachers. For example, in 1950-51 out of 28 leaders, 23 were teachers and the other 5 were principals or supervisors.

Other Group Officers. In addition to a leader, most groups have a recording secretary, an evaluator, and in some cases a corresponding secretary. All of these officers are elected by the individual groups. In each case, officers pro tempore are selected by the group at the first meeting and permanent officers are elected at the third meeting. Some groups prefer to have their officers rotate and make such arrangements.

The Planning Committee. All group leaders and the coordinator serve on the Planning Committee which acts as a steering group for consideration and action on the numerous suggestions for change and improvement of the program. Each group leader brings to the Planning Committee recommendations that come from participants in his group. These suggestions are usually particularly fruitful after the evaluative sessions held by individual groups. In addition, suggestions come from participants during evaluative general meetings when teachers belonging to many groups are brought together. Good ideas also come from the written papers handed in by all participants at the end of each year. Thus in actuality all participants have important roles in planning.

The individual problem area groups and the school groups may change their own programs whenever they desire; usually these groups have their own evaluative procedures and move along in the light of their needs. The Planning Committee is concerned with broad changes in the program such as

the nature of the summer enrichment workshop, the content of general sessions, the purpose of the seminar and the use of consultant help.

The Community Consultants. As the program evolved, associations with more and more community agencies brought out the rich possibilities of using authorities from these areas as group consultants. For example, as early as 1947, Miss Frances Morton, director of the Citizens' Planning and Housing Authority, volunteered to aid the community study workshop in all its housing activities. Since then Miss Morton has worked with housing groups, directing their readings, suggesting speakers and trips and aiding with purposes, publications and programs.

In more recent years the director of the Maryland Historical Society has been consultant to history groups. The assistant director of the City Government Bureau of Legislative Reference has been consultant to government groups, the executive director of the Recreation Division of the Council of Social Agencies has been consultant to recreations groups, the executive directors of the Conference of Christians and Jews and the Urban League have been consultants for the intercultural groups, the director of the International Center, Y.W.C.A. has given consultant aid to ethnic groups, and the director of community sanitation of the City Health Department has given similar assistance to health groups. During 1950-51, practically all problem area groups had community consultants attached to their groups and in most cases they attended many or all meetings. All of them served without honorariums.

School groups usually have a number of community consultants working with them. Since school groups cover many problems and focus their attention on a fairly narrow geographical area, their consultants are more likely to be parents and neighborhood civic leaders.

Group members like the idea of having community consultants. They believe it gives the program more direction and closer community relationships. They believe, too, that as long as these consultants represent generalized agencies they are not likely to guide along narrow lines. For example, the Citizens' Planning and Housing Association is interested in all phases of housing, including public housing projects, redevelopment, health and housing and private real estate. The participants, further believe that the community consultants merely advise, usually on request, and that these suggestions are integrated into programs which participants themselves formulate.

The University Consultants. A number of universities have been helpful in aiding the program. In the first year of the community study workshop, Dr. Lloyd A. Cook of Wayne University met with the participants on a number of occasions and gave valuable assistance in formulating the philosophy and program. This was especially true during August, 1947 when eleven participants spent two weeks studying at Wayne University under Dr. Cook and his staff.

From August, 1948 through January 1950, Dr. John Whitelaw of Johns Hopkins University gave valuable assistance in connection with the summer enrichment programs and the school groups.

Particularly important has been the consultant assistance by the University of Maryland. In 1948 the university appointed Dr. Alvin Schindler, Professor of Education, to act as liaison for ongoing relations between the University of Maryland the community study workshop. These relationships have continued and grown stronger over the years. Through Dr. Schindler the workshop has been able to secure faculty members from the departments

of history, government, and politics, physical education, sociology and education to serve as consultants and speakers for various problem area groups, and for the summer enrichment programs. Dr. Schindler has helped personally in connection with the broad problems of the program and has been in charge of the seminar groups.

The University of Maryland relationships have given direction to the aims and objectives of the program and thus have been important at the theoretical level, as well as at the practical level when their faculty members have provided the workshop with talks and conferences. Recognizing the program for university credit has also been stimulant for those participants who also happen to be studying at the university. About 30 participants have enrolled for university credit each year since this opportunity was afforded in 1948.

The Coordinator. Since 1946 when the writer submitted the idea for the community study program to the Board of Superintendents he has acted as coordinator of the workshop. As the program has progressed his role has become that of an interpreter who coordinates consultants' advice, participants' desires and the Planning Committee's recommendations. Because he is the only one among those in leadership roles to work on this project largely full-time he can extend the energies, make those contacts which must be made during hours teachers are otherwise occupied and carry out the thousand and one tasks that coordinators of any program must fulfill.

The Participants. Without minimizing contributions of those in leadership roles it is important to note that the real leadership comes from the participants themselves. They decide, in their problem area groups, in their school groups and in their seminar meetings, the nature of the program

in terms of individual needs. Changes come through the suggestions by participants. Projects and papers handed in at the end of each year are centered around individual classroom situations and teacher needs.

### Community Agency Relationships of the Program

Relations with community agencies are the key to the program. In every undertaking, whether it be the first year orientation program, the second and third year problem area studies or the school group and seminar programs, participants relate themselves to community agencies. There are literally hundreds of community agencies, in almost as many areas of living, which have relationships with the program.

Detailed lists of the agencies with which there are contacts are available by consulting those publications listed in the Appendix in terms of specific areas. For example, the Historical Group report for any year would indicate the agencies contacted that year. Schedules for the first year and for later programs, listed in that section of this chapter dealing with Sequence and Scope of the Program, give additional indications as to the widespread relationships.

In general, the agency relationships vary from single contact to ongoing relationships that bring the community study participants and the agency people together for regularly scheduled contacts and on long-time projects. An illustration of the single contact relationship would be the visit to the Norwegian Seaman's Church. There are few Norwegians in Baltimore and the purpose of the visit, which is to acquaint the teachers with a culture they would ordinarily not know about, is largely fulfilled by the one contact. On the other hand, relationships with the International Center of the Y.W.C.A. are ongoing for here there are numerous groups such as Creche, Latvians, Poles,

Italians, Greeks who come regularly and have different nationality programs weekly, each dealing with an ethnic group having a large representation in Baltimore.

Another illustration of an ongoing relationship would be those agencies which are cooperating in the Baltimore Civic Participation Program, an activity growing out of community study. In the civic participation program two senior high teachers are applying at the student level activities which they first learned about in the community study program. These two teachers are handling twelfth grade modern problems classes at two high schools in the city. Instead of giving their students the traditional studies in modern problems they release them during a two and one-half hour period each week to work for Community Chest agencies, the Red Cross, the Pratt Free Library, the Department of Recreation, and other non-profit, non-sectarian agencies, in order to carry out volunteer non-remunerative activities. Planning committees, made up of students, teachers, agency people and the writer, "meet regularly to evaluate the learning and to improve the plan."<sup>8</sup>

The kind of community consultant leadership which is offered by the Citizens' Planning and Housing Authority to all housing groups, and by the National Conference of Christians and Jews to all intercultural groups is also illustrative of ongoing relationships. Furthermore, such agencies have aided not only those participants enrolled in these problem areas of the Community study program, but they are continually working with all classroom teachers who need resource help in these fields.

These relationships between the community study program and community agencies have had meaning for the entire school system and the entire city.

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<sup>8</sup>Harry Bard, "High Schools and Civic Participation", p. 23. The Maryland Teacher, Vol VIII, No. 5 (January, 1951).

For all concerned there has been more understanding and more effective relationships.

#### CLOSING STATEMENT

The present chapter has considered the origins, the early development and the expansion of the Baltimore community study program. It has also considered the aims and sequence of the community study program. It has described in detail the structure and scope of the first, second, and third year phases of the program, the seminar year of participation and the summer enrichment workshops. Finally, attention has been given to leadership roles and relationships with community agencies.

What is the significance of such a widespread program? This is what the next chapter seeks to answer, through an analysis and interpretation of evaluative data.

## CHAPTER FOUR

### AN EVALUATION OF THE PROGRAM--ANALYSIS AND INTERPRETATION OF DATA

The Planning Committee had given much thought to the need for evaluation from the very beginning of the program. Evaluation sessions took place during the year the program was initiated in 1946-47. At the end of that year each of the 65 participants was asked to comment on different aspects of the program and to make suggestions for changes. In the summer of 1947 when eleven participants studied at Wayne University much time was given to a study of what had been accomplished the first year and what improvements might follow. Each summer enrichment program from 1947 to 1950, gave two or three sessions to the subject of evaluation. During each school year, scheduled time was set aside for periodic evaluations to be held by first, second and third year groups and by the seminar. In addition, school and problem area groups had their own evaluative meetings. Thus, evaluation has not been a separate phase of the program, but has been interwoven with the initiation, development and expansion of activities.

While evaluation had been an integral part of the program from its very beginning in 1946, nevertheless, it was felt that the year 1950-51 might give special attention to this subject. This was true since 1950 was the first year that no new phase had been added to the program. Before then, each year was occupied with adding a second or third year program or a seminar experience to the workshop. Moreover, 1950 was the first year of "graduates" from the complete four year program. So a planned and full evaluation of all activities seemed very much in order during 1950-51.

#### WHAT IS BEING EVALUATED

What is being sought in the evaluation? The first concern is with

changes that are taking place in teachers and children as a result of the community study experiences? Specifically the writer is anxious to learn: (1) How has the program affected the participant's attitudes toward students, toward fellow-teachers, toward parents, and toward other people in the community? (2) How has it affected the methods of teaching, content of subject matter and curriculum design, with regard to school-community relations? (3) How has it changed the participant's attitudes toward the community in which he teaches and toward the city as a whole? (4) What effect has it had on the civic attitude of participants in terms of their willingness to give personal time and energy to worthy community causes.

The second concern is with the program itself. What factors - trips, meetings, discussions - in the program are especially effective in creating the desirable changes? Specifically: (1) Which activities in the first, second and third year programs and in the seminar are particularly valuable experiences. (2) Which activities have little or doubtful effect on the creation of desirable changes in teachers and in the environment? (3) Which experiences have negative effects and might well be eliminated from the program? (4) What changes might be made in current practices? (5) What new experiences might be incorporated into the program?

#### THE TECHNIQUES USED

The data used in the evaluation falls into three categories. First, the questionnaire data submitted by 546 respondents. Second, 300 samplings from teachers' recordings handed in by participants at the close of each first year's program. Third, reports of significant changes motivated by community study and having an ongoing and widespread relationship with curriculum design and improved school-community relationships.

### The Questionnaire Data

First, there are the questionnaire responses submitted by 546 of the participants in the program during the year 1950-51. The number does not represent all those who were in the program that year, but it does represent about 80 per cent of all those currently participating. Moreover, it does represent every level of participation - first, second, third year programs and the seminar.

The questionnaire dealt with activities undertaken in each level of the program, from the first year through the seminar. Respondents submitted reactions to community study experiences which they had had in past years, as well as during the year 1950-51. So, for example, seminar respondents submitted data on their three previous years of participation as well as that related to their current program. Thus, there were 546 responses on the evaluation of the first year's program and on the general questions. There were 422 responses on the questions dealing with the second year's program; 178 responses to questions on the third year's program; and 22 responses to questions on the seminar. An analysis and interpretation of the responses to the questionnaire data is given in the next section of this chapter.

### Samplings From Teacher's Recordings

At the end of each year, first year participants are required to submit a paper indicating the implications of their community study experiences to their own teaching situations or to their responsibilities as citizens in Baltimore. There are alternate assignments, such as, an analysis of the population composition and other census data for the neighborhood in which participants teach.

Since June 1947, when the first group completed the first year program, about 1000 of such papers have been turned in by participants. About one-half

of these papers include unsolicited responses indicating personal reactions to the program and specific educational changes which have resulted from participation. These unsolicited responses are in teachers' record form and include enough detail to make them very valuable for evaluation purposes.

The writer read 300 of the 1000 papers turned in by first year participants. The technique used was to select a sampling of about one-third of the papers from each year's group, from 1947 through 1950. The 300 papers were read for the purpose of culling unsolicited responses indicating changes in teachers' attitudes, teaching methods, subject matter content and curriculum design.

Many of the responses found in the 300 papers are quoted in another section of this project. The ones quoted are placed in categories concerned with: (1) changes affecting teachers attitudes and (2) changes affecting what and how teaching takes place. In all, responses from 92 papers were quoted.

All unsolicited responses of a testimonial nature were rejected. For example, responses such as, "a wonderful workshop", "the best experience I've ever had" and "never learned so much" were rejected for purposes of this evaluation. The measure of acceptance was: Does the teacher's recording actually indicate what changes took place because of participation in community study?

#### The Reports of Significant Ongoing Changes

During the nearly five years since the program came into existence a number of participants have brought about very important changes having ongoing and widespread relationships with curriculum design and improved school-community relationships. For example, in two high schools the modern problems course was changed radically to provide for civic experience. In three schools

in an underprivileged area, an important pilot housing improvement project has been underway since October 1950. In one elementary school a one-block recreation field was acquired for school and community use. In a junior high school an experimental parent-child weekly social program has been initiated. All these, and other such programs are important not only in the situations of immediate concern, but as pilot studies they are likely to affect ultimately larger number of teachers and pupils. In most cases, these programs have been described before in published reports. In all cases, these programs have been the result, in part or in full, of participation in community study. These programs are described in detail in another section of this chapter.

#### ANALYSIS AND INTERPRETATION OF QUESTIONNAIRE DATA

The questionnaire data indicates: (1) the background and professional status of participants in the program, (2) the extent of first-time contacts with important aspects of the Baltimore environment (3) the extent and the nature of follow-up of community study experiences, (4) respondents' opinions as to objectives of meetings for teachers, (5) reactions to the different sessions that make up the first year program, including recommendations for improvement and (6) those aspects of the second and third year programs and the seminar that are particularly effective and those that need to be changed.

While the data in this section represents but 546 respondents to the questionnaire, nevertheless it is a large and broad enough sampling to indicate the background and reactions of 700 teachers participating in 1950-51 and the nearly 1000 teachers who have been in the program since 1946.

The fact that respondents to the questionnaire were asked not to sign their names to the paper helped to give more reliable data and to bring a high percentage of responses to each question.

### Background and Professional Status of Participants

In all, nine tables help to describe the background and professional status of teachers. The tables and other data deal with teaching levels, religious affiliation, place of birth and of education, years of teaching experiences and present level of community study participation.

Teaching Levels. Tables 3, 4 and 5 deal with the extent of participation at the various educational levels. The tables show that the program includes representation from all levels. Moreover, each grade in the elementary level and practically every subject field in the secondary level is represented. The tables show no breakdown on the vocational field, but from the writer's knowledge, practically all the different vocational subjects such as electricity, sheet metal, and woodwork are represented.

Table 3. Distribution of Teachers According to Type of School

Type of School	No.	Per Cent
Elementary	374	68.5
Junior High	101	18.5
Senior High	38	6.9
Vocational	25	4.5
Not Indicated	8	1.6
Total Schools	546	100.0

Table 4. Distribution of Elementary Teachers According to Grade

Grade	No.
Pre Kindergarten	3
Kindergarten	29
First	54
Second	39
Third	46
Fourth	30
Fifth	44
Sixth	48
Special Education	17
Special Subjects	10
Administrative and Supervisory	31
Not Indicated	29
<b>Total</b>	<b>374</b>

Table 5. Distribution of Secondary Teachers According to Subject

Subjects	No.
Art	2
Business Education	14
Core*	1
English	26
Geography	4
Guidance	15
History	17
Home Economics	12
Hygiene	12
Industrial Arts	7
Latin	1
Library	1
Mathematics	16
Modern Languages	2
Music	1
Physical Education	1
Science	5
Administrative	2
<b>Total</b>	<b>139</b>

\*Baltimore secondary schools are organized traditionally and there are but five teachers handling the core program under the experiments in two schools.

**Religious Affiliations.** Tables 6 and 7 present data on the religious affiliations of teachers. This data was desired so that first-time contacts with religious culture patterns would be properly evaluated. For example, knowing how many non-Jews were in the group would help interpret more accurately the fact that 361 participants had never visited a synagogue before the community study experiences. Since respondents were told not to sign their names to the questionnaire, practically all persons indicated their religion.

**Table 6. Distribution of Teachers According to Religious Faith**

Faith	No.	Per Cent
Protestant	394	72.1
Roman Catholic	76	13.9
Jewish	69	12.6
Greek Orthodox	1	.2
Not Indicated	6	1.0
<b>Total</b>	<b>546</b>	<b>100.0</b>

**Table 7. Distribution of Protestant Teachers According to Denomination**

Denomination	No.
Methodist	104
Lutheran	64
Episcopal	55
Presbyterian	43
Baptist	20
Evangelical	5
Brethren	5
Christian Science	5
Unitarian	4
Congregationalist	3
Seventh Day Adventist	3
Protestant, denomination not designated	83
<b>Total</b>	<b>394</b>

**Place of Birth and Education.** Tables 8 and 9 indicate the place of birth for participants. It will be noted that about one-third of the teachers were born outside of Baltimore and about one-fourth had most of their elementary and secondary education in other communities. This indicates a need on the part of these teachers for understanding the local environment and its mores. However, the need may be equally great for the natives. In fact teachers' records, quoted in another section of this chapter, show that natives often know only that part of Baltimore in which they live.

**Table 8. Distribution of Teachers According to Birthplace**

Birthplace	No.	Per Cent
Baltimore	356	65.2
Other Maryland	77	14.1
Other States	96	17.5
Foreign Birth	10	1.8
Not Indicated	7	1.2
<b>Total</b>	<b>546</b>	<b>100.0</b>

**Table 9. Distribution of Teachers According to Where They Received Their Elementary and Secondary Education**

Place of Education	No.	Per Cent
Baltimore	410	75.1
Other Maryland	41	7.5
Other States	70	12.8
Other Countries	2	.3
Not Indicated	23	4.2
<b>Total</b>	<b>546</b>	<b>100.0</b>

Years of Teaching Experience. Teachers with varying backgrounds of teaching experience participated in the program. The data in Table 10 indicates that teachers with much more experience as well as those with little experience saw the need for improving their background in community study.

Table 10. Distribution of Teachers According to Number of Years of Teaching Experience

Years of Teaching	No.	Per Cent
0 - 5	42	7.7
6 - 15	141	25.8
16 - 30	265	48.5
30 - over	85	15.5
Not Indicated	13	2.3
Total	546	100.0

Level of Participation. All levels of participation are represented in the questionnaire responses. Except for the seminar group the respondents in each level represent about 75 per cent of the total number enrolled during 1950-51. Because it was more difficult to reach the seminar participants, the 22 who answered the questionnaire represent but 53 per cent of the total enrolled in that group during 1950-51.

It was important to have all levels of participation represented in the responses since the questions deal with the first, second, and third year programs as well as the seminar. It was also important to isolate responses from those at different levels, including those taking the first and second year programs together. It was important to have each participant in the group taking first and second years together to respond but once.

The comments of those taking the two years together were isolated for special study to note the effects. The comments of the participants at other levels were also isolated from time to time to note distinguishing characteristics of reactions.

Table 11. Distribution of Teachers According to Level of Participation

Level of Participation	No.	Per Cent
First Year	124	22.7
First and Second Year Together	86	15.7
Second Year	158	28.9
Third Year	156	28.7
Seminar	22	4.0
Total	546	100.0

#### Indications of First Time Contacts with Environment

The three categories under this heading were: (1) culture patterns, (2) housing and (3) government. These three categories represented the three themes in the first year program. It will be remembered that during the first year program there are three to six meetings held on each of these three themes.

First Time Contacts with Culture Patterns. The aim here was to note the extent to which the experiences that made up the first year program were first-time contacts in certain areas of religious culture patterns and interracial relations. The degree to which these relationships were totally new for participants indicates how necessary it is to include such experiences in a community study program for Baltimore teachers.

The questions and the responses, checked by teachers are given below. The reader will find the totals given in each case.

1. Which of these churches had you not visited for a service or an explanation of religious culture patterns before taking community study?
  - a. Roman Catholic Church ...142  
(30.6 per cent of 464 non Roman Catholics)
  - b. Jewish Synagogue or Temple ...361  
(76.6 per cent of 471 non Jews)
  - c. Greek Orthodox ...464  
(68.0 per cent of 539 non Greek Orthodox)
  - d. Protestant Church ... 58  
(39.7 per cent of 146 non Protestants)
  
2. Which of these interracial contacts did you not have before taking community study?
  - a. Visit to Morgan College or Madison Ave. Y.W.C.A. ...465  
(94.1 per cent of 494 white teachers\*)
  - b. Lecture on biracial relations as a Negro sees it ...395  
(79.9 per cent of 494 white teachers)

\*Teachers were asked to note their schools by number and thus number of white respondents identified.

First Time Contacts with Housing Experiences. The desire here was to find out to what extent trips to the slums and to public housing projects were first-time experiences for participants. The same ideas were in mind in connection with the housing lectures noted. The degree to which these housing experiences were new is pointed out by the responses noted below.

1. Which of these housing experiences had you not participated in before taking community study?
  - a. Conducted tours of slums ...491  
(89.9 per cent of total group)
  - b. Visit to public housing project ...398  
(72.8 per cent of total group)
  - c. Observation of films and slides on housing problems in Baltimore ...385  
(70.5 per cent of total group)
  - d. Lecture on housing, by authorities ...386  
(70.6 per cent of total group)

First Time Contacts with Selected Government Experiences. The data below indicates that large numbers of Baltimore teachers have few experiences with government before taking community study. This is particularly true when it comes to understanding county government. Though it also holds for city government since few had never been in the Board of Estimates Room or City Council Chamber at the Baltimore City Hall, and surprisingly enough over 28 per cent had never been in the City Hall building.

1. Which of these governmental experiences had you not participated in before taking community study?

a. Visit to Baltimore County Court House (73.2 per cent of the total group)	...401
b. First hand explanations by officials in county government (85.3 per cent of the total group)	...466
c. Visit to Baltimore City Hall (28.9 per cent of the total group)	...158
d. Visit to Board of Estimates Room or City Council Chamber (77.2 per cent of the total group)	...422
e. First hand explanation by officials in city government (76.9 per cent of the total group)	...420

### Use of Community Study Experiences

The aim here was to find out how community study experiences were affecting: (1) teaching relationships with students, (2) relationships with faculty members and parents, (3) relationships with community agencies and (4) voluntary community services on the part of participants.

The table that follows includes tabulations for various kinds of applications of community study. Totals are given for each level of community study. It is important to note that except for field trips, the percentages

go up with the levels of participation, and are particularly high for the seminar group. It is hard to explain why field trips with students get to be less important as the participant stays in the community study program. It may be that the increase in other activities naturally causes cutting down somewhere. It may also be that because the first year program stresses trips the teachers do the same with their own pupils and that as the program stresses other activities teachers react accordingly with their classes.

Table 10. Number of Teachers Applying Community Study Experiences, According to Level of Participation

Types of Applications	Level of Participation											
	1st Yr.		1st-2nd Yrs.		2nd Yr.		3rd Yr.		Seminar		All	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teachers taking field trips with own students this year, growing out of community study	81	65.3	44	51.2	72	45.6	75	48.1	9	40.9	281	51.4
Teachers promoting plays, projects and other activities growing out of community study	48	38.77	36	41.9	70	44.3	71	45.5	18	81.8	243	44.5
Teachers having contacts with faculty members and PTA growing out of community study	57	45.9	43	50.0	86	54.4	85	54.4	18	81.8	293	53.6

\*Per cent in each case is based on number of respondents in that category: 1st year, 124; 1st and 2nd years together, 86; 3rd year, 156; seminar, 22.

Table 10. Number of Teachers Applying Community Study Experiences, According to Level of Participation (Cont'd)

Types of Applications	Level of Participation											
	1st Yr.		1st-2nd Yrs.		2nd Yr.		3rd Yr.		Seminar		All	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teachers having contacts with community agencies, growing out of community study	23	18.5	17	19.8	50	31.5	65	41.7	16	72.7	171	31.3
Teachers doing occasional work outside school, stimulated by community study	19	15.3	14	16.3	28	17.7	35	22.4	20	90.9	106	19.6
Teachers doing continuing voluntary work outside school, stimulated by community study	11	8.8	5	5.8	15	9.4	21	13.5	12	54.5	64	11.7

\*Per cent in each case is based on number of respondents in that category: 1st year, 124; 1st and 2nd years together, 86; 3rd year, 156; seminar, 22.

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Kinds of Field Trips with Students. Teachers were asked to list the kinds of field trips they had taken with students since the 1950-51 school year started and to list only those stimulated by community study experiences. The following lists indicate the trips, along with frequencies. The four categories under which the trips are listed make the places stand out more clearly. It is to be noted that these trips might have been stimulated by experiences during any of the four year levels of the program.

1. List any field trips taken with students since September, 1950. Include only those motivated by participation in the community study program.

Civic. Cultural. Educational. Historical. Governmental

Trip	Frequency
City Hall	13
Central Fire Station House	11
Fort McHenry	8
Flower Show	8
Central Police Station House	7
Flag House	7
City Parks	7
Walters Art Gallery	7
Central, Pratt Library	6
Baltimore Museum of Art	6
Sherwood Gardens	5
Trip to Washington	4
Main Post Office	3
Montebello Filtration Plant	3
Shot Tower	3
Peale Museum	3
Carroll Mansion House	1
Historical Tour of City	1
Maryland Academy of Sciences	1
War Memorial Building	1
WBAL	1
	106

Industrial

Trip	Frequency
Baltimore and Ohio Rr. Yard	8
Friendship Airport	6
Business District	5
Department Stores	5

Industrial (Cont'd)

Trip	Frequency
Downtown District	4
Harbor Tour	4
McCormick Co.	3
Baltimore News-Post	3
Sunpapers	3
Harbor Airport	2
Pennsylvania Rr. Station	2
Prector-Gamble	2
Telephone Co.	2
Rustless Steel	2
Crosse and Blackwell	2
Cloverland Dairy	1
Farm	1
Pennsylvania Railroad	1
Pratt Street Waterfront	1
Standard Oil	1
Tour of city	1
	59

Health, Housing, Social Welfare

Trip	Frequency
Baltimore Pub. Housing Projects	18
Slum Towns	15
Red Cross Headquarters	5
City Health Department	2
Hopkins Hospital	1
Public Baths	1
Eastern Health District	1
	49

Intercultural

Trip	Frequency
Churches of Different Faiths	7
Nearby Negro school	6
Interschool visits with Negro schools during Negro History Week	3
Jewish Synagogue	3
Take photographs of churches in community	2
Visit private and parochial schools	2
Trip to Chinese shop to buy Chinese food	1
Unitarian Church	1
Youth for Brotherhood (U.B.)	1
	26

Neighborhood

Trip	Frequency
Tours around school community	12
Buying trips to neighborhood stores	6
Tours around school plant	5
Neighborhood fire engine house	3
Trips to markets	3
Neighborhood movie houses	2
Florist	2
Walks	2
Recreation centers	1
Branch library	1
Zoo	1
	38

Kinds of Plays and Other Student Activities. Teachers were asked to list and describe briefly the kinds of plays, pageants and other activities growing out of community study. These activities were compiled and listed under four headings. The descriptions were edited to make brief titles. When possible, teachers' words are used and put in quotes. When a project shows a high frequency, numbers are indicated, otherwise no count is recorded.

1. List any plays, projects or other activities growing out of ideas from the community study workshop?

Plays and Projects: Civic, Cultural, Educational, Governmental and Historical

1. Original play about Baltimore given in School Assembly, "Baltimore Citizenship"
2. Modern problems class participated in writing chapter for Baltimore Book. Book written by senior high students (4 schools)
3. ~~"Baltimore High School Cares About Baltimore"~~, a schoolwide project dealing with commercial, civic, social and historical aspects of Baltimore, culminating in commencement play."
4. Civics unit on "Baltimore's Government" (5 schools)
5. "Class unit 'Who Pays for Parks and Zoos?'"

6. "Favors delivered to sick at Veteran's Hospital"
7. Unit using government meetings in community study program as basis of "Government in Action" project (5 schools)
8. "Skit by 6A class 'Vote for What you Want'; deals with what taxes buy - given to PTA"
9. Unit "Baltimore's Government in Action" using material learned in community study program (4 schools)
10. Skit, "Baltimore's Historical Shrines"

Plays and Projects: Intercultural

1. Intergroup program with Negro schools (5 schools)
2. Trio Faith Speakers (10 schools)
3. "Ethnic group meals in cafeteria, for one week"
4. Celebrated "Brotherhood Week" - contributions of different groups to America (15 schools)
5. "Joint Christmas - Chanukah Play"
6. "Joint Easter - Passover Play"
7. Brotherhood Celebration Play, "People From Many Lands" (3 schools)
8. "Wove in intercultural material with 6th grade Democracy unit"
9. "Film, 'Brotherhood of Man' and play growing out of it"
10. English literature units on "Brotherhood" (4 schools)
11. Celebrated Negro History Week (10 schools)
12. "Play 'Brotherhood Around World'"
13. Film, "One God", same one used with community study group (12 schools)
14. "Neighborhood Good-will Council organized"
15. "English essays 'What Brotherhood Means to Me'; best published in school paper"
16. Commencement Pageant "Brotherhood"
17. Assembly "Interfaith" (8 schools)

18. Posters dealing with "Contributions of Peoples From Many Lands" (5 schools)
19. Negro History Week celebrations, playing records, reading literature, showing contributions of Negroes (10 schools)
20. "Red Cross meeting at which Negro children invited to school."
21. "Jewish and Christian children explain holiday to each other"
22. "Survey of churches in the neighborhood"
23. Red Cross albums for children in other lands (10 schools)
24. "Invited Douglass High Choir (colored) for assembly" (5 schools)
25. Red Cross activities, children from different schools work together to aid those in foreign lands
26. Bulletin board material on Negro History Week (5 schools)
27. "Book displays for Brotherhood Week"
28. "Dramatizations of two books on racial adjustments: My Boy Henry by Ste and Two is a Team by Bean"
29. "Class adapted and wrote songs called 'United We Stand', 'We Work and Play Together', 'No Matter What Our Race or Creed'"
30. Teacher told class about intercultural trips she was taking in community study (15 schools)

Plays and Projects: Industrial

1. "Imaginary tour of Industrial Baltimore"
2. Geography classroom units on Baltimore's industries (10 schools)
3. "Collecting news articles about Baltimore's industries"

Plays and Projects: Health, Housing, City Planning and Social Welfare

1. Cartoons, charts, and school clean-up campaigns in connection with Clean Up, Paint Up, Fix Up Campaign (Cooperation with Baltimore Association of Commerce) (12 schools)
2. Adopted neglected city-owned lot (10 schools did this)
3. "Play, 'Dirt Takes a Holiday'"
4. "Clean-Up Charley" Campaigns (6 schools)

5. Models of community homes showing, "New and Ideal"
6. Traffic study with models
7. Radio presentations of "Clean Up Program"
8. Joint Clean-Up programs with nearby schools

Plays and Projects: Neighborhood

1. "Making decorations for neighborhood Community Council gathering"
2. Pageant showing History of School-Community Developments (Four Schools: Arlington, Curtis Bay, Pimlico, and School #53) Given before PTA and community
3. Classroom study of neighborhood and helpers (5 schools)
4. Neighborhood maps of streets, businesses, etc. (5 schools)
5. Dramatisations "Helpers in Our Neighborhood" (5 schools)
6. Unit on "Our School As A Community"
7. Unit, "Helping Our Neighborhood Helpers" (4 schools)
8. Unit, "How Children Can Improve Neighborhood" (5 schools)
9. "Picture map on community and its activities"

Contacts with Faculty and Parents. Respondents to the questionnaire were asked to tell how the community study experiences, or beliefs gained through the program, have affected relationships with faculty and parents. Significant portions of the comments submitted by participants were abstracted and were placed in two categories, one referring to faculty contacts and the other to contacts with parents. There was no attempt to include abstracts of all comments. Each idea rather than each comment was noted.

Below are the abstracts. In most cases the exact words of respondents are used, thus they are in quotes. It is important to note how attitudes as well as teaching procedures have been affected. It is also important to note how often faculties and PTA's used the same resource people as were

used in the community study program.

1. How have community study experiences or beliefs gained through the program, affected relationships with faculty and parents?

Comments on Contacts with Faculty

1. "New attitude in faculty toward children who come to school dirty. Faculty is giving this whole topic attention and is going into discussion of relationships with parents."
2. "Faculty informal luncheon discussions by those in the workshop stimulate those not in it."
3. "Teachers on the same faculty compare notes dealing with trips and meetings of different community study sections."
4. "We have had a number of the speakers used by the community study group to talk at our own faculty meetings."
5. Corridor informal discussion among teachers about their community study experiences has stimulated interest. (7 responses)
6. "Increased informal discussions which teachers have working on common problems in community study gets them to know each other better."
7. Faculty undertook as school-neighborhood problems some of the community study experiences which dealt with city-wide level e.g., housing survey of the neighborhood. (3 schools)
8. "Better understanding by faculty, of culture backgrounds of individual teachers on staff"
9. "Encourage non-participants to sign up for community study another year."
10. "Made faculty more conscious of problems of race and religion and of rejection on these bases."
11. "Discussion of religious beliefs....Lent book to fellow teacher who wanted more material on what was heard at the Roman Catholic Cathedral."
12. "Made me sense need of better pupil-teacher relationships."
13. "Faculty has discussed how people of different faiths approach similar problems."
14. "More sympathetic understanding of religious beliefs, holidays, and customs of different groups"
14. "More sympathetic understanding of religious beliefs, holidays, and customs of different groups"

15. "Faculty invited Mrs. Rossebo to talk on Norwegian life after I told them about hearing her at a community study meeting"
16. "Deeper understanding of children living in substandard housing."
17. "Freer to talk with faculty members about religious and racial affairs."
18. "Invited Thurman Tompleton to talk to our faculty on race relations after hearing him at community study."
19. "Has brought me closer to faculty"
20. "Our faculty has been stimulated to study South Baltimore."
21. "Helped to get our own faculty off to a community study project."
22. "There is much interest by those not taking workshop."
23. "Faculty as a group studied area of new housing project."
24. "Used Mrs. Ramsey of League of Women Voters as faculty speaker after hearing her at community study meeting."
25. "Faculty neighborhood trips and discussions dealing with environmental influences affecting students."
26. "Used film 'One God' for faculty meeting after seeing it in community study."
27. "Had Mr. Yates Cook of Housing and Law Enforcement Office as PTA speaker after hearing him in community study"
28. "Have had faculty meetings on environmental influences affecting students"
29. "As member of school's faculty committee contacted Housing Authority of Baltimore for data on children from housing project attending our school"
30. "Had Miss Ambrose of the Sanitation Bureau talk to faculty after hearing her in community study."

#### Comments on Contacts with Parents

1. "Parent education class in school is picking up some of the ideas on housing and having sessions similar to those in community study"
2. "Winning teachers on faculty over to value of a PTA and role of parents."

3. "After several teachers on faculty took course there has been a different attitude toward parents and more interest in the school community."
4. "Housing ideas gained in workshop have been discussed and studied by PTA group"
5. "Teachers who participate in community study give individual reports to parent education classes telling what they saw"
6. "Gave a lecture on housing before PTA"
7. "General alertness in attitude and activity on community"
8. "Better understanding between parents and faculty on mutual problems."
9. "Through understanding the religion of the parents, faculty can thus understand them better."
10. "Members of different churches invited to speak to PTA"
11. "Worked with parents on 'Baltimore Is Our Own Town' pageant."
12. "Made greater use of parental participation in curriculum planning."
13. "Held pageants, with parents help, showing history of school."
14. "Arranged weekly Friday night school programs for parents and children, 'family affairs'."
15. "Had social welfare speakers who talked to community study group, meet with our faculty."

Contacts with Community Agencies. Teachers were asked to indicate the contacts they have had with community agencies, growing out of community study. The agencies involved in the contact were placed in the four categories noted below. The author did not attempt to indicate the nature of the contacts. In general, the contacts were in terms of the following needs: (1) speakers for faculty or PTA meetings, (2) use of facilities, (3) visits to agencies, and (4) joint project with agencies.

It is important to note that all contacts made by community study group leaders in connection with the program itself were left out here.

Chapter Three gives details in connection with such contacts.

Agencies listed by respondents are listed under four categories.

In the case of neighborhood agencies, respondents' exact words are used.

Educational, Civic, Cultural, Governmental, Historical and Recreational Agencies

1. Baltimore Museum of Art
2. Bureau of Recreation
3. City Council
4. City Hall for adult group
5. Girl Scouts
6. Peale Museum
7. Police Department
8. Women's Civic League
9. Y.M.C.A.
10. Y.N.E.A.
11. Y.W.C.A.

Neighborhood Agencies

1. "Southeastern Community Council in connection with neighborhood Halloween Party"
2. "McKim Center in relation to community project"
3. "Our church has a parking problem. Served on committee to find solution and found community study workshop experiences valuable in mobilizing community cooperation e.g., City Council and Police Department."
4. "With neighborhood groups in building Friendship Community Gardens."
5. "Contacted realtor for information about school neighborhood housing plans."
6. "East Side Community Center for school-community project."

Housing and Social Welfare Agencies

1. Citizens Planning and Housing Association
2. Bureau of Sanitation, City Government
3. Happy Hills Homes
4. Housing and Law Enforcement Bureau
5. Mental Health Society
6. Planning Commission of Baltimore
7. Police Club
8. Provident Hospital
9. Redevelopment Commission

### Intercultural Agencies

1. Catholic Information Center
2. Council of Social Agencies
3. Churches in neighborhood
4. International Center, Y.W.C.A.
5. Jewish Educational Alliance
6. National Conference of Christians and Jews
7. National Association Advancement of Colored People
8. Urban League
9. Women's Club, Unitarian Church

Voluntary Civic Work Outside of School. The writer was anxious to learn the extent and nature of participants' voluntary work outside of school hours and motivated by community study. Respondents were asked to distinguish occasional from continuing civic work. The extent of this work is indicated on the next two pages. Significant portions of the comments given on the nature of activities are quoted. No attempt is made to include abstracts of all comments. Each idea is, however, noted.

### Voluntary Occasional Community Services Outside of School

1. "Volunteer work with St. Gabriel's Home as result of community study visit."
2. "Volunteer work for Citizens Planning and Housing Association."
3. "Worked with students on Christmas Eve service at nearby church."
4. "Spoke for National Conference of Christians and Jews during Brotherhood Week."
5. "Invited to speak at Chick Webb Center."
6. "Served on speakers panel of National Conference of Christians and Jews."
7. "Helped CPHA with one of their weekly housing broadcasts."
8. "Borrowed film on Jewish holidays to show Lutheran Sunday School."
9. "Joined Civic Improvement Association near my home."
10. "Attended meetings and signed petitions for traffic light near school."

11. "Volunteer typing for CPMA"
12. "Volunteer work for Red Cross"
13. "Attended meetings of political clubs, preselection rallies."
14. "Wrote to U. S. Senators and Maryland Governor petitioning support of foreign policy."
15. "More faithful in attending neighborhood improvement association meetings."
16. "Helped with Mental Health Drive."
17. "Taught Red Cross course."
18. "Joined neighborhood improvement"
19. "Petitioned for correction of paving and traffic hazards."
20. "Aided YMCA volunteer program."
21. "Contributed five dollars to Catholic Charities drive (non Catholic)."

Voluntary Continuing Community Services Outside of School

1. "Adult advisor to Y.M.C.A. 'Youth and Government Project' - original contact through community study."
2. "Contributed fifty dollars to National Conference of Christians and Jews - first relationship through community study."
3. "Elected member of board, National Conference of Christians and Jews."
4. "Had students construct and operate a city-owned lot in neighborhood."
5. "Joined Citizens' Planning and Housing Association."
6. "Joined National Conference of Christians and Jews."
7. "On Education Committee of National Conference of Christians and Jews."
8. "Joined League of Women Voters"
9. "Work with Business and Professional Women's Club."
10. "Volunteer worker in mental hospitals"
11. "Elected Chairman of Southeast Community Council."

12. "Joined Lions Club and elected to welfare group."
13. "Member Mental Hygiene Association"
14. "Helped organize neighborhood "West End Protective Association."
15. "Elected to Board of the Recreation Division of the Council of Social Agencies."
16. "Conducting Civic Experience program in our high school - relating regularly to volunteer programs at Baltimore Housing Authority, Red Cross, Rosewood Training School, Pratt Library"
17. "Joined Interracial Fellowship House"
18. "Joined Urban League"
19. "Member of City-wide Negro History Committee"
20. "Made member of education committee of Nationality Committee"
21. "Joined Women's Civic League."

#### Reactions to Objectives of Meetings

It was felt important to know what participants thought should be the main objectives of any meetings. Interestingly enough, responses to four questions showed that the greatest number of the 546 respondents felt that "meetings should stimulate thinking" and "make participants concerned about problems which did not seem important before."

Below are the responses to the four points made in the question

1. Which two of these statements best express the main characteristics of a very worthwhile meeting? Check any two below.
  - a. They make me aware of and concerned about problems which did not seem very important to me before the meeting. ...392  
(71.2 per cent of total group)
  - b. They stimulate my thinking, even if the information provided is not of immediate use in my classroom. ...430  
(78.7 per cent of total group)

- c. They stimulate me to try something new or different in my classroom even though I must find a way of putting the new or different practice into use ...131  
(23.9 per cent of total group)
- d. Meetings which provide information, materials or viewpoints which can be adapted immediately into the teaching situation. ...118  
(21.6 per cent of total group)

### Reactions to and Suggestions on Experiences of First Year Program

The questionnaire asked each respondent to tell: (1) Which three meetings stand out most clearly in the first year program and why did they impress you? (2) Which ones seemed of little value and why was this so? (3) Which ones should be eliminated? (4) What aspects of the first year program would you be certain to continue? (5) What new experiences might be added to the first year program?

It is important to note that every meeting impressed some participants. Nevertheless, larger numbers were impressed by some meetings than by others. For example, the housing and culture pattern series of meetings were much more popular than the government series. Further, some individual meetings within the housing and culture pattern series, for example, the alum tour and synagogue meeting were much more popular than others, such as, the housing lecture symposium and the Protestant church meeting. The reasons for these differences were made clear in the data submitted by respondents.

Every meeting also affected at least one person in an unfavorable light. This was almost certain to be true when such large numbers participated in the program. However, at least one meeting had a definitely unfavorable effect on large numbers of the 546 respondents. The Baltimore

City Hall meeting was noted by many as having little or unfavorable effects. The reasons for these differences were made clear in the responses submitted.

Before analysing the data below, the reader will find it valuable to reread the first year schedule for 1950-51, as shown in the previous chapter of this project.

Meetings Standing Out Most Clearly. The chart below shows which meetings stand out most clearly as making the greatest impression on teachers. In comparing responses on different meetings it is important to note that certain meetings were attended only participants in some sections of the first year program.

The meetings attended by all participants irrespective of the year in which they took the first year program or the section in which they were enrolled, were: (1) slum tour, (2) public housing tour, (3) health and housing illustrated talk, (4) housing symposium (5) City Hall, and (6) Baltimore County Court House.

Everyone attended a Jewish synagogue meeting, a Catholic church meeting, a Protestant church meeting, and a Negro culture pattern session. But all participants did not go to the same synagogues, churches, and Negro institutions. The year in which participants took the first year program and the section in which they were enrolled determined which particular place they visited. Thus scores for an entire area, such as Catholic meetings, should be compared with any ~~one~~ of the required visits, such as the slum tour, if comparisons are sought.

"Other religious culture pattern meetings" are placed under one heading, since a participant had contact with but one of the four noted. The particular meeting he attended (Christian Science, Unitarian, Greek

Catholic, Norwegian Lutheran) depended on the year he took the program and the section in which he was enrolled.

Because the category and the specific meetings are both important, scores are noted in both cases. A large number of respondents felt that the culture pattern series as a whole was impressive and their responses totaling 112 are listed under a separate heading.

1. Which three of all the first year meetings made the greatest impression upon you?

Meetings	No. of Impressions Indiv. Mtg.	Area	Series
<b>I Culture Pattern Series</b>			
<b>A. Jewish Culture Patterns</b>			
Etzav Place Temple	136		
Sharrei Zion	38		
Chizuk Amuno	27		
Beth Tfiloh	16		
"Synagogue" only indicated	44		
<b>Total</b>	<b>261</b>	<b>261</b>	
<b>B. Negro Culture Patterns</b>			
Morgan College	87		
Madison Ave. Y.W.C.A.	70		
Coppin Teachers College	16		
<b>Total</b>	<b>173</b>	<b>173</b>	
<b>C. Other Religious Culture Patterns</b>			
Greek Orthodox	58		
Norwegian Lutheran	26		
Christian Science	20		
Unitarian	3		
<b>Total</b>	<b>107</b>	<b>107</b>	
<b>D. Roman Catholic Culture Patterns</b>			
Cathedral	45		
Notre Dame College of Maryland	17		
Loyola College	12		
St. Alphonsus	9		
<b>Total</b>	<b>83</b>	<b>83</b>	

Meetings	No. of Impressions		Series
	Indiv. Mtg.	Area	
<b>E. Protestant Culture Patterns</b>			
Council of Churches	9		
Brown Memorial	5		
First Baptist	2		
First Methodist	1		
Total	17	17	
F. Culture Pattern Series (Not identified specifically)	112	112	
Total Culture Pattern Scores		753	753
<b>II Housing Series</b>			
A. Slum Tour	268		
B. Public Housing Tour	109		
C. Health and Housing Illus. Talk	52		
D. Housing Lecture Symposium	9		
Total Housing	438	438	438
<b>III Government Series</b>			
A. Baltimore County Court House	87		
B. City Hall	49		
Total Government	136	136	136
<b>IV Total Responses</b>			<b>1327</b>

## 2. Tell why the meetings you noted impressed you most?

The charts below summarize the reasons given for impressions. In all cases the comments refer to specific meetings. In many cases the exact words of the respondents are used. In other cases, where a number of responses are alike, the writer's own words indicate the respondents' feelings. In such cases the frequency of response is indicated.

It is important to note that meetings were generally liked for different reasons, but certain reasons run through all. For example, the

religious culture pattern meetings were liked both because they were "entirely different" and because they were "like ours". The slum sessions "shocked" many participants and the Negro culture pattern series were "eye openers" to many.

Impressed by Slum Tour

1. Horrible revelation	20
2. Shocked by conditions, glad something done	16
3. Worse than expected	16
4. Impressed with conditions	13
5. No former conception of squalor in Baltimore	12
6. Couldn't have read about this	10
7. Shows how living conditions affect our children	10
8. Realism of situation an 'eye-opener'	9
9. Did not realize such poverty existed	7
10. Made home environment of children more real	6
11. Impressed by OPHA	5
12. Lack of landlord attitude	5
13. Made clear why we have racial difficulties	5
14. Work done by Police Sanitarians	5
15. What this does to children	4
16. Astounded at how bad people let conditions get	3
17. Contrast between improved and unimproved areas	3
18. Need for doing something immediately	2
19. Did not believe humans lived under such conditions	2
20. First hand information of conditions that really exist	2
21. Lack of tenant attitude	2
22. "Value in understanding home conditions of pupils"	1
23. "Evidence that these areas can be cleaned up"	1
24. "Slow process of improvement"	1
25. "First hand observation a dynamic experience"	1
26. "Depths of human living for many citizens"	1
27. "Important to know how our pupils live"	1
28. "Need for civic attitude in housing"	1
29. "Observed how many agencies can make a dent"	1
30. "Need for specific steps in law enforcement"	1
31. "Strong action by those in education"	1
32. "Glad someone is thinking of these people"	1

Impressed by Public Housing Projects

1. Impressed by value of public housing	10
2. What has been done and can be done	9
3. Could see what happens to people with a chance	6
4. Located in my teaching area	5
5. Contrast with slum	5
6. Pleased and gained confidence in project	5
7. Shows what can be done with federal assistance	4
8. Knew nothing about public housing before visit	4
9. Type of apartments and care by tenants	3
10. Seeing is believing	2

11.	Very informative	2
12.	Cooperative attitude	2
13.	"Sincerity of leaders"	1
14.	"Outstanding social program"	1
15.	"Emphasized the contrasts in good and bad"	1
16.	"Good antidote to slum visit"	1
17.	"Interesting how government is raising standards"	1
18.	"Shows progress in people"	1
19.	"Negro housing project most interesting"	1
20.	"Helpful and understanding"	1
21.	"Pointed up possibilities of decent housing"	1
22.	"Showed danger of oversimplifying reforms"	1
23.	"Aid given low income groups"	1
24.	"Shows people are not inherently dirty"	1
25.	"Impressed with housing project rules"	1
26.	"Impressed with Latrobe Homes (for white)"	1
27.	"Appreciate housing efforts"	1
28.	"Feel I 'know' children who live in project"	1
29.	"Saw what happens to people who were former slum dwellers"	1

Increased by Eutaw Place Temple

1.	Explanation of Jewish religious service	23
2.	Gained deeper insight into religion	15
3.	Likenesses to Christian religion	10
4.	Similarity of service to Protestant	8
5.	Helpful due to contacts with Jewish children	8
6.	First contact with Jewish religion	8
7.	Entirely different	7
8.	Rabbi Shaw an impressive individual	6
9.	Created better understanding	5
10.	Social hostesses	5
11.	Music made for a more vivid impression	5
12.	Rich in history	4
13.	Explanations of holidays held by my students	4
14.	Well planned	4
15.	Similarity between Hebrew and Catholic cultures	3
16.	Teach in neighborhood where there are Jews	3
17.	Gave me understanding of Jewish friend's faith	3
18.	Religious displays and exhibits	2
19.	"Faith clearly described"	1
20.	"Completeness with which presented"	1
21.	"Dignity and simplicity of experience"	1
22.	"Exhibit showing education for children"	1
23.	"Enlightening"	1
24.	"Impressed with warmth and friendliness"	1
25.	"Received clearer understanding of depth of faith"	1
26.	"Elaborate decorations and ceremonials"	1
27.	"New experience"	1
28.	"A new insight of an unfamiliar culture"	1
29.	"Beautiful and well planned"	1
30.	"Good religious training"	1
31.	"Children trained much like Protestants"	1
32.	"Penetrating, stimulating"	1

Impressed by Cathedral Visits

1. Learned more about beliefs and similarities	6
2. Cleared up questions on ceremonies	6
3. Explanations helped me to understand rituals	5
4. Knew nothing about Catholicism before	5
5. Simple explanation	3
6. Made me more understanding	3
7. Impressed by tolerance toward others	2
8. "Many customs formerly criticized meaningful now"	1
9. "Contrast with other churches interesting"	1
10. "Impressed with similarities"	1
11. "Speaker sincere and clear"	1

Impressed by Greek Orthodox

1. Cordiality and simplicity and warmth	10
2. Knew very little about the church	5
3. Spirit of friendship	5
4. Likenesses to our church	3
5. "Met one of my student's parents"	1
6. "Beautiful church"	1
7. "Rich voices in choir"	1
8. "Impressed with priest"	1
9. "Liked social hour"	1
10. "Impressed by its antiquity"	1

Impressed by Norwegian Seaman's Church

1. Did not know it existed	3
2. "Got to like Norwegians"	1
3. "Surprised to find so many similarities"	1
4. "Impressed by knowledge of Norway's educational system"	1

Impressed by Christian Science

1. Sincerity of faith and lack of grandeur	3
2. Simplicity of presentation	2
3. Better understanding of faith	2
4. "More sympathetic toward students of faith"	1
5. "Better understanding of teachers holding faith"	1
6. "Noted similarity to Methodist"	1
7. "Ideals"	1

Impressed by Protestant Meetings

1. Did not know Council of Churches before	4
2. "Brown Memorial, scholarship of minister"	1
3. "Warmth at First Baptist"	1
4. "Rev. Miller's viewpoint at First Baptist"	1

- |   |   |
|---|---|
| 5. "Similarity with our religion"           | 1 |
| 6. "Dr. Speer's (Brown Memorial) paper"     | 1 |
| 7. "Rev. Ford's insight into Protestantism" | 1 |

Impressed by Morgan College (Negro College)

- |   |   |
|---|---|
| 1. Complete ignorance of work before visit        | 9 |
| 2. Impressed by speaker, Byron Rustin             | 7 |
| 3. Good speaker, good program                     | 5 |
| 4. Saw some things from Negro's point of view     | 5 |
| 5. Caliber of faculty, impressive                 | 5 |
| 6. Speakers helped eliminate remaining prejudices | 3 |
| 7. Simplicity and beauty of Morgan chapel         | 1 |
| 8. "Better understanding of problems of Negroes"  | 1 |
| 9. "Made me more tolerant"                        | 1 |
| 10. "Warm hospitality"                            | 1 |
| 11. "Musical program good"                        | 1 |
| 12. "Remarkable experience for white teacher"     | 1 |
| 13. "Sincerity of speakers"                       | 1 |

Impressed by Madison Avenue Y.W.C.A. (colored Y)

- |  |    |
|--|----|
| 1. Impressed with talents of Negroes           | 15 |
| 2. Negroes as cultured as whites               | 10 |
| 3. Negro culture                               | 8  |
| 4. Warmth and friendliness                     | 7  |
| 5. Increased my appreciation of their work     | 6  |
| 6. Interesting                                 | 6  |
| 7. Splendid job being done for Negro Youth     | 4  |
| 8. Excellent presentation                      | 4  |
| 9. New slant on their creative abilities       | 3  |
| 10. Progress in spite of barriers              | 3  |
| 11. Panel discussion good                      | 2  |
| 12. "Marvelous example of advancement"         | 1  |
| 13. "Knowing a group increasingly important"   | 1  |
| 14. "Enjoyed being able to observe"            | 1  |
| 15. "Program had such variety held interest"   | 1  |
| 16. "Because of realistic situations"          | 1  |
| 17. "Sympathy with oppressed race"             | 1  |
| 18. "Entertainment and hospitality warmth"     | 1  |
| 19. "Their sensitivities to living conditions" | 1  |
| 20. "Had no idea of the discriminations"       | 1  |
| 21. "Greater interest in interracial affairs"  | 1  |

Impressed by City Hall

- |  |   |
|--|---|
| 1. Realized how little I knew              | 5 |
| 2. Interesting, important, worthwhile      | 3 |
| 3. "Made me more aware of government"      | 1 |
| 4. "Interested in public works department" | 1 |
| 5. "Impressed by civil service workers"    | 1 |
| 6. "Intelligence of office holders"        | 1 |
| 7. "Clear explanations"                    | 1 |

Impressed by Towson Court House

1. Officials were of high caliber	14
2. Had never been to County Court House	5
3. Knew nothing about county government	4
4. Very good explanations	3
5. Excellent speakers	3
6. Enlightening talks	1
7. A thorough presentation	1
8. Concise, neat, real explanation	1
9. Able to use material in teaching	1

Meetings of Little Value. Participants were asked to indicate meetings that had little value. Here the respondents were very specific and named the exact meetings. It can be seen that practically every kind of first year meeting had at least one person who felt it had little value. In general, however, there were but two meetings that had any appreciable indications of needing to be changed; they were the City Hall trip and the Housing Lecture Symposium.

The chart below indicates the number of teachers voicing unfavorable reactions.

<u>Meetings</u>	<u>Number of Teachers So Indicating</u>
1. City Hall	79
2. Housing Lecture Symposium	40
3. Slum Tours	21
4. Baltimore County Court House	20
5. First Methodist	17
6. Brown Memorial	14
7. Final general meeting at Baer School	10
8. Christian Science	9
9. Notre Dame	4
10. Cathedral	4
11. Morgan College	4
12. Beth Tfiloth	2

Reactions are noted in the charts listed below. Where responses were alike the writer put them in one category and indicated frequency; otherwise exact words were used.

Impressions of City Hall Meetings

1. Needed to show more government in action	20
2. Too much statistics	10
3. Poor speakers	9
4. Boring	8
5. Political speeches	7
6. Political "hot air"	4
7. Unable to hear	4
8. Unable to understand	3
9. "Learned little"	1
10. "Unfavorable impression"	1
11. "So poor when contrasted with other meetings"	1

Impressions of Towson Court House

1. Too far to travel	15
2. Like to see more government in action	5

Impressions of Housing Lecture Symposium

1. Could not hear all speakers	15
2. Too many speakers	15
3. Should follow public housing excursion, not precede it	10

Impressions of Slum Tours

1. Violated privacy of people	8
2. Could not see too well on trip	7
3. Too much walking	6

Impression of First Methodist Meeting

1. Acoustics poor	10
2. Minister avoided religious beliefs	3
3. Poor speaker	2
4. "Not clear on Methodist"	1
5. "Too vague"	1

Impressions of Brown Memorial Meeting

1. Speaker seemed to be unsympathetic to community study group	12
2. Speakers presentation cold, facts excellent	2

Impressions of Final Meeting Bar School

1. Too little time for discussion	5
2. Too hot a day	5

Aspects to Eliminate. The desire here was to note which aspects of the first year program might be eliminated. But one meeting stands out in this category and that is the City Hall meeting. While there were a few participants who favored eliminating other sessions their numbers were fewer than three per cent of the 546 respondents. So, for example, while 11 persons objected to the Baltimore County Court House (largely because it was too far to travel) they represented but two per cent of participants.

It is also important to note the reasons why eliminations are suggested. For example, practically all those who would eliminate the slum tours felt that it "violates private lives", there was no objection to the importance of the tours. The very few who would eliminate culture pattern meetings felt, "it was of my religion and I know the material".

Below are two questions which were asked, and accompanying responses.

1. What shall we eliminate in the first year program?

<u>Meetings to Eliminate</u>	<u>Number of Teachers So Indicating</u>
1. Baltimore City Hall Visits	31
2. Slum Tours	13
3. Baltimore County Visit	11
4. Housing Symposium	11
5. Final Meeting at Beer School	10
6. Christian Science Meeting	4
7. First Baptist Meeting	2
8. Cathedral	1
9. Culture Pattern Series	1

Note: 105 persons wrote in, though not asked to, remarks as "keep all", "none to be eliminated", "wonderful, keep as it".

2. Why should these meetings be eliminated?

<u>Meeting</u>	<u>Reason</u>
City Hall	Not enough government in action. Too much political talk
Slum Tours	Violate private lives

<u>Meeting</u>	<u>Reason</u>
Baltimore County Court House	Too far to travel
Housing Symposium	Too much talk
Final Meeting Baer School	Too much talk
Others in list	Nothing new for us

Aspects Certain to Keep. Participants were asked to indicate what aspects of the first year program they wanted to be certain would be retained. This was a summary question and most respondents evidently felt they had but one choice, for responses were usually for one kind of meeting. Below is a summary of the data.

Aspects of First Year Program Certain to Keep

- |   |     |
|---|-----|
| 1. Culture Pattern Series<br>(Statements as "culture pattern series",<br>"religious meetings", and "interracial programs"<br>used by respondents) | 293 |
| 2. Housing Series<br>(Statements as "housing series", "alum tours"<br>and "public housing projects" given by<br>respondents)                      | 231 |
| 3. Government Series<br>(Statements as "government series" and<br>"Baltimore County Court House" given<br>by respondents)                         | 31  |

Notes: Though those who wanted to keep the program the way it is were not asked to respond, 50 responded "Keep all", "Keep as is" and similar reactions.

New Experiences to Add. Participants were asked to suggest additions to the first year program. Two types of responses were suggested.

1. Suggestions that relate to the three themes now used, "culture pattern", "housing" and "government" are as follows:
  - a. A number of persons suggested that meetings such as the Jewish, Roman Catholic and Greek Orthodox sessions show children at work in their religious classes.

- b. A number of suggestions dealt with the desirability of including ethnic-group sessions on the Poles, Italians, Chinese, and Lithuanians.
  - c. Two or three people suggested including meetings about the Mohammedan and Brahmin religious groups. The point in mind was that contact with a culture far removed from Baltimorean's relationships would have a salutary effect on tolerance of the strange.
  - d. Two persons suggested including a meeting dealing with the Society of Friends.
  - e. A number of persons suggested that the program include some Protestant denominations not yet presented, e.g. Episcopal.
  - f. A number of persons suggested that some way be found to overcome the problem of seeing more governmental activities in action. There was recognition that the teachers cannot get to the City Hall before 4:00 p.m. when most activities are coming to a close.
  - g. Three people suggested that the courts be included in the government series.
  - h. Two people suggested that there be classroom demonstration lessons showing how these ideas get into teaching.
  - i. A number of persons suggested individual speakers, e.g. Dr. Ivan McDougle of Goucher College, for lecture programs on one of the themes.
2. Suggestions that deal with new themes and techniques are as follows:
- a. A number of people suggested adding "social welfare" and "industrial opportunities" as new themes and including three or four sessions in these areas.
  - b. One person thought the program might include seeing some activities over television.

### Reactions to and Suggestions on Second Year Program

Participants were asked to comment on those aspects of the second year program which they liked and on the changes they would make. There was no attempt through the questionnaire to evaluate the effectiveness of each problem area group and of each school group operating in the

second year program. (Individual group evaluations are always made by the groups themselves and can be found in these second year group reports listed in the Appendix of this project.) The questions noted below were concerned with the general structure of the second year program and its effectiveness.

In each case, significant statements have been quoted as given. Below each quoted statement, the writer has included an annotation which indicates the frequency of comments.

#### Aspects Liked in Second Year Program

1. "Each individual choosing special field of interest"

This ranked first as a favorable characteristic of the second year program. Over 35 respondents commented about this.

2. "Each group setting up own program"

About thirty respondents commented on this phase of the program. They liked the idea of each group doing "own Planning" and using "democratic procedures" and "group activity".

3. "Division of total membership into small interest groups"

There were a number of comments about the fact that "you get to know everyone in your second year group."

4. "Having a community consultant for each group"

This was mentioned any number of times. Miss Helen Garvin of the International YWCA received particular attention for her work with the Ethnic group.

5. "Seeing at first hand the importance of the problems being studied"

About 25 people liked the idea of having some trips in the second year program.

6. "Meeting at own school, on school-community problems that are important to us"

This was mentioned over and over again by people in school groups.

7. "Close relationships with people from other schools and other educational levels working on the same problems"

About 15 respondents commented along this line. They liked the idea of "working with people they ordinarily would not get to know". They also liked to get "the point of view of people in other schools".

8. "Having authoritative speakers and resource persons"

About 10 teachers noted the importance of hearing from "people in the field".

9. "Well informed and interested group leaders"

Over 25 participants made some comment about the efficiency and interest of the group leader.

10. "Seeing, in action, institutions working for and with children"

Typical comments were: "Our social welfare group saw Cylburn Home in Action". "Our recreation group saw Negro children at the Chick Webb Center". "At Peale Museum, our history group saw exhibits planned for children".

11. "Recognize the possibilities of using resources of 'agencies'"

A typical comment was, "I didn't realize how much the Maryland Historical Society has for students and teachers".

12. "Possibilities of using in the classroom what is seen and discussed at group meetings"

For example 12 participants indicated that they used the film "One God" with their own students shortly after seeing it in group meeting.

13. "Working in a problem or interest area permits you to get results"

A typical response was: "I like doing concentrated work on one problem and seeing some results."

14. "Opportunity to initiate new groups as well as select participation in suggested areas"

These comments came largely from members of the sanitation, city planning and school groups, which came into being as a result of specific needs.

15. "Wider outlook gained through first year membership"

About 10 persons commented in this vein, "I see even more clearly the interrelationships between school and community."

Changes Suggested in Second Year Program

1. "Cut down on the number of general meetings."

There were a number of participants who felt that one general meeting, at the beginning of the year and two report meetings

at the end of the year would provide twelve instead of the present eleven group meetings. These people felt that meetings bringing all the second year people together had doubtful value since the audience was too large.

2. "Avoid meetings in the downtown section and near the city limits."

A few teachers felt that traffic and transportation problems presented difficulties in the late afternoon hours, the criticism was particularly strong from those in the Industrial Relations group, yet they had no suggestions as to how to overcome the problem.

3. "More information on the places before visiting"

This comment came especially from members of groups that had largely an excursion program. Where discussion meetings were interspersed with trips this criticism was not present.

4. "Have meetings during school day."

A number voiced this opinion. At present this looks good ideally, but seems hardly possible.

5. "Arrange for bus transportation when group going out of city."

The out-of-town meetings caused a number of problems since much time was lost in waiting for late arrivals.

6. "More attention to physical environment of group meetings"

Criticism here largely of groups meeting in poor physical plants of International YWCA and Fellowship House. Interestingly, most participants felt it was well to meet in such surroundings and sense the handicaps under which these people work.

7. "Have discussions away from agencies' headquarters so that they might be more frank."

About 20 participants commented thus, particularly those in the social welfare group.

8. "Meet with guides before group trips and alert them to group needs"

This criticism came largely from industrial group members.

9. "Keep limit on groups"

Criticism largely from ethnic group members; that group was over 35.

10. "Don't let groups get too small"

Suggestions largely by health group members; there were but 7 participants.

### Reactions to and suggestions on Third Year Program

Teachers were asked to comment on those aspects of the third year program which they liked and on the changes they would make. Here too, there was no attempt to evaluate the effectiveness of each problem area group and each school group operating in the third year program. (Such evaluations are made by each group and included in reports handed in at the end of the year. Some of these are listed in the Appendix). The questions noted below are concerned with the general nature of the third year program and its effectiveness.

Significant statements are quoted as given. Below each statement is an annotation indicating the frequency of the comment.

#### Aspects Liked in Third Year Program

1 - 15. All fifteen points made in connection with the second year program made here also. The frequencies for these ideas were about the same as for second year groups.

16. "The school group programs really get things done"

The praise for the school group programs was particularly strong among those participating in such groups.

17. "The way the third year program builds on the earlier two years of community study."

Stated in different words, this comment was made by seventeen respondents.

18. "The sociological background given by Dr. Roth of University of Maryland."

About ten participants in the two groups with which Dr. Roth worked commented strongly about the value of "college professors as resource people."

19. "Opportunity to keep a second year group together another year for more intensive work at the third year level"

Those in the advanced social welfare group commented strongly on this point.

### Changes Suggested in Third Year Program

1. "Do not permit second year participants to join groups made up predominantly of third year people."

Any number of strong recommendations were made along these lines by those who felt that if a few second year people have an interest in a problem for which no second year group is being organized that year, they should not be permitted to join a third year group in that field. (This was done in the case of the Intercultural group in 1950-51.) The objectors stated that "the second year people slow up the third year group."

2. "Revise the program of the two report meetings at the end of the year."

This suggestion seemed like such a good one that because it came early enough to be followed in 1950-51 a new report meeting plan was initiated. Instead of having all third year people together in a large auditorium to hear all reports, each group selected reporters for sessions in individual classrooms and participants were permitted to go to meetings of their choice. In this way each group had more time for the report and a smaller but more interested audience.

3. "Bring into the third year some of the techniques used with the seminar group."

Some of the people currently in the seminar felt that they might have been introduced to research techniques while in the third year.

4. "Invite lay persons from the community to become active members of all third year groups."

About ten people made suggestions along this line. They felt that there should be some lay representation on each group.

### Reactions to and Suggestions on the Seminar

Below are comments of 22 seminar participants, indicating what aspects of the program they liked and what they would change. The writer has quoted significant statements as they were given and has included an annotation which indicates the frequency of the comment.

#### Aspects Liked in Seminar

1. "Freedom to choose problem of individual interest and of direct concern"

Almost all 22 mentioned this characteristic of the seminar.

2. "Help by university consultant."

About one-half of those who responded indicated they "like the idea of having an authority in the field present at seminar meetings."

3. "Exchange of ideas among seminar participants"

They liked the idea of "learning from each other" and "having somebody interested in my problem".

4. "Friendly relationships among participants."

"The small size of the group makes it possible for us all to know each other well enough to be informed." Seven persons had comments of this nature.

5. "A good wind-up for our four years of community study"

About ten persons felt that the seminar "made use of all we had learned before".

6. "Knowledge of research techniques"

Two persons indicated it was their "first experiences with research".

Changes Suggested in Seminar

1. "Include thirty meetings instead of fifteen in the seminar program"

Two persons thought the seminar should meet once a week instead of once every other week. They said, "There is too much to do in so few sessions."

2. "Bring in more resource persons"

This suggestion was made by a number of persons in the Tuesday section of the seminar who felt that Dr. Schindler was giving teachers in the Thursday group all the time they needed but he had not been with them enough. Unfortunately it was impossible for Dr. Schindler to be present every meeting. There was some jealousy of the Thursday section which had his services at all meetings.

3. "Find some way to publish some of the seminar reports".

Three persons felt that the Curriculum Bureau should publish all seminar reports.

ANALYSIS AND INTERPRETATION OF PARTICIPANTS' RECORDS

As indicated earlier, at the end of the year, each first year participant was asked to turn in a paper dealing with the significance

of any one or more of the three themes, "housing", "cultural patterns" and "government". From 1947 to 1950 about 1000 such papers were turned in, by as many participants. The writer selected 300 of these papers at random, taking about one-third of each year's collection from 1947 on. From these 300 papers, there were culled 92 unsolicited statements dealing with changes in teachers' attitudes and classroom procedures.

All of these 92 statements, from as many teachers, are included in the Appendix of this project. The context of these participants' records is summarized by the author under the headings noted below.

#### Changes in Teachers' Attitudes and Understanding About Baltimore

As can be noted from the quoted excerpts included in the Appendix, teachers indicated that the community study program made them more alert to the city's problems, shocked them about some situations, and developed for them a deeper understanding of the relationships between the environment and what and how students learn. Teachers new to Baltimore were especially vocal about the need for such experiences, but a number of the natives felt they had not really known the city.

#### Changes in Teachers' Own Attitudes Toward People of Other Cultures

The participants' records show that the culture pattern series had a profound effect on changing the attitudes of teachers toward people of other religious faiths and other races. For example, for a number of teachers, the Eutaw Place Temple meeting marked the first contact with a Jewish religious service. This meeting helped break down stereotypes which had been held for some years. The meetings at the Roman Catholic Cathedral and at Morgan College were often indicated as "first contacts"

with Roman Catholics and Negroes, and the beginnings of new appreciations and understandings. A few teachers commented about "improved understandings about the Christian Science Church". An interesting comment was made by a participant who said, "I feel stronger in my own faith but more understanding and appreciative of others' faiths and their right to worship freely."

A number of teachers indicated that they were new to Baltimore and that their former habitat had rarely brought them into contact with people from other cultural groups.

#### Changes in Teachers' Attitudes Toward Children of Other Cultures

The participants' records are particularly encouraging in this area of teacher-pupils relations. As one teacher put it, "Now I know why it is so important for Hebrew children not to be detained and kept from their afternoon religious schools." Another teacher talked about the new regard in which she was held by her Greek pupil who knew about her visit to the Greek church. Yet another teacher indicated a more sympathetic attitude toward Roman Catholic pupils who asked to be excused from school in order to attend religious retreats. Teachers seemed to be seeing many more things through the eyes of students.

#### Changes in Teachers' Attitudes Toward Baltimore's Housing Problems

The participants' records show that teachers were "impressed", "shocked", "amazed", "aroused" and "ready to do something about Baltimore's housing situation". While teachers new to Baltimore seemed most disturbed about their first hand contacts with the slum problems, many natives indicated that they had been totally unaware of the situation. Moreover, these new attitudes were to stimulate action on the part of

teachers so aroused. Action programs, so stimulated, are recorded elsewhere in this project and serve as further evidence of changes in attitudes.

#### Changes in Teaching Practices About Housing

Classroom activities in art, industrial arts, music, English, and social studies were indicative of some of the ways in which the first year community study experiences were affecting teaching practice. The most effective activities were those which used the school's own housing problems as a jumping off point for extended studies in this area.

While these changes in teaching practices were not as dramatic as those made by participants in the second and third year groups, nevertheless, they showed that the teachers wanted to do something after being aroused about the housing problem.

#### Changes in Teaching Practices About Intercultural Relations

The participants' records noted in the Appendix show that teachers were anxious to have their pupils appreciate and understand the religious beliefs of their fellow classmates. Plays, pageants, trips, speakers, and projects helped bring about these desired understandings. Perhaps most important of all, were the efforts of teachers to bring together children of different backgrounds in order to work cooperatively on problems not necessarily intercultural in nature.

A few teachers were doing something about better race relationships. Some were bringing Negro and white children together on cooperative programs.

### Changes in Teaching Practices About Government

Few participants seemed to be doing significant work dealing with improved understanding of government. Perhaps they were doing more than they reported. It may be because the government meetings were not as impressive as the others, there was also less follow up. The participants' records show that where classroom practice was changing, it seemed to be a follow up of trip procedures used in the workshop.

### REPORTS OF SIGNIFICANT ONGOING CHANGES

In addition to the questionnaire data and to the participants' records, a number of published reports are in existence which indicate that the community study program has brought about improved curriculum design, more functional classroom procedures and better community living. Abstracts of some of these written reports are presented below. There has been no attempt to include summaries of all these reports but rather to give a few illustrations to indicate the nature of progress that is concerned with ongoing changes. The Appendix of this project includes an annotated bibliography of other published reports which deal with ongoing changes motivated by community study participation.

### Civic Experience Program

In 1948 two social studies teachers who had been stimulated by the community study workshop initiated a civic experience program with their twelfth grade modern problems classes. Students in this program leave school one afternoon each week to perform non-remunerative civic activities for the Red Cross, the Housing Authority, the Pratt Library, Community Chest agencies, the East Baltimore Community Council, the Baltimore Safety Council and other groups.

Actual services performed by students ranged from planning exhibits, to doing volunteer work in mental hospitals. Youth films were reviewed for the local library, neighborhood youth play facilities were surveyed for the recreation board, downtown traffic hazards were noted for the safety group, and radio programs were written and performed for housing groups.

The civic experience program is based on the belief that citizens serve the community as well as earn a living in the community. It starts volunteer community service before graduation, so that it might continue into adulthood.<sup>1</sup>

#### The Curtis Bay Junior High School Community Program

In September 1949 when twelve teachers at the Franklin Junior High organized a School Group in the community study program and attached themselves to the second year program they "had a problem and intended to dig into it." Their school was to have an addition to its building in 1950 and the extended plant would include an auditorium and larger indoor recreational facilities. These facilities would be the only ones for any community use in the entire Curtis Bay area of Baltimore. The twelve teachers wanted to turn their school into a community institution and here was the opportunity.

After concentrated study and after meetings with leaders and the general public in the area, in November, 1950 a plan was initiated to open the new school facilities at night to the public. The community study group at Franklin broke through all kinds of problems such as rulings on janitorial night fees, attitudes of parents, heating costs, and the expected problem of "troublesome teen-agers."

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<sup>1</sup>"Baltimore's Civic Experience Program", reported, in Know-How, p. 8. (October, 1950)

The initial program was a parent-child Friday night fun event, held weekly. They started with wrestling exhibitions because that was what the parents liked in that neighborhood - but they soon went on to pageants, crafts and other activities. Most important of all, these activities were of the kind fathers and sons and mothers and daughters were enjoying together as a family group. The Curtis Bay group expected 100 people the first Friday night, but got 1000 who kept coming regularly.<sup>2</sup>

### The Baltimore Pilot Housing Study

Since 1946, when the Community study program first came into existence, there have been excellent relationships between housing agencies and the public schools. So when the Housing and Law Enforcement Bureau initiated its Baltimore Pilot Housing Study in September, 1949, the director of that agency communicated with the writer and asked for the help of school people who had community study experience. Teachers were to cooperate in the city-wide pilot study which was to show that people themselves could improve housing conditions.

The pilot study was to affect people in twelve designated blocks in the Johns Hopkins Hospital area. The Department of Education would have the support of the Housing Court, Police Sanitarians, the Public Housing Authorities, the Sanitation Bureau, the Buildings Bureau, social welfare groups and citizens' groups in this joint effort to improve housing.

During the year 1950-51 teachers and students at elementary schools

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<sup>2</sup>Sara Teiger, et al. The Community Study Group Activities at Curtis Bay, (mimeographed) Baltimore: Public Schools, 1951.

#109 and #135 as well as at the Dunbar High School and Evening Center, concentrated their efforts on education for better housing. Classroom projects and school-community relationships were so productive during 1950-51 that Encyclopedia Britannica Films, Inc. decided to include a film recording of these activities in a movie it is making of how concentrated and community wide drives can fight blight (the name of the film).<sup>3</sup>

### School #2's Recreation Field

School #2, the Alameda School is in the downtown area of the city. It is in the heart of "Little Italy". Across the street from the school was a scrap iron junk yard. It was hazardous to health and safety. In 1948 the community study participants at that school had a problem and a stimulating principal who was one of the leaders in Baltimore's school community movement.

After two years, with the best kind of community help, the teachers at School #2 not only got rid of the scrap yard but got themselves a new recreation field. They learned through necessity how to "win people over", "how to use the law when you need to" and most important of all "how to get a recreation field for people in an neglected area".<sup>4</sup>

### CLOSING REMARKS

The present chapter has considered the objectives of evaluating the community study program, the techniques used in the evaluation and an analysis and interpretation of the data. Three different kinds of data were analyzed: (1) 546 responses to a questionnaire dealing with the first,

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<sup>3</sup>Minutes, Baltimore Pilot Study Program (mimeographed) Baltimore: Housing and Law Enforcement Bureau, 1951.

<sup>4</sup>Edward Gerenc, The Progress of a Program Seeking to Improve the School Community of Alameda School #2 (mimeographed) Baltimore: Public Schools, 1950.

second and third year programs and the seminar, (2) participants' records that appeared in 300 papers turned in by teachers in the first year programs, and (3) written reports of significant ongoing changes created by community study participation.

What is the significance of the findings? How will they determine the nature of the Baltimore community study program in the future? What implications do they have for school systems or individual schools elsewhere who might want to initiate similar programs? The next chapter of this project makes some specific recommendations based on these findings.

## CHAPTER FIVE

### RECOMMENDATIONS FOR IMPROVEMENT AND IMPLICATIONS FOR SCHOOL SYSTEMS ELSEWHERE

The evidence in Chapter Four makes clear which aspects of the program are effective. The reactions to the questionnaire, the participants' records and the published reports indicate that, in general, all four years of the program bring gains to pupils, to teachers, to the school system and to the community at large. The program makes real the promise of a community school in which there are rich understandings resulting from effective use of various resources, deep appreciations of the cultural and environmental forces affecting pupils, promising revisions in the school curriculum and cooperative endeavors to affect needed improvements in the community itself.

However, some data reveal that all aspects of the program are not equally effective. Thus the major concern of this chapter is to bring to focus those changes that should be made in order to improve the program. If the content of this chapter seems to point out several shortcomings, it should be remembered that the purpose here is not to summarize the good features of the community study program for this was done in the previous chapter.

It is highly important that changes take place on the basis of these needs. June, 1951, marked five years of operation and in a sense a critical period in the program, for at that stage it often becomes easy for program leaders to justify activities solely on the basis of their existence over a number of years. Changes recommended over the summer of 1951 could be discussed further at the late August enrichment workshop

and, if found feasible by the Planning Committee and participants, might be initiated the following September. Such changes would give added vitality and effectiveness to a program that has already made some very important contributions toward establishing community schools in Baltimore.

The recommendations in this chapter fall into categories concerned with: (1) scope and content of the four years that make up the program, (2) sequence of the program, (3) contributions of leaders and consultants, (4) relationships with community agencies, and (5) implications for school systems elsewhere.

#### SCOPE AND CONTENT OF THE FOUR YEARS

Changes recommended for the first year program are based on the longest period of experience (5 years) and on the greatest number of participants (about 1000). Recommendations for the seminar are based on but two years of experience and on reactions of but 68 participants. It will be remembered that the questionnaire data brought 546 responses on the first year program, 422 responses on the second year, 178 on the third year and 22 on the seminar.

#### First Year Program

The recommendations for changes in the first year program are concerned largely with meetings in the government series. In general, most participants felt that the government series of meetings made an important contribution to their background. As the evaluative data reveal, most participants had not had previous contacts with governmental agencies. Practically everyone felt that the government meetings should be retained. Even those who criticized the City Hall meeting as including

too much political talk, hastened to add that this very experience gave them a more accurate picture of those who hold elected governmental positions. As for the Towson Court House meeting the participants felt it was a very profitable session.

The few critics of the City Hall meeting indicated it was "a lot of talk", "a politician's hour" and "a propaganda session". The Towson County Court House meeting was criticized by some as requiring "too much travel time to get to destination", particularly by those teaching in the southern part of the city who came so late they "missed over half the session". The Maryland government discussion meeting was criticized by a few as including "too much talk".

Specific recommendations for improvement follow:

Local Government Meeting. The local government meeting held at the City Hall needs to be changed so that participants might observe functions and services in action. It would be well to have participants see the City Council in action as it reacts to proposed ordinances, sit in on Board of Estimates sessions when bids on city purchases are opened and discussed and observe the numerous municipal functions which relate to protection of life and property as well as to numerous services of the local government.

The chief difficulty in arranging trips of the kind described, lies in scheduling. Most local governmental activities at the City Hall and elsewhere end at 4:30 p.m. The City Council holds its meetings in large quarters on Mondays from 5:30 p.m. to about 6:45 p.m. City Council committees meet on Mondays at 4:45 p.m. to 5:30 p.m. in rooms that permit a maximum of ten visitors. The Board of Estimates meets at 1:30 p.m.

and most boards, like the Zoning Board, complete their hearings by 3:30 p.m. which is just about when the community study program starts.

Recommendations on the local government meeting are as follows:

First, schedule the City Hall meeting at a flexible date, permitting first year participants to attend any session of the City Council and/or any Council committee meeting which occurs on a "free night" for them.

Second, for those who find Monday a bad day make it clear early in the school year that their only opportunities to see the City Council in action are during the month of November when the local budget is discussed at meetings held every week night.

Third, distribute descriptive materials dealing with the structure and operation of the City Council. These materials should tell how ordinances are proposed and how they become laws. They should deal with the role of the citizen in Baltimore's local government. These materials might be written by participants in a second year government group. (During most school years such groups have materialized.) They should be read by all first year participants before they visit the City Hall.

Fourth, arrange for a member of the City Council or someone in the Bureau of Legislative Reference to meet with community study participants for fifteen-minute discussion sessions before and after certain Council meetings. Try to arrange ten such sessions on different Mondays so that no discussion group will include more than twenty-five teachers. Encourage participants to visit on those Mondays when discussion meetings are scheduled. The discussion session before the Council meeting would be for the purpose of orienting the participants to the business of the day and to answer questions growing out of the reading materials. The discussion

after the Council meeting would permit questions on what took place. This half hour of discussion when added to the time of the Council meeting would add up to just about 100 minutes, which is the length of the usual community study meeting.

Fifth, encourage teachers to take their own classes on trips showing governmental services in action. For example, most pupils would get a great deal from observing activities such as those carried out by the bureau of milk control, weights and measures, highways and infectious diseases. Secondary students would learn much from sitting in on sessions of the Board of Estimate and other boards such as those that deal with zoning, liquor licenses, and tax appeals.

All of these trips would need to be taken during school time, but fortunately school policy encourages such activities. In fact the Baltimore school system provides free buses in many cases and has published a directory of governmental and other agencies which can be visited by students.

County Government Meeting. The county government meeting held at the Towson Court House usually includes some observation of governmental activities in action. On some occasions participants have sat in on county court sessions and have seen the work carried out by the bureaus of county planning, taxes and land records.

The problem of any county government meeting is travel distance. This is true particularly for those teachers who teach in South Baltimore and must travel ten to fifteen miles through heavy traffic to get to Towson. It is especially bad for those who have no automobile transportation and must come from South Baltimore by street car. Towson is the

closest court house to Baltimore City and is very convenient for participants who teach in Northeast and Northwest Baltimore.

Recommendations for the county government meeting are as follows:

First, continue the Towson Court House meeting for all participants in schools north of North Avenue. The maximum travel distance for this group would be eight miles through light traffic. Adequate street car transportation would be available for this group.

Second, substitute a county discussion meeting in a South Baltimore school (Southern High School) for those who live south of North Avenue. Arrange to have Baltimore or Anne Arundel County officials bring exhibit materials or other audio-visuals which indicate the scope of their work in connection with activities as road building, health and protection of life and property. Because much of South Baltimore has a common boundary with Anne Arundel County while other portions adjoin Baltimore County it might be well to include material dealing with both counties.

Meeting on State Government. There was not much criticism of the fact that the final government meeting, which dealt with the state's activities, was largely lecture in nature. The lack of criticism is due to the fact that the speakers on state government have been excellent. Nevertheless, a few participants felt that some way should be found whereby there would be opportunities to observe the state government in action.

The problem of observing the General Assembly in session is even more difficult than that of sitting in on city and county legislative sessions. The Maryland General Assembly meets at Annapolis which is 30 miles from Baltimore. Moreover, the sessions are limited in even

years to 30 days and in odd years to 90 days. Unfortunately, these days are always in the winter months when travel is hazardous. Fortunately a good number of the meetings are at night hours from 8:00 p.m. to 9:00 p.m.

Recommendations for the meeting on state government are as follows:

First, continue the lecture on how the state government operates and on issues raised at the previous legislative session. Add an exhibit illustrating the services and functions of state government. Maryland recently established a Department of Information which would be glad to arrange exhibits indicating activities in health, protection of life and property, highway building and conservation of resources.

Second, encourage participants to attend one of the night sessions of the General Assembly. Arrange for a bus trip to Annapolis, using Baltimore school facilities.

Lecture Symposium on Housing. Forty (of 546) participants felt that the lecture symposium on housing was too drawn out. Practically everyone felt this was a good meeting but some felt there were too many speakers. The criticism was based on the fact that the symposium included presentations on the private real estate view, redevelopment, public housing, sanitation, and the citizen's role.

Recommendations for improvement of the lecture symposium series follow:

First, eliminate the redevelopment talk from the symposium. This idea in housing reform has affected comparatively few places and few people in Baltimore.

Second, include an exhibit of housing materials at the time of the lecture symposium. The exhibit could include audio-visual materials representing all views on the symposium. It might also include the excellent graphic materials which the Redevelopment Commission uses on

many occasions. The exhibit should by all means include classroom work on housing.

Protestant Meetings. Because Protestant teachers represent 72 per cent of all participants it is natural that some should criticize the Protestant meetings as presenting "nothing new". This is particularly true when trips are held at a Methodist Church for this denomination represents over 25 per cent of all Protestant participants. Yet nearly all Protestant teachers want such meetings to continue, feel they are valuable and want to attend them themselves. The non-Protestants are most anxious that they continue.

Recommendations for improvement in the Protestant meetings follow:

First, have teachers of all sections visit the Council of Churches which has been a popular Protestant trip. The speakers here present the general Protestant picture and teachers of all faiths (including Protestants) often say they have learned something new about Protestantism at this meeting.

Second, include more material dealing with youth activities. Non-Protestants and many Protestants know little about these youth programs. Lutherans, Episcopalians and other Protestants of other denominations have important youth activities which affect school age youngsters. For example, few teachers of any faith are familiar with the Y.M.C.A. "Youth and Government" program for Protestant boys, yet hundreds of Baltimore and county Maryland school pupils participate in this activity annually.

General Recommendations. The questionnaire responses, the teachers' records and the written reports indicate that classroom work is affected by first year participation to a greater degree than supposed. Teachers do not want to wait until second or third year participation before they do something about problems conceived. Some way needs to be found to give

encouragement to these desires.

General recommendations for the first year program follow:

First, after each series, viz., housing, culture pattern and government, have some teachers give oral reports on promising practices growing out of these experiences.

Second, include a demonstration lesson showing learning possibilities. Such a lesson might be substituted for the lecture meeting on intercultural relations. Responses show that teachers are carrying out such classroom work in the intercultural area, and a session by students would be both appropriate and helpful.

### Second Year Program

The general plan to operate second year groups in terms of city-wide problem areas and individual school interests and needs, seems to have brought rewarding returns. There are large numbers of teachers who prefer to work with participants from other schools and other grade levels on the basis of common interests, for example, getting a better understanding of the historical resources available to them and to their pupils. On the other hand, there are many teachers who feel that community study has most meaning for them when they concentrate on those problems faced by their individual schools and work with members of their own faculties toward effective solutions.

Effective as these second year programs have been, the evaluation indicated that some changes are in order.

Below are a number of recommendations based on the evaluative data:

First, more schools should be encouraged to organize school groups in community study. The present year is particularly appropriate for the encouragement of school groups since each school in the city has been asked to submit to the Superintendent a list of unmet school plant needs

that are likely to materialize within the next ten years. Moreover, the recent emphasis which has been placed in Baltimore on the building unit as the focus of curriculum revision, makes the school faculty more independent of central office staff.

One way to encourage some of the ninety schools who have not yet organized school groups is to get before their faculties such successful programs as those carried out at Curtis Bay School (combined elementary and secondary), Portview School (junior high) and the Arlington and Margaret Brent Schools (elementary). It would be well, however, not to get too many of these ninety schools to organize community study groups in the near future. "Bandwagon" appeals should be avoided and interest should be stimulated only on the basis of genuine need and ability to provide some leadership help. Numerous areas of needs might be explored by school groups, for example, the following topics need attention: "lay participation in curriculum revision", "role of school-community councils", "bringing PTA's and community agencies closer together", and "use of school plant by neighborhood groups."

Second, agency representatives, the lay public and interested parents should be admitted into problem area and school groups. During 1950-51 some groups included non-teaching participants who were unofficial members of the groups and attended many meetings. These people were first brought in as "resource persons" and became so interested that they asked permission to stay on as "observers".

A rule of the Professional Development Committee (which has overall jurisdiction over all in-service programs) does not permit any lay person to participate in in-service programs. Those in the community study program

could well be the first ones to ask that this rule be changed. Of all in-service activities, community study is the one most likely to depend on close relationships between teachers and lay public. This would be especially true for the activities of school groups. Permission might be requested for the lay public to be permitted to participate experimentally in two or three school groups. To meet the criticism of "added costs", the PTA's in the schools concerned might be asked to contribute toward the expenses of the school groups. If experimentation proves that such procedure is effective the practice should be expanded to operate in problem area groups as well.

Third, the number of general meetings for second year groups should be cut to a maximum of three sessions. This would permit one organization meeting in the fall and two report meetings in May. It would allow twelve group meetings and thus permit more time for concentrated work with the problem areas and school neighborhood needs.

Fourth, the number of meetings with community consultants, group leaders and others having leadership roles should be increased to at least four a year. This would permit discussion of common problems and help leaders with some necessary techniques. For example, the evaluative criteria indicated that all leaders in the second year groups were not equally effective in promoting discussion, in directing resource people who took participants on tours, in arranging for suitable physical conditions, and in furthering effective group dynamics. These four meetings might be concerned with an interchange of ideas which would promote such learning.

Fifth, school busses should be used on trips to places outside the city. Fortunately, school busses hold more people than are in a typical

group and busses could be so routed that they would pick up teachers along the way. This would enable all participants to arrive together and permit prompt beginnings of meetings.

Sixth, curriculum revision and use of community resources should remain the main objectives of the second year program but participants should be encouraged to carry out any community action programs that seem appropriate. The evaluation indicates that some community action programs are taking place at the second year level. It would be well to have some of these action programs reported to second year participants so they might recognize that this level of operation need not wait until ~~third~~ year participation.

Seventh, more second year group reports should be published. This could be done by publishing them in full in mimeographed form or by abstracting them and including the abstracts in issues of the Baltimore Bulletin of Education.

Eighth, more attention should be given to size of groups. No group should include more than twenty-five participants. Where necessary two sections should be organized. At the other end, no group should be smaller than six. Combining groups and interests would solve this problem.

### Third Year Program

First, the second year recommendations about school groups, lay membership, general meetings, leaders' meetings, use of school busses, size of groups, and publication of reports should apply to the third year program as well.

Second, second year participants should not be permitted to join third year problem area groups. This will eliminate the "slowing up" of group activities. This suggestion does not hold for school groups, where adjustments can be made more easily.

Third, at the beginning of the third year program, more teachers should be encouraged to carry on advanced work in the problem area groups in which they participated during the previous year. The evaluation showed, for example, that teachers in the third year Advanced Social Welfare Group in 1950-51 were successful largely because they had been together the year before and could "pick up where they left off".

Fourth, third year participants should continue to stress community action programs but they should not ignore the importance of objectives underscored in the other two years of participation. For example, the evaluation showed that third year participants were not taking as many trips with their own students as were first year participants. From time to time, third year group meetings might stress the goals of understanding the community, use of community resource and curriculum revision, particularly as they relate to the objective of action; but also as these first and second year aims have importance in their own right.

Fifth, third year participants should get more help on research techniques. Up to now this background has been given to seminar people only. University of Maryland consultants and others, including the Baltimore central office staff, might help in this connection. That assistance in use of research techniques should be largely in terms of individual needs rather than through large group lectures on scientific evaluation.

#### Seminar

There have been but two years of experience with the seminar group and thus there is not as much evaluative data as for the other three years of the program.

However, some important findings bring forth the following recommendations:

First, school groups might be permitted to operate their own seminar sections. It would be well to permit all members of a school group or any who desire, to sit in with other seminar sections and both report and listen.

Second, seminar participants might be encouraged to publish more data dealing with voluntary participation in out of school civic activities, of an occasional and continuing nature. The evaluative data showed that over 90 per cent of all seminar participants were involved in some voluntary programs of this type. It would be highly important to know what brings about this high level of civic contribution and what rewards they bring to teachers who volunteer time, money and energy to carry on civic activities after long work days.

Third, more consultant help might be made available to seminar sections. The evaluative data indicate that each seminar section should have the continuing help of a consultant who attends a large portion of the meetings. Consultants from universities or the Baltimore central office staff seem to be very helpful.

Fourth, the results of seminar projects might be given city-wide attention. Reports at Baltimore Administrative Council meetings and in the Baltimore school system's printed publications would stimulate others to carry on similar work. The evaluative data show this is particularly true in terms of plays and projects, faculty and parent relationships, and contacts with community agencies. Over 70 per cent of all seminar participants have experiences in all three of these areas.

### SEQUENCE OF THE PROGRAM

The evaluative data showed that in general there is merit in the sequence which moves from an emphasis in the first year on understanding the community and environmental influences to an emphasis on use of resources, curriculum revision, community action and research in later years of participation. However, as made clear in the recommendations dealing with Scope and Content, some new emphases in relation to sequence are in order.

The recommendations on sequence of program are as follows:

First, the sequence of objectives as they refer to the different years of participation should be kept as a general pattern; but participants should be encouraged to use community resources, revise the curriculum, introduce community action and follow research techniques whenever the individual problem brings these needs about. (Actually this has happened anyway.) This recommendation might tear down some of the distinguishing characteristics of participation at different levels. On the other hand, it would officially recognize what is fortunately happening anyway. The actual number of years of participation would still be a distinguishing characteristic of those in different year programs. Besides, as the evaluative criteria show, in general, there are marked advances as participants stay with the program.

Second, it should be made clear to participants that community action is not necessarily of a material nature. Providing recreation fields, eliminating trash and beautifying a neglected lot are all to the good. But community action which eliminates prejudices, changes attitudes toward the school and improves parent-child relations is equally important, though

not always as dramatically evident as material changes. Moreover, changes in the school and in the classroom should be classified as community action programs, for both school and classroom are part of the community.

Third, teachers should understand that small advances in some school situations are as important as large ones in other places. The environment will temper some changes, encourage others and block yet others completely. Particular school and community influences will of necessity affect sequence, especially tempo.

#### CONTRIBUTIONS OF LEADERS AND CONSULTANTS

The success of the community study program can be attributed in large part to the contributions of those in leadership roles. The group leaders, the group officers, the community consultants, the university consultants, the Planning Committee and the coordinator have all had important leadership roles.

The evaluative data point to the effectiveness of these contributions, yet some recommendations for improvement are in order and are indicated below.

First, the group leaders should meet together more often for the purpose of acquiring better backgrounds in using group dynamics, in recognizing and adjusting physical conditions of meetings and in getting the most out of resource persons and consultants. Some group leader meetings might take place during the summer enrichment program, while others take place during the school year.

Second, group leaders should confer with consultants, field trip directors, resource people and others, before the time when these people are to meet with the groups. As the evaluative criteria indicated, these

who guided groups on trips were sometimes poorly oriented as to the nature of the community study program and either "talked down" to teachers or were too technical in their approaches.

Third, the pool of potential group leaders should be continually expanded and present group leaders should bring to the attention of the Planning Committee those participants who show promise along those lines. The use of group dynamics at meetings will tend to diffuse leadership so that more participants will have roles in decisions and this procedure itself will bring forth more teachers prepared to act as leaders.

Fourth, group secretaries and evaluators should be given mimeographed guides which will help them in keeping attendance, contacting speakers and promoting good group relationships. A meeting on this topic would help the secretaries and evaluators to benefit from successful experiences.

Fifth, the number of community consultants should be increased so that each problem area group in the second and third year programs has the advantage of such help. All community consultants should be invited to join the Planning Committee.

Sixth, the Planning Committee should be expanded to include community consultants as well as the group leaders and the coordinator. The Planning Committee should take as one of its early activities a study of this project and a consideration of the recommendations herein noted.

Seventh, the University of Maryland, or some other university should be invited to co-sponsor with the Baltimore school system, a community study leadership training workshop. This workshop would be of two-week duration and held at College Park or at some nearby seashore or mountain retreat. The Baltimore public schools should be asked to take care of all expenses.

Not since the summer of 1947, when eleven community study participants attended Wayne University, has there been a concentrated course for leaders.

While the summer enrichment workshops in August give attention to leadership, here it is but one of many objectives. Besides, enrollment is too large at the August Workshops for concentrated attention to leadership training.

Eighth, the coordinator should be given some full-time assigned assistance in connection with the program. At present the coordinator is able to give much of his time to the community study program but his position as assistant curriculum director in charge of secondary schools requires that many other matters get his attention. While the coordinator supplies but some of the leadership, yet he alone is burdened by numerous administrative tasks and accounting requirements. For example, because credit for participation is given toward salary increments, numerous records must be kept.

While group leaders carry the specific administrative responsibilities related to group meetings, nevertheless general problems often require the coordinator's attention. To alleviate these difficulties, it is suggested that a full-time secretary be assigned to the program and that an additional staff worker (preferably a community resources specialist) be assigned to the Curriculum Bureau.

#### RELATIONSHIPS WITH COMMUNITY AGENCIES

Contacts with community agencies lie at the heart of the program. Their representatives are used as community consultants and as resource persons. Their headquarters are visited by teachers and pupils. Not a single community action program would be possible without agency cooperation. The evaluative data attest as to the importance of their contributions.

Yet even here some recommendations are in order and are listed below:

First, some of the agency people need to recognize that the school's role in social change differs from theirs. For example, members of the Citizens Planning and Housing Association can properly pressure Baltimore City government to keep a certain individual in office though the governor may not want to reappoint him. Teachers might do this as individuals, but as a public school group, they could hardly become a pressure agency in the same sense as the CPHA.

On the one hand, agency people need to recognize the unique contributions which schools make toward social betterment through education. On the other hand, school people need to realize that controversial issues are part of social change and thus their responsibilities too. Teachers should deal with controversial issues in the classrooms and in programs such as the community study workshop.

Second, some of the agency people need to recognize that the school does not exist for the purpose of promoting their singular ideas on a particular topic. For example, the school neither exists to exploit the Private Real Estate Board's ideas nor to propegandize the Citizen's Planning and Housing Association tenets, though it may like much of what both believe is true. Thus the community study program needs to make clear to different agencies from time to time that they cannot be given a monopoly of the guidance of activities in a particular area.

This can be done best by having agencies in a particular field coordinate their own efforts more clearly. For example, the newly-created Baltimore City Human Relations Commission will bring together efforts of numerous racial, religious and ethnic groups and keep the most aggressive groups in that field from dominating the scene. In cases where such coordinating groups are in existence, it is recommended that the community study group

work first with them. Such procedure has been highly successful in working with the Recreation Division of the Council of Social Agencies, which is an integrating group for all recreation bodies.

Third, the agency people should realize that for the foregoing reasons the schools' tempo in community action must often be at a different pace than theirs. The community study program recently adopted an action slogan which seems appropriate. It suggests, "Go as slow as you can, as fast as you must but go."

Fourth, the foregoing recommendations should be carried out by educating the agency people as to the school's role in community relations. Thus agency people should be invited to participate as members of groups and to draw on the school's resources much as it draws on theirs. For example, they should be encouraged to enroll in August workshops so that these problems can be mutually understood.

In these interrelationships school people will understand how important were the contributions once made by the community to schools in early nineteenth century Baltimore. On the other hand, agency people will see why educators drove out the pressure groups in the 1890's and insisted that professional decisions be made by the professionals. Both teacher and agency representative will further recognize that the 1950's hold promise for the best school-community relations. (See Chapter Two for a full development of this idea.)

#### IMPLICATIONS FOR SCHOOL SYSTEMS ELSEWHERE

The Baltimore Community Study Program was initiated, developed and expanded under circumstances that were unique to the local scene. Baltimore

is a large urban community. One-third of its teachers were born elsewhere and one-fourth of them received their education in other communities. About ninety per cent of all Baltimore teachers live in the middle class residential areas of northeast and northwest Baltimore, but over fifty per cent of the children attend schools in the older eastern and southern sections. So that, as the evaluative data showed, even those teachers who are natives know little about the Baltimore in which their pupils live. These and other circumstances, made clear in the study, determined the nature and progress of the program.

Such circumstances would hardly be present to the same degree in other communities. Yet there are many implications drawn from the Baltimore program which have implications for school systems elsewhere. A number of these implications are noted below:

First, start where you can and with the group that is interested.

In Baltimore the first year program involves an orientation to the problems of housing, intercultural relations and government. In some communities there are no serious housing problems, in others a direct approach to intercultural relations is "too hot to handle", in yet other places the governmental agencies are not willing to permit a study of their activities. Thus community study programs might start with conservation problems, historical resources and health-building facilities. The needs, interests and resources would determine where the start is made. Know the community in which the program is to be developed.

In some communities like Baltimore the need is so great that large numbers must be reached early. In other places it might be better to start

with one school rather than with a city-wide program.

Second, get administrative support and recognition. The administrative officers in Baltimore made known their support of the idea; they gave tangible evidence in allotting annual funds for consultants, in subsidizing leadership training and in giving salary increment credit to participants. Without administrative support a program of this sort has little chance for success.

Third, train effective leadership. The role of group leaders is critical to the program. The most effective group leaders are those who have grown with the program, see the importance of the community school idea and are willing to work hard to bring it to fruition. In this respect the Baltimore program was most fortunate.

Fourth, let the individual teacher's needs and interests be the focal point of the program. This is difficult to promote when membership gets large, but group organization will permit such flexibility. Assignments, projects, meetings, trips and other activities should be determined by the individual teacher's needs.

Fifth, get community support for the idea. If the school tries to operate alone the program will be misinterpreted by the community, there will be some who accuse it of "bringing about radical reforms" while others accuse it of being "an innocuous, perfunctory waste of time". Properly interpreted, community support involves bringing all responsible and effective agencies into cooperative and active efforts.

Sixth, secure the aid of university consultants. All kinds of authorities in education, in social welfare, in government and in other fields can help groups operating in the program. It is well, however, to let the education department of the university act as liaison for all university contacts.

Seventh. do not predetermine the length of the program. The Baltimore program expanded as the need arose. It would be a mistake to announce, for example, that it takes four years of participation to get anywhere. Let the length of the program be determined as needs arise and individuals participate as long as needs and interests remain.

Eighth. do not limit participation to certain teachers in terms of past backgrounds, teaching levels or "friends of educational reforms". Let interest and need be the criteria so that there are no "ins" and "outs". The Baltimore program has always been open to all teachers and thus no "outsiders" could become "opponents".

Ninth. let evaluation be a continuous process. In the Baltimore program evaluation went along with initiation, development and progress. Self evaluation by individual participants was ever present. Evaluation related to improvement holds the greatest promise.

Tenth. keep ever in mind the objectives of the program. While in-service training is the immediate goal, what happens to pupils and to the community are the ultimate aims. There will be some who see only the objective dealing with use of community resources and miss the richer goals concerned with understanding the pupil's environment and culture and the improvement of community living.

There will be some who interpret the relations with community agencies as being unilateral and the ends as being publicity. There will be others who will be "opportunistic" and operate with all groups as the pressures are applied. Yet others will see the school-community program in terms of a wheel, with the individual as the hub, the community as the rim, and the school and other agencies as spokes all bearing the strains as problems are encountered.

**CLOSING REMARKS**

Recommendations in this chapter are necessarily based upon an evaluation of the program as it has been. As changes are made, as new participants come into the program, as further evaluation is carried on, the recommendations presented in this chapter may need to be modified. Moreover, the recommendations for the Baltimore program cannot be regarded as arbitrary recommendations for programs elsewhere, though they may be suggestive of what might happen in other communities.

CHAPTER SIX

## SUMMARY OF THE PROJECT

The purpose of this project, as made clear in Chapter One, was (a) to record the development and to note the present status of the Baltimore Teachers' In-Service Community Study Program and (b) to evaluate the program, especially to identify possibilities for future development.

In fulfillment of this purpose, the foregoing chapters gave specific consideration to the following issues: (1) What was the climate in which the community study program came into being in 1946? (2) What are the objectives of the program? (3) How did it get started and how is it now operating? (4) What effect is the program having on the participants' attitudes toward their students and how is it changing teaching content and method? (5) What changes and/or new developments should be attempted to maintain a program of maximum effectiveness? (6) What are implications of this program for other educational systems that might want to carry out similar community study programs.

## THE HISTORY OF SCHOOL-COMMUNITY RELATIONS IN THE BALTIMORE SCHOOLS

Chapter Two dealt with the climate of acceptance in which the community study program came into being. In this chapter there was developed the idea that Baltimore has passed through three periods in school-community relations. During the first period, 1828 to 1865, the School Board, through its lay committees hired the teachers, purchased materials and supplies, planned the buildings, determined the curriculum and teaching methods and literally ran the schools.

During the second period, 1866 to 1910, teaching became professionalized and highly organized and thus teachers and administrators guarded jealously

the fact that only the trained and qualified should make decisions concerned with the schools. Moreover, as teaching became professionalized, lay participation in education often became more inept and in some cases came under political control. Thus it was fortunate that in many situations during this period Baltimore school officials insisted that the executive staff make executive decisions. In some situations, however, the community was kept out when lay people might have enriched the educational program.

During the third period, 1911 to 1950, the community was gradually brought back into school relations. At first there was limited cooperation, then with the advent of World War I accelerated cooperation, and finally during the period between the world conflicts more complete cooperation between school and community. By 1945, World War II had given further impetus to the community-school idea so that the community study program came into existence, at a very favorable time, when the climate of acceptance was high. The professional staff was now anxious for the community to have a voice in curriculum matters, in use of plant and in numerous educational affairs. Moreover, lay persons recognized that their contributions were not to replace the responsibilities of teachers and other members of the executive staff, but were to take place at the non-professional level.

These understanding relationships would naturally have some good effects in bringing school and community together, without mistrust on either side. So 1951 finds the climate of acceptance for school-community relations very high, with teachers and lay people working closely together. It is certainly a period of readiness for the community study program.

Yet school and community people must realize that much needs to be done if school and community are to avoid the mistakes of earlier times when one

or the other dominated the scene.

#### THE COMMUNITY STUDY IN-SERVICE PROGRAM

Chapter Three dealt with the origins, early development and expansion of the community study program. It showed how the program grew from 65 participants in 1946 to 780 teachers in 1950.

Chapter Three indicated that understanding child acculturation, carrying out curriculum revision and fulfilling community action programs are the three major objectives. Ten sub-goals were described.

This chapter pointed out that there is a clear-cut sequence that is evident as participants progress in the four years that make up the complete program. The first year of the program is concerned largely with understanding the community. The second year is concerned mainly with curriculum revision and with use of community resources. The third year is concerned largely with community action resulting from closer relationships between school and community. The seminar, or fourth year, stresses research techniques and active school and community relationships bearing on a specific problem. Though clearly defined, the sequence is not rigid. For example, much curriculum revision and even some community action takes place during the first year of participation. Moreover, no participant is made to feel that he must take all four years of the program.

Chapter Three described the scope and content of each of the four years that make up the complete program. It made clear that each year teachers meet on alternate Tuesday and Thursday afternoons for a total of fifteen meetings.

During the first year the fifteen meetings center around three themes:

(1) housing conditions, (2) intercultural understandings, and (3) governmental activities. The second year program emphasizes participation in problem area groups, such as housing and recreational resources, and in school groups. Each problem area group includes about 20 teachers drawn city-wide, while each school group includes about 15 teachers on the same faculty concentrating on particular school-neighborhood problems. The third year program also emphasizes participation in problem area or school groups. In fact it encourages teachers to remain with the groups they were in the previous year and follow up their activities, this time with special emphasis on community action. The seminar, or fourth year, is limited to those participants who have a special problem and desire to carry on research and to those who have individual projects involving community action.

Chapter Three also described the summer enrichment programs carried on yearly during the last week in August for the purpose of offering sociological background information and for developing group leaders.

Leadership for the program was explained in this chapter. It indicated the contributions of the group leaders, other group officers, the Planning Committee, community consultants, university consultants, the coordinators and the participants. The role of community agencies was also made clear.

#### AN EVALUATION OF THE PROGRAM -- ANALYSIS AND INTERPRETATION OF DATA

Chapter Four sought to evaluate the program in terms of (1) effect on participants' attitudes toward pupils, fellow-teachers, parents and other people in the community, (2) effect on participants' methods of teaching, content, and curriculum design, and (3) effect on participants'

attitudes toward communities in which they teach and toward city as a whole.

Chapter Four presented an evaluation of the program in terms of effects on participants': (1) attitudes toward pupils, fellow-teachers, parents and others in the community, (2) methods of teaching, subject-matter content and curriculum design (3) attitudes toward communities in which they teach and toward the city as a whole, and (4) attitudes in terms of their willingness to give personal time and energy to worthy community causes.

The chapter also dealt with an evaluation of all four years of the program. Answers were sought to specific questions related to the first, second, and third years of the program and to the seminar. The evaluation was concerned with these activities and experiences: (1) particularly valuable, (2) having little or doubtful values, (3) possibly needing to be eliminated from the program, and (4) not currently in the program but worthy of being incorporated.

The data used in the evaluation fell into three categories. First, questionnaire responses submitted by 946 respondents who represented about 75 per cent of all those enrolled in the program during 1950-51. Second, 300 samplings from 1000 teachers' records handed in at the end of the first year program by participants during the years 1947 to 1951. Third, published reports of significant changes motivated by community study and having ongoing and widespread relationships with curriculum design and improved school-community relationships.

#### The Questionnaire Data

The questionnaire data indicated that teachers in the program come

from all educational levels and grades and that they represent practically all subject fields. Participants represent all major religious faiths, though the great majority are Protestants. About one-third of the participants were born outside of Baltimore, and about one-fourth had their elementary and secondary education in other communities. Participants have had varying levels of teaching experience, though most of them have taught over sixteen years.

Questions dealing with the main objectives of any meeting brought out the fact that participants prefer meetings that "stimulate their thinking and make them aware about problems, even though the information is not of immediate use in the classroom", to those that "provide information of immediate use".

First Year Program. Questionnaire responses on the first year program revealed that until they participated in community study, most teachers had never been in churches of faiths other than their own for services or explanations of culture patterns. Even greater gaps in knowledge and relationships were evident in terms of experiences with housing situations, contacts with Negroes and visits to certain governmental agencies.

Reactions to and suggestions on the first year program showed that the culture pattern meetings and the housing meetings made significant impressions on practically all participants. This was especially true of the meetings at the Putaw Place Temple, Morgan College, Madison Avenue (colored) Y.W.C.A., the Greek Orthodox Church, the slum areas and the public housing projects. The government series of meetings were not as popular, though the session at the Baltimore County Court House ranked very high.

Specific reactions to particular meetings indicated that teachers were impressed for different reasons. Typical responses were "shocked" and "stirred to action" on the bus tour, "pleasantly surprised" during the public housing project visit, "impressed by likenesses" and "more understanding of differences" at the culture pattern meetings and "educated" at the government series.

In response to questions dealing with meetings of little value, the only session that met with any appreciable criticism was the City Hall meeting. The main criticism here was that there was not enough "government in action" and possibly "too much talk". Nearly all participants, however, wanted to continue the City Hall meeting and felt the need for knowing more about their local government.

Questions dealing with what to eliminate indicated that almost all participants wanted to keep the program as it is, though a few favored dropping the City Hall meeting. A number of good suggestions were made concerning new experiences to add.

Second Year Program. Participants liked the second year program largely because they were dealing with problems of concern to them and operating in small groups. Second year participants in school groups liked the idea of dealing with their own school-neighborhood problems. Changes suggested dealt largely with relationships with agencies and with group dynamics.

Third Year Program. Participants liked the third year program because it gave them another year with their second year group and permitted them to carry out some community action programs. They also liked the added attention to background material in sociology. Changes suggested dealt largely with incorporating some of the seminar techniques

into the third year program.

Seminar Program. Participants liked keeping the sections small, emphasizing research and getting help at each meeting from a university consultant. Changes suggested dealt mainly with getting university consultant help for the section that did not have full access to this service.

All Four Years. Responses related to all four years indicated that participation in community study stimulated teachers to take field trips with their pupils, to promote plays and projects related to community study, to carry on school-community activities with faculty and parents, to cooperate with community agencies and to perform voluntary civic work outside of school hours. The responses indicated, specifically, the kind of trips, projects, contacts with faculty and parents, relationships with community agencies and voluntary civic work stimulated by the program.

#### The Participants' Records

Sampling from 300 participants' records indicated that, after community study, important changes took place in participants' attitudes toward pupils of different religious, ethnic and socio-economic backgrounds and toward children facing housing problems. Changes in attitudes also affected teachers' views toward people of other racial, religious and ethnic backgrounds. Such changes affected teachers' feelings about Baltimore's housing problems and about the city as a whole.

These same 300 records indicated that after participation in community study, classroom teaching was enriched through units dealing with inter-cultural relations, housing and governmental activities.

Over 90 excerpts, from as many papers, have been included in the Appendix of this report to document the evidence that participation in community study brought more understanding and enriched teaching.

### Reports of Significant Ongoing Changes

In addition to the questionnaire data and the participants' records, some published reports, abstracted in Chapter Four, indicated that in a number of cases the program has brought about improved curriculum design, more functional classroom procedures and better community living.

### RECOMMENDATIONS FOR IMPROVEMENT AND IMPLICATIONS FOR SCHOOL SYSTEMS ELSEWHERE

Recommendations were presented concisely and clearly in Chapter Five. The reader is directed to pages 141 to 153 which dealt with improvements in each of the four years of the program. He is also directed to pages 154 to 157 which included suggestions relative to the sequence and to the contributions of those having leadership roles. The reader is further directed to pages 157 to 159 which discussed relationships with community agencies.

Chapter Five included ten implications for school systems elsewhere:

1. Start where you can and with interested persons
2. Get administrative support and recognition
3. Train effective leadership
4. Let the individual teacher's needs be focal point
5. Get community support
6. Secure aid of university consultants
7. Do not predetermine length of program
8. Do not limit participation
9. Let evaluation be a continuous process
10. Keep uppermost the objectives

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## APPENDIX

### EXCERPTS FROM 92 TEACHERS' RECORDS INDICATING EFFECTS OF FIRST YEAR COMMUNITY STUDY\*

#### I. Changes in Attitudes

##### A. Changes in Teachers' Attitudes and Understandings About Baltimore

1. The main benefit I derived from this workshop has been a broadening of my own background.
2. I have learned that the city in which I was born and grew up in held a great many surprises for me.
3. Having joined the Baltimore schools recently and having come here from a mid-western agricultural community where life is vastly different, the workshop has helped me greatly in understanding the make-up of my pupils and consequently the problems of my classroom.
4. But it is not only the subject matter of such a course which is an aid to the teaching of the communications arts. Of much more value is the broadening and deepening of the teacher's own point of view. Presented with actual problems in housing, health, local and state government, and given an opportunity to experience the value and dignity of varying religions in the beauty of their own setting, that teacher would indeed be insensitive who was not tremendously affected by the contribution of each individual cultural pattern to the rich life of this city. In her own future dealing with individual pupils she could not help but be a wiser and more understanding person.
5. To be a member of the community study workshop is to be alerted to the fact that our school problems do not exist in isolation but rather as part of bigger problems and embraced by the larger community.
6. As an individual, this course has had more personal meaning for me than any workshop I have participated in. Moreover, the information I received was thoroughly absorbed and assimilated to the point of coloring my attitude and viewpoint.
7. The in-service workshop, community civics I, has meant a great deal to me. Since I have never been able to get a real "bird's eye view" of how our city solves its many problems within its community, I feel that this course has given me a very vivid insight that I shall not forget and an influence that is certainly reflected in my teachings.

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\*The author has the names of the contributors of these teachers' recordings and will submit them at request.

8. This integration of the efforts of the school and outside agencies has certainly brought more color and life into my own daily teaching of civics through my being able to give first hand accounts of places and ways of life important to all of us.
9. Understanding the child in his social scene is the peculiar work of the school counselor.

### 3. Changes in Teachers' Attitudes Toward People of Other Cultures

1. I am new to Baltimore. The town from which I come is a small Southern community of about 8,000 population. There is no Catholic Church, no synagogue and no foreign-born people.... The community study experiences will help make me more tolerant, understanding, kind, and helpful to the first grades I teach.
2. As I have a number of Greek children, the visit to the Greek Orthodox Church was especially beneficial. My children were so pleased to learn that I had visited their church.
3. I shall not forget how pleased my Greek and Hebrew pupils were to hear that I visited their church and synagogue and had enjoyed the hospitality.
4. I had been in Roman Catholic Churches before, but got a new understanding (after the community study visit) of the use of statuary, having (previously) had the one entertained by many Protestants that it was little short of idolatry.
5. Two themes from the community study experiences have been especially helpful to me in the teaching of Modern European History: first, the idea that most of us are very much alike despite our religious, cultural or racial backgrounds; second, that proper realization of individual differences can make us more appreciative of our democratic society.
6. The trip to Beth Elilch synagogue was the first time I had ever been in a synagogue... These sessions were the most pleasant and enlightening experiences I have enjoyed in Baltimore... The courtesy and hospitality in which we were received impressed me most. (colored teacher)
7. The day at the Morgan Christian Center was the first time I ever heard a well-presented talk on the problems and ambitions of the Negro race, given as to equals by men with education and academic training similar to my own.
8. I think that the greatest good I have received from the community study workshop has been the opportunity for sympathetic contact with people different from myself. As a teacher, I have fitted entirely too neatly into my own little groove - seen the same

people at school, met the same friends socially, and those mostly teachers with interests and viewpoints similar to my own. I went to the same church constantly and spent the summers with the same small group of companions. I hadn't realized how one-sided I had grown.

9. My visits to the various churches affected me as a citizen in many ways. I became conscious of many similarities in all of them. Everywhere the people, be they Catholic or Protestant, Gentile or Jewish, white or black, are basically the same. All were warm and friendly, wanting us to share with them their refreshments, music, etc. All wanted us to know more about them, i.e. their history, their consequent customs, their contributions, etc.
- I saw fewer differences between them. I view these differences with greater respect now. I know that there are reasons for these differences. Those that formerly loomed large on my horizon of prejudice are waning with my increased knowledge. I look upon these differences as stones that help to make America the rich mosaic pattern that it is.
10. We have never before had an opportunity to go into these places and hear an explanation of their customs and history. As teachers, we try to visit places in order to get the cultural background of other groups, but a trip made by an individual is just a seeing without any explaining. Given a chance, as ~~was~~ to see, hear, and have explanations made to us, proved much more meaningful.
11. His explanations of the physical features of the building greatly increased my knowledge of it. His remarks about the Catholic Doctrine and Rituals were most enlightening and definitely helped me to better understand the tenets of that religion. It was a privilege to witness the regular afternoon service, Rosary and Benediction- Service for World Peace, a different kind of service than I have ever attended before in a Catholic Church.

Perhaps the most informative session of all was the visit to the Council of Churches and Christian Education of Maryland-Delaware. Rev. Willis Ford gave a comprehensive review of Protestant Culture Patterns.

This cultural phase of this course has been most interesting. We had attended the Catholic and Christian Science churches but had never had the basic beliefs explained by an authority on the two religions.

12. The beautiful Scrolls of the Torah intrigued me. The artistic ability of the Jewish people was first developed by the artists who designed and lettered the beautiful masterpieces that are used in the services of the Temple and synagogues. The well-planned exhibit of all Jewish Holy Days by the Ladies Guild at the Temple was very interesting. It made the holidays that our Jewish friends and pupils celebrate more meaningful to me.

The visits to all of the other Christian Faiths were very meaningful too, and I learned much to help me understand my pupils' idiosyncrasies that may stem from their religion and customs of their nationality.

13. Since I am of Protestant background, it was of particular help to me to visit Jewish and Catholic groups in their religious settings. In many ways it has strengthened my personal beliefs, but it has also increased my tolerance for others.
14. Through just this year of community study, I have learned things which probably might always have been foreign and strange to me. Catholic beliefs to me were naturally alien. After our meeting at the Cathedral, I began to feel that perhaps I was wrong about some of my thoughts. If I could feel this after just one term in community study, imagine the incalculable upheaval which has occurred to me by the end of the workshop.
15. I want to remember the silent prayer which I found in the prayer book at Rutaw Place Temple when we visited there on January 12, 1950.

Keep my tongue from evil  
And my lips from speaking guile....  
Guide me by the light of thy counsel  
That I may ever find strength, in Thee  
My rock and my redeemer, Amen.

16. To me this was one of the outstanding features of the "Culture Pattern" - perhaps so because I was familiar with the Protestant, Christian Scientist and Catholic Services, but knew little of the Hebrew Service, having only attended a wedding. I had found my Hebrew friends reluctant to discuss their belief and service. No doubt they thought I was merely curious or perhaps artless in my questioning. It was a privilege to be introduced to the tradition, culture and ritual of the impressive service, the superb voice of the Cantor.
17. I was surprised to find that the N.C.C.J. is an organization of over twenty years standing. It is an association of individuals "believing in the spiritual interpretation of the universe and deriving its inspiration therefrom." It exists to promote justice, unity and understanding and cooperation among Protestants, Catholics, and Jews in the United States (although it has now expanded to the continents of Europe, Latin America, and Asia.)
18. The reason that this particular part of the course meant so much to me was, in a large part, due to my early training. I was born and lived for the first fifteen years of my life in a farming community in Southern Maryland. My father was a tobacco grower, and during those early years, I was taught to look upon Negroes as servants. There were no Catholics in our neighborhood, and my recollection of them at all was my mother's often expressed hope that I would never grow up to marry one. My only contact with Jews consisted of those horse-traders who came through the county occasionally.

G. Changes in Teachers' Attitudes Toward Children of Other Cultures

1. Now I know why it is so important to the children not to be detained after school--they are studying for confirmation, they are going to Hebrew class, they are planning a social activity at church.
2. A little Greek girl in one of my classes showed real pleasure when I spoke to her of my visit to her church and talked to me of some of the problems of the second generation in the home of parents born in foreign countries.
3. I have lived in Baltimore practically all my life and I have been a teacher for over thirty years, but I have never been made quite so aware of the widely diversified living conditions and thought patterns of people with whom we share this fair city of Baltimore--the people and places composing the background of the boys and girls we have in our classroom every day.
4. It was through the visitation of these churches Hebrew, Christian Science, Catholic and Methodist that I, too, gained a greater insight into the similarity that exists in the worship of one God. It helped me to better understand many aspects of religion and was most beneficial in helping me to handle problems that might arise in my teaching situation, in terms of understanding the religious backgrounds of some of my children. This particular phase of the Community Study Program was most enlightening and valuable.
5. Never have I been so firmly convinced of the necessity for helping our students gain an understanding of the religious beliefs of their classmates than at present. The opportunity, which we as teachers have had, of visiting places of worship and hearing an explanation of the services and customs from religious leaders themselves has been invaluable.
6. The impressions I received will be lasting--the spiritual beauty and quiet dignified reverence of the service in the Jewish sanctuary; the lofty intellectual atmosphere of the Unitarian worship,-- the mystic, almost oriental loveliness of the Greek Orthodox Church,-- the vibrant zeal of the priest at St. Alphonsus' Church--a fire with a religious conviction and enthusiasm which cannot fail to color the lives of those to whom he ministers--the somewhat surprising culture and dignity and refinement of the negro leaders at the Y.W.E.A. and the example of the influence they exert as shown in the very unusual program they presented--and as a background for all these the very real graciousness and friendliness and hospitality extended so bountifully by all of these groups--all these constitute an experience which must of necessity color my everyday work in the classroom--an experience I should have been sorry to miss.

7. The visit to the Cathedral made clearer to us the reasons why children of the Roman Catholic faith are asked to be excused from some regular sessions to be instructed in their faith and also to be excused for retreats. Our visit to the Synagogue also gave us a better understanding of the reasons why Jewish children should be excused from school activities for their religious holidays. Our new points of view cannot help being reflected in our handling of children of different faiths and nationalities.
8. When we see the little Roman Catholic children crossing themselves before taking a test, we realize more fully now the significance of their church training brought into their school life, and we probably have better children and get better results due to this training. We understand more fully that school and religious ideas are more closely interwoven.
9. Since a visiting teacher works closely with families of varying cultural backgrounds, it is most important for her to have an adequate knowledge of culture patterns. The experiences of visiting a Catholic church, a synagogue, and a Greek Orthodox Church, and also of hearing a lecture on Protestant denominations, were valuable in helping me understand some of the children with whom I am working.
10. Our most enlightening trips were to Morgan Christian Center and to the Greek Orthodox Church. Although we have taught Greek children and were acquainted with their efforts to study the Greek language, we really know little or nothing of the church that they attended.
11. During our March Parent Teacher Association meeting a child's parent came to me and asked me whether I thought it wise for her child to discontinue going to the Greek school because it might interfere with her regular school work. Normally I would have answered 'yes', as this child is particularly slow, but this time, because I had a little knowledge of the Greek church and school, I explained to the mother that some things she was getting at her church school were invaluable and that I would suggest her continuing in that school. We also went on to discuss the valuable contributions all nationalities have to make toward democracy and America.

#### D. Changes in Teachers' Attitudes Toward Baltimore's Housing Problems

1. On one of our visits through sub-standard areas we saw rats running from partly bottled filled holes. We all know how dangerous rats are and how they destroy property and spread disease. Many of us noted how clean and white the laundry we saw hanging out was. How these people as we passed through managed to do that work amid those surroundings seemed almost a miracle.
2. By far the most effective meeting was the one which Mr. Yates Cook conducted. His speech was sincere and very moving. And the movies were authentic and horrifying. I took the slum tour hoping that he had exaggerated, only to find that no picture can describe its horror.

3. When I came to Baltimore from Pennsylvania, I accepted Baltimore row houses as a way of life. I honestly believe I should never have been very definite about this matter of how my less fortunate brother lives in Baltimore. As I write this, it seems to me that I owe Community Study a great deal indeed. But I do not want to stop here. My children will be more sympathetically handled because I am interested enough now to find out something about the homes they come from and since my work is in first and second grade what better place to begin than the home.
  4. The visit to the Latrobe Homes with its neat rows of houses, clean sidewalks, adequate play areas for the children, and fine community house gave us an insight into the workings of a low cost housing project and an appreciation of the improvement in the physical and moral health of citizens who live in such a project. An additional worthwhile element of the present housing program is that enlightened residents are encouraged to secure homes of their own, to go on to something still better, after having lived in a well equipped housing project.
  5. As a history teacher in Baltimore public schools I had "book knowledge" concerning the three phases of our study; but I welcomed the opportunity to gain first hand knowledge of these topics. It is one thing to read about a home that is in danger of collapsing. It is quite another thing to see the house in such a condition.
  6. Certainly no study of the community would be complete without some insight into the functions of government. It certainly gives one a secure feeling to know that our governmental representatives are concerned with the community as a whole by protecting business interests as well as residential interests.
  7. Being from a small city in Pennsylvania, I did not know that such housing conditions existed in large cities until we went on our tour.
- E. Changes in Teachers' Attitudes Toward Children Facing Housing Problems**
1. Since visiting the crowded slum areas I realize how little of beauty there is to inspire my own children... I have redoubled my efforts to meet these needs at school.
  2. It was a completely new experience for me to realize that so many of the pupils that I teach live in homes similar to those seen on our community study tour.
  3. I had always been of the opinion that nobody need be dirty no matter how poverty-stricken he might be. Now I'm not so sure about this. In the case of one very dirty little girl I found that her family had not had any water for several days as the landlord had turned the water off.

4. Doris was late for school nearly every morning. Her dress usually dirty-if it were clean it was unironed. Face and hands rather grimy but hair combed after a fashion. In less than five minutes she would ask for lavatory privileges. After a while I made a home visit then I had my answer for many of Doris' problems. Doris lived in Burns Court, a slum section if there ever was one. There was no hot water except what could be heated in saucepans on a coal range-many times there was no coal. There were no facilities for bathing or washing clothes except the iron sink in the kitchen. No wonder Doris and her clothes were dirty. There was an unsanitary out-side toilet for three families. No wonder Doris needed lavatory privileges when she got to school.
5. The housing experiences made me realize the need for teachers to gain a more sympathetic understanding of children and take them where we find them and then try to improve their concept of community.
6. It is not unusual to hear the smug phrase, so easily evinced, "I don't care how poor they are, it costs nothing to be clean". The full impact of the situation, however, cannot be felt until an excursion is made into this area, on foot-not at the front door-but through the alley into the backyard. Pictures, slides, and verbal descriptions of the interior of these so called "homes" serve to complete the blow that should end the inertia of any phlegmatic citizen. After such an excursion the fore-mentioned smug and righteous attitude must change. It seems impossible that a teacher would continue to feel that way about children coming from such "homes". No longer can they be considered as "dirty children who would not wash".
7. Viewing it from the teacher's standpoint, the problem would be, "How can a child brought up in a slum area really get along?" Health rules such as cleaning teeth, daily bathing, sleeping in well ventilated rooms and playing out of doors to get plenty of fresh air are important part of his curriculum. Most of these are not attainable in the slums.
8. Before taking the workshop I had no idea that conditions such as we saw on our first trip existed in Baltimore. Since that trip I have had occasion to take a sick child home. Although the toilet and water conditions were better, the crowding and dirt were just as bad. Now I am surprised that they look as clean as they do-even if it is only the top layer.
9. As a teacher the questions now uppermost in my mind and in my heart are: How can I make up to my pupils from these undesirable areas all that they have missed from their home environment? How can I help them to become not only worthwhile but healthy citizens in spite of what statistics foretell?
10. We know that a child born in the slums of the city in a home where there is an insufficient amount of food, fuel and money would certainly have a different outlook on life than one born in a home of means where every comfort was provided. Through the Federal Housing Administration many families are able to

- maintain a better living standard.
11. One of the phases of the Community Study Workshop in which I was particularly interested was housing. I work in a neighborhood of low socio-economic status and consequently have children with housing problems similar to those discussed and viewed in this course. I gathered some statistics on this area in order to help me understand the problem.
  12. The Community Study Program has been of great benefit to me in that it revealed many conditions I did not know existed, and stimulated my interest in community problems and affairs. I did not know that we had a real slum area in Baltimore until I visited one and saw first hand some of the problems of the families there. I can now understand some of the reasons for the behavior of children. I also see a need for immediate improvement.
  13. As a public school teacher of mentally slow children in a neighborhood bordering a slum area, I have often found myself in need of more understanding-of patience, tolerance, humor and many other things, but above all, of understanding. Therefore, I was particularly interested in the visit that our community study group made to the slum area south of the Washington Boulevard. The conditions which we had an opportunity to observe were indeed valuable in helping to give some understanding of the attitudes and reactions of the children whom I teach.
  14. I came away from the slum tour with a feeling of shame... Since I have always felt that a school should be a place of beauty particularly for underprivileged children.
  15. Throughout our entire study of these things we have learned to accept the child on the basis of his living conditions.
  16. In all my life as a resident of Baltimore I never knew as much about my city as I have learned during this course. Every phase was of great interest and has given me a deeper understanding of the children I teach and the city I call home. Having spent most of my teaching years in the poorer sections of the city, seeing the different types of housing which were visited and the conditions under which these children live, has made me much more sympathetic with their behavior. It is much easier now to listen to their problems understandingly and to give real help in solving them. I can understand, as never before, why Johnny comes to school dirty and Mary seems to be half asleep all the time. Even teaching in these poorer sections of the city does not make one realize the conditions in these homes as well as one tries through those rat-infested alleys with their outside plumbing and tumble-down sheds and fences. It has also changed my attitude toward Public Housing Projects and given me an understanding of the Baltimore Plan which had been just words before.

## II. Changes in Practices

### A. Changes in Teaching Practices About Housing

1. In the creative writing class which I am at present teaching, I use some of the housing ideas I am getting in community study.
2. Our upper classes (5th and 6th grades) made a study of Baltimore's housing and saw first hand, visual side of existing conditions. We also took our classes down to the voting booths in the school at election time.
3. From the enclosed clipping which appeared in the Baltimore Sun you can see the use I made of the housing sections in connection with my Red Cross club. (Article describes housing, trips and projects by this club)
4. My community study experiences in housing motivated a unit with my third grade class... the children planned a frieze showing houses of many lands and of long ago, starting with cave dwellers. We visited the exhibit on housing at the Baltimore Peale Museum. The children later planned a radio broadcast which was given over WBAL; it included an original song, "Our Clean Up Song".
5. Through the study of housing conditions in Baltimore, I planned a panel discussion with my public speaking group who made their own excursions to the sub-standard housing areas.
6. To the teacher of English, the Community Study Program is invaluable. The uses to which the subject matter of the course can be put are numerous. In the housing series, the visits to the slum areas and public housing projects, the talks by earnest and public-spirited citizens indicate to the teacher what can be done in her own classroom to vitalize her teaching. Here is varied and significant material for debate, panel discussion, real or simulated radio programs. Assembly programs on housing, such as the one Miss Frances Norton gave at Western recently, can be made a beginning of real opportunity for pupil social service, if some of the speaker's suggestions for pupil participation in the work of the housing services are tried out.
7. In the early part of December 1948, Mrs. Alma Harrison Ambrose addressed the Student Council of the Hamilton Elementary School. As an outcome of her talk, the Council decided to plan a Clean City Campaign as a school project. The Council members suggested that each class help in this undertaking.
8. Many times since I have become more "Housing" conscious I have found that questions arising during a current events period involving civics or "Our Government in Action" are

clarified by using the Housing and Sanitation experiences.

9. I carried the idea back and the school sponsored a "clean up" drive for the school first; for the streets and parks second; and now the children of the school are working on their own back yards.
10. As a concrete aid in writing this theme, I made an investigation within my class as to the types of homes they lived in and the approximate number of rooms in the home. The results of this survey showed that out of 41 children, 18 lived in apartment houses; in most cases there were at least 6 to 8 children in the family. These apartments, in general, had no more than two or three bedrooms. In some instances 3 or 4 persons slept in one bed. Further investigation showed that one bathroom was for the use of the whole house where there were at least 4 or 5 families.
11. We were fortunate in having Mrs. Ambrose who had talked earlier to the Community Study group speak to our faculty and the members of the Student Council. The result was a keen interest in cleaning up the school, playground, streets and yards. Each class entered a poster contest and was assigned an area within or around the school as its own project.
12. Last spring, Mrs. Alma Harrison Ambrose spoke to the Student Council of the Hamilton Elementary School. As an outcome of her talk the council decided to plan a Clean City Campaign as a school project.
13. In the Hamilton Elementary School, we endeavor to train each child to feel responsible for the cleanliness of the school grounds and the school building. In addition to this we have an organized Clean Up Club, with the duty of checking on the children's habits. From time to time they present exhibits to stimulate interest.

### B. Changes in Teaching Practices About Intercultural Relations

1. The subject matter of the culture-pattern series offers an equally great opportunity. A number of my own pupils attend the Kutaw Place Temple and the Greek Orthodox Church. In the creative writing class which I am at present teaching, I have always encouraged the use of the pupil's own cultural background as a basis for writing personal experience narratives, informal essays, short stories, or informational articles about religious festivals, legends, etc. It is sometimes a revelation to a young writer when she discovers that a background she may have taken for granted is rich in cultural significance and can be described in an interesting and vivid fashion for the benefit of her readers. This year, thanks to my own enriched experiences in cultural patterns, I have been able to guide that writing more confidently.

Writing about and sharing such experiences with one another has done much to promote an attitude of sympathetic understanding among the various religious and cultural groups represented in the class.

2. As a result of the workshop I initiated a plan of intergroup relations during the daily fifteen-minute advisory period with my homeroom class. We studied the customs and rituals and cultural contributions of the represented religions.
3. I will approach the unit "Children of Other Lands" with more understanding myself.
4. In my 8 A class there are 21 Jewish children, 6 Catholics and 14 Protestants (representing 4 denominations). We divided into four committees of ten persons each with representatives from each religious group. Each committee took several phases to discuss in committee and then gave to the class as a whole. Some of the topics taken were: Observance of the Sabbath by the various religions; Order of service on the Sabbath for adults and children; Confirmation, First Communion and Bar Mitzvah; Physical appearance of place of worship; Observance of festivals and the similarity of Hanukkah, Christmas, Passover and Easter, etc. We are also planning to make a trip to a representative Jewish, Catholic and Protestant place of worship in our school community.
5. We made a survey of all churches in the neighborhood and found that 1000 of our children attend the Northwood Methodist Church.
6. First, beginning with our entering 7B students, homeroom teachers often will take trips through the school district, visiting church and synagogue alike, among other places of interest. We have found religious leaders of the 48 churches and other places of worship in our district to be more than willing to receive us, to answer our questions, and to help us to a better understanding of our fellows. In this respect, they merely reflect the attitudes we ourselves have discovered through the workshop.
7. I invited my first grade class to my home to see my doll collection. As I pointed out the different dolls, the children made such comments as: "I am Greek", "I am Italian", "my grandmother is German". We worked up quite an interesting unit. We made bulletin board displays. We dressed puppets to represent the different peoples. We discussed the special food of each group of people. We even collected some foods, for example: rice, the Chinese food; many kinds of macaroni, the Italian food.
8. A member of my faculty and her sixth grade class planned a fine Christmas-Chanukah celebration which included the spirit of Christmas as celebrated by the Christians and by the lighting of the Chanukah candles and the giving of the Jewish

blessing by one of our sixth grade boys. For us, this was the beginning of a program which combines Christmas and Chanukah, or Feast of Lights. Hebrew melodies, such as "Hatikvah", sung in English as the "Song of Hope" are included with the carole usually sung in the Protestant Churches.

9. Sometimes children whose homes are near Negro neighborhoods come to me with tales about clashes, fights, attacks. We can usually, through discussion, discover that: the stories, third or fourth hand, are apt to be exaggerated; and that, fairly, both sides should share the blame for any conflict. They finally admit that they personally don't know any member of the other race who is an undesirable neighbor or a bad citizen. We agree that it wouldn't be fair to judge an entire race by the actions of one or two members, or to blame an individual's behavior on his race. We have read in our literature units biographies of famous Negroes, such as G.W. Carver.
10. The student body of our school is about evenly divided between Hebrew and Christian children. In order to help these children understand and respect the religions and customs of their classmates, schoolmates and neighbors we selected the Student Council of the School as the appropriate organization to present two major Hebrew Holidays (Chanukah and Passover) and two major Christian Holidays (Easter and Christmas) to all the pupils.
11. The Student Council wanted to do something along the line of interracial activity. We succeeded in having an invitation extended to the Douglas High School Choir to sing for us in an assembly. This may not seem important or novel, but it was a first for us.
12. We began at School 18 by introducing the book "One God" to all the classes. Later the children were taken to visit churches of their own and other denominations. After these trips, there were discussions in which comparisons were made showing differences and similarities. It was revealed that all creeds are fundamentally founded upon the same principles.
13. A survey among the pupils of our school revealed the fact that forty two percent are of German origin; ten per cent of Irish descent; ten per cent of Czech descent; and about six per cent Russian. Other countries represented in small numbers are Sweden, Norway, Greece, England, Italy, Poland, Latvia, Scotland, Lithuania, and China. In most cases it was the grandparents of our children who came from these countries.
14. A bulletin board containing items which would involve discussion, greeted my second grade class at the beginning of Brotherhood Week. A pageant grew out of this motivation.

### C. Changes in Teaching Practices About Government

1. As an outgrowth of the government sessions the writer experimented with a new technique to stimulate discussion and thinking (in senior high English classes)-the public hearing. This democratic device, patterned after a real life experience, offers extensive opportunities for oral composition.
2. The last section of this Community Study Program dealt with the governments of the various local communities in which we live. This field is one that is vastly important in the life of every member of a democratic society and one in which we should be well versed. This, however, is not often the case and so I feel that the inclusion of this study of our government in this course has been a very important part of it. Personally, I learned some important facts, concerning our city government of which I had been ignorant. Not only did I gain this worthwhile knowledge, but I also gained a new interest in learning more about government.
3. I also thought that, perhaps, pupils themselves might benefit from a series of visits, such as we take, with a different purpose in mind. It seemed to me that many of my pupils did not seem to comprehend Baltimore as a community in which they were a part. For this reason, we organized a "Know Baltimore Club" which endeavors to link 7B civics with 7B reality-to make various aspects of Baltimore a part of the experience of some 7B pupils. We have visited such places as the police department, the City Hall, the Greenspring Dairy, and a fire engine house. We are planning other visits including one to the "Sunpapers". Of necessity, our trips scarcely approach those of the Workshop. However, the idea grew from my experiences within the Workshop.

## SOME REPORTS PUBLISHED BY COMMUNITY STUDY PARTICIPANTS\*

- Alevisatos, E. C., Greek Culture Patterns, 1948. pp. 8.  
A copy of Rev. Alevisatos' talk before the first year community study group.
- Barnett, K. D. and Van Eibber, Lena, Housing, City Planning And Our Schools, 1950. pp. 23  
Suggestions for integrating housing activities into the curriculum at all grade levels.
- Burke, Catherine, and others, Recreation Report, 1948, pp. 6  
Discusses facilities, needs, possibilities and problems in recreation as related to eight schools.
- Bush-Wilson, Evelyn, By Way of Introduction-Social Welfare in Baltimore, 1948. pp. 20  
Includes a list of the agencies handling social welfare in Baltimore. Annotations treat case loads, functions of agencies and relationships with schools.
- Edwards, Paul, and others, Public Works in Baltimore, 1948. pp. 20  
Deals with the work of the bureaus of water supply, sewage disposal, tests, highways, mechanical-electrical services and sanitation.
- Fairbank, Frank, How Can We Supply Decent Housing For All? 1951. (Second edition) pp. 45.  
A twelfth grade resource unit written for twelfth grade students in modern problems classes.
- Gersuk, Edward, The Progress of a Program Seeking to Improve the School Community of Alameda School #2, 1950. pp. 8  
Tells how the school secured a recreation field and close relationships with the community.
- Gersuk, Edward, and others, Meeting the Needs of Maladjusted Children in Baltimore, 1950. pp. 20.  
Reports on school relationships with Child Guidance Service, Highwood, the Mental Hygiene Society, the Childrens' Home and the Juvenile Court.

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\*All these reports are by individuals or groups participating in the second and third year programs and in the seminar. These reports are all mimeographed and available by writing to Harry Bard, Baltimore City Public Schools, 3 East 25th Street, Baltimore 18, Maryland.

- Goldstein, Edward, An Analysis and Evaluation of the Educational Needs and Interests of Adults in the Forest Park Area, 1951. pp. 8  
Based on an attempt to integrate school activities with community fulfillments.
- Greenwald, Harold and others, Bibliography on Negro Life and Literature, 1948. pp. 5.  
Written by an interracial group. Includes useful references for all grade levels.
- Harwood, Frances, and others, Margaret Brent, School #53, Community Study Program, 1950. pp. 32.  
A survey of historical, industrial, cultural and recreational resources and related implications for curriculum changes.
- Henderson, Elizabeth, and others, Committee on Intercultural Education, 1948. pp. 17.  
An inventory of Baltimore agencies doing work in the intercultural field and a discussion of techniques in the field.
- Hervath, Kenneth, and others, Community Workshop on the School-Neighborhood, 1948. pp. 14  
An analysis of purposes, techniques, sources of information, outcome and school-community problems for further consideration at ten schools.
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- \_\_\_\_\_, School Neighborhood Group Problems, 1947. pp. 19.  
Problems, possibilities and needs in school-neighborhood studies carried on at ten schools.
- 
- \_\_\_\_\_, A Survey of Some Promising Housing Activities Taking Place in 23 Schools, 1951. pp. 60.  
Schools include elementary, junior high and senior high.
- Kane, Eleanor, "Maryland, My Maryland", 1951. pp. 11  
A radio script on the writing of the state song.
- 
- \_\_\_\_\_, He Brought the Good News, 1950. pp. 11  
A radio script on Tench Tilghman ride announcing end of Revolutionary War.
- Kantor, Nat, and others, Recreation-A Survey of Facilities and Needs, 1948. pp. 56.  
Includes surveys of recreational facilities in the areas of schools #27, #34, #56, #70 and #130 and recommendations for school-neighborhood action programs.

Knicht, Dorothy, and others, Fortview Junior High School Neighborhood Environment Study, 1951. pp. 17.

A survey of the O'Donnell Heights Area and its population composition and environmental influences, together with recommended curriculum adjustments.

Laps, Fannie, and others, Historical Baltimore, 1949. pp. 75.

Descriptions of excursion opportunities at the Peale Museum, the Flag House, Edgar Allan Poe's grave, the Maryland Historical Society, Downtown Baltimore and Fort McHenry.

Maryland--A Report of the Historical Group, 1950. pp. 60

Discusses Maryland's historical resources and trip possibilities at the St. Mary's settlement, and in the towns of Frederick and Annapolis. Includes recommendations on restoration of historic shrines and relics.

Miller, Theodore E., Protestant Contributions to Our American Culture, 1949. pp. 18

A copy of Rev. Miller's talk before the first year community study group.

Neuman, Mary, and others, Plan of Community and Project of Pimlico School, 1949. pp. 25.

A survey of the history of the Pimlico area and a survey of its resources, together with suggestions for educational implications. A program of a culminating school pageant is included.

Rider, Ethel, and others, Historical Background of Arlington-Our School Community, 1949. pp. 54.

An historical study of the school community written in the language of elementary school pupils, including a teachers' manual for curriculum changes.

Soria, Regina, The Cultural Heritage of Our Italo-Americans, 1947. pp. 12

A copy of Dr. Soria's talk at Notre Dame College, before the first year community study group.

Traffic and You, 1950. pp. 40.

A booklet for pupils written by participants in the traffic group and by members of the Planning Commission of Baltimore. Contains cartoons, descriptions, and stories of Baltimore's traffic problems.

Teiger, Sara, and others, The Community Study Group Activities at Curtis Bay School, 1951. pp. 35.

A description of how a school group initiated and conducted a parent-pupil weekly night program.

Teiger, Sara, and others, A Community Study of the Brooklyn-Curtis Bay Neighborhood, 1950. pp. 60.

A survey of the historical and industrial resources and the population composition.

Whiteaw, John, Educational Procedures and Techniques in Community Study, 1949. pp. 17.

A guide used in the August enrichment community study workshops.

Young, Virginia, and others, Handbook For Use of Community Resources, 1950. pp. 32.

Discusses how to take trips and how to evaluate trips. Includes a directory of 50 places in Baltimore pupils visit.

## EVALUATION QUESTIONNAIRE - COMMUNITY STUDY PROGRAM

Dear Colleagues:

We believe that for a long time some very important work has been going on in school-community relations. You, along with other teachers, have helped to move the classroom out of its ivory tower position.

However, we believe that even more advances might take place in the school-community movement and for that reason the Baltimore Community Study program came into being in 1946. We have been operating now for nearly five years and feel that it is time for us to evaluate the results of our work and to recognize our strengths and our contributions to note where we might improve. For this reason this questionnaire has been formulated. This evaluation is one in which all participants will be sharing, so your own response, along with that of others, will determine the direction and scope of our program in the future. As you can see, the questionnaire is a most important one and we appreciate your willingness to respond.

PLEASE NOTE THAT WE DO NOT WANT YOU TO SIGN THE QUESTIONNAIRE.  
Many thanks for your kind cooperation.

Sincerely,

HARRY BARD,  
Coordinator, Community Study Program

Type of school - (check) El. \_\_\_\_\_ Jr. \_\_\_\_\_ Sr. \_\_\_\_\_ Voc. \_\_\_\_\_

School No. \_\_\_\_\_

Teaching position including grade if elementary teacher and subject if  
secondary teacher. Indicate if principal or supervisor \_\_\_\_\_

Religious faith- \_\_\_\_\_

Birthplace- \_\_\_\_\_

City in which most of your elementary and secondary education was obtained  
\_\_\_\_\_

Years of teaching experience (check) 0-5 \_\_\_\_\_ 6-15 \_\_\_\_\_ 16-30 \_\_\_\_\_ over 30 \_\_\_\_\_

Present Community Study membership 1st year \_\_\_\_\_, 1st and 2nd together \_\_\_\_,  
 2nd year \_\_\_\_\_, 3rd year \_\_\_\_\_, seminar \_\_\_\_\_

I. Understanding the Environment

A. Culture Patterns

1. Which of these churches had you not visited for a service or an explanation of religious culture patterns before taking Community Study?

- \_\_\_\_\_ a. Roman Catholic Church
- \_\_\_\_\_ b. Jewish Synagogue or Temple
- \_\_\_\_\_ c. Protestant Church
- \_\_\_\_\_ d. Greek Orthodox

2. Which of these interracial contacts did you not have before taking Community Study?

- \_\_\_\_\_ a. Visit to Morgan College or Madison Avenue Y.W.C.A.
- \_\_\_\_\_ b. Lecture on biracial relations as a Negro sees it.

B. Housing

1. Which of these housing experiences had you not participated in before taking Community Study?

- \_\_\_\_\_ a. Conducted tours of slum
- \_\_\_\_\_ b. Visit to public housing project
- \_\_\_\_\_ c. Observation of films and slides on housing problems in Baltimore
- \_\_\_\_\_ d. Lecture on housing by authorities

C. Government

1. Which of these governmental experiences had you not participated in before taking Community Study?

- \_\_\_\_\_ a. Visit to Baltimore County Court House
- \_\_\_\_\_ b. First hand explanations by the officials in county government
- \_\_\_\_\_ c. Visit to Baltimore City Hall
- \_\_\_\_\_ d. Visit to Board of Estimates Room or City Council Chamber

- \_\_\_\_\_ e. First hand explanation by officials in city government

## II. Use of Community Study Experiences

### A. With pupils

1. How many field trips have you taken since Sept. 1950? List those stimulated by community study experiences. Indicate especially any field trips that are of the kind visited in the Community Study program.
  
2. List any plays, projects or other activities growing out of experiences in the Community Study Workshop.
  - a.
  - b.
  - c.
  - d.

Describe any one or more of these

### B. With faculty members and parents

1. Indicate briefly how Community Study experiences or beliefs gained through our program have affected contacts which you have had with the faculty and parents.

### C. With community agencies

1. Indicate briefly contacts you have personally made with community agencies due to stimulation by the Community Study program. (Do not include the ones you made in connection with the community study program itself)

### D. Voluntary community services

1. Note any voluntary civic work you are carrying on outside of school hours and stimulated in part or totally by the Community Study program.
  - a. Occasional work - (describe here)

b. Continuing work - (describe here)

III. Which two of these statements best express the main characteristic of a very worthwhile meeting? Check any two below.

- a. They make me aware of and concerned about problems which did not seem very important to me before the meeting.
- b. They stimulate my thinking, even if the information provided is not of any immediate use in my classroom.
- c. They stimulate me to try something new or different in my classroom even though I must find a way of putting the new or different practice into use. (That is, the meeting stimulates but does not necessarily give "answers".)
- d. Meetings which provide information, materials, or viewpoints which can be adapted immediately into the teaching situation.

#### IV. Suggestions

1. Which 1st year meetings made the greatest impression on you? if possible, illustrate. (Attached are copies of first year programs to help you recall visits.) Mention the three that stand out most clearly and tell briefly why they impressed you.
2. Which meetings and/or trips seemed of little value; indicate any that stand out clearly in this respect and tell briefly why.
3. What shall we eliminate in the first-year program?
4. What aspects of the first year program would you have us make certain that we continue?
5. What new experiences might we add to the first year program?

V. Evaluation of second year program (to be filled out by those who had or are now taking the second year program)

A. Aspects I like

B. Changes I would make

VI. Evaluation of third year program (to be filled out by those who have had or are now taking the third year program.)

A. Aspects I like

B. Changes I would make

VII. Evaluation of Seminar (to be filled out by those who have had or are now taking the seminar program.)

A. Aspects I like

B. Changes I would make

Second Semester, 1951

Baltimore City Public Schools