COMMUNITY RESOURCES AVAILABLE TO
THE FOURTH GRADE TEACHERS OF
THE AMES COMMUNITY SCHOOLS

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by
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CHAPTER I

INTRODUCTION

Educators have recognized for some time that the school must use the environment as a contributing factor in the curriculum. The uses of community resources would add strength and variety to the curriculum. Their use could also give real-life meaning, a necessary aid in effective instruction. This practical aspect would provide a concrete basis for understanding of the socially accepted ideals of the community. A list of the community resources should be available for the teachers to use. A personal survey could make these known to the school personnel.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to locate resources in the Ames Community Schools area, to organize a resource list for use in curriculum development and enrichment, to make a copy of this list available to the fourth-grade teachers of Gertrude Fellows Elementary School, and to make a copy of this list available to each elementary school throughout the school system.

Importance of the problem. Educators emphasize the need for developing a curriculum that will fulfill all the needs of every child and provide for all the experiences of the learner. In our fast
changing world, textbooks and printed materials are many times outdated by the time they are available in the classroom. To keep the curriculum current, informative, and interesting, use must be made of all available resources. McNeil wrote:

There exists outside the classroom in each and every community a rich resource of materials and experiences which must be utilized by our schools if we are to prepare children realistically to live in this modern world.¹

It has also been stressed that teachers be creative in their teaching procedures. McNeil also wrote, "When we say that teaching is a creative activity, we mean that there are an exhaustable number of resources and arrangements of materials to further desired behavior."² The desired behavior that is sought is that of continued learning of the attitudes and disciplines that are acceptable in our society.

Education and living must be constantly linked together, or the basic function of education will fail. The school and community should be like a bridge so that both students and adults could study and serve society. Students must be able to study and observe the community factors that mold their lives. Children should have the opportunity to participate in community affairs to develop understandings that will aid them in becoming appreciative of their community.³

Teachers should plan their curriculum to utilize the community resources available. A rich resource is the resource person who can

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²Ibid., p. 193.

share with the children his skills, abilities, and knowledge. These persons can also provide balance in the curriculum by sharing with the children actual experiences that correlate with the concepts and ideas being studied.

In School Management is written:

Teachers do have available as potential guests, many talented and knowledgeable resource persons within their own communities.

The twin problems are:
1. These local resource persons are never asked to speak to school classes.
2. Few people (least of all teachers) even know who they are or what kind of job they can do.¹

In a community as large as Ames, with its university, many industries, local government, civic groups, businesses, professional groups, etc., the writer feels there is a wealth of resources that could contribute to the school program. Through these contributions, relationships between home-school-community would be the background factors in the development of the child's role in his community.

The Gertrude Fellows Elementary School is a new elementary school that is located in a new addition in the northern part of the city. Most families are those of business and professional people, coming to this area in the past three years. Many of the teachers in this school were new to the system and also new to the city. For effective instruction, the resources in this area should be known and used.

¹"How to Tap Your Community Resources," School Management, VII (February, 1963), 50.
This builds true-to-life experiences, as children and adults must live, work, and share ideas together in our society. The child will develop a basic understanding of the many abilities and facilities that are necessary for the continuance of a successful community and his place and contribution to it.

Many writers conclude that a child retains that which he experiences much longer than that which he reads in books. Cook and Cook stated it this way:

Children learn more from life than from books, learn better and remember longer things related to their daily living, their own present actions and future planning, and exceptions do not disprove the rule.¹

So, by doing a community survey and using the resources, it was intended that the curriculum will become more challenging and meaningful, the home-school-community relationships strengthened, and that the child will have a better understanding of and a greater appreciation for the community in which he lives.

II. DEFINITION OF TERMS

Community. The term community refers to the area within the city of Ames and the immediate area around the city limits.

Community resources. The term community resources applies to any person, place, or establishment that can be utilized by the teachers to the total education experience of the students.¹

Resource people. The term resource people applies to lay and professional persons of any age or background, who can supply reliable, specialized information to supplement classroom teaching, and who are willing to do so by coming into the classroom or by being interviewed elsewhere.²

Field trip. Field trip is a term used to designate any organized excursion which is taken by school pupils as an integral part of their academic work, and primarily for educational purposes.³

III. LIMITATIONS OF THIS STUDY

This study will be restricted to a survey of resources that an average-sized classroom group (approximately 30 persons) could travel to, to view, study, and evaluate.

The places that could be visited would be within the city of Ames and the area adjacent to the city limits.


²Cook and Cook, op. cit., p. 386.

These resources will be limited to a selective list that are representative of the main subject areas of the curriculum, and especially applicable to the fourth grade.

IV. PROCEDURE

A recognized need for an available list of the community resources was the basis for this study. Current literature to develop the criteria necessary for curriculum development, learning principles, and home-school-community relationships was reviewed.

The writer was given permission from the school principal and the Director of Elementary Education to do the study.

Sources of information used in locating these resources were: the Chamber of Commerce, the Iowa State University Public Relations Services, the Ames telephone book, plates of the city, teacher recommendations, the Ames Tribune, the Ames Public Library, the Drake University Library, and longtime residents of this area.

During the personal interview the following information was secured: (1) name of the business, organization, or individual, (2) the address, (3) the telephone number, (4) the person to contact, (5) preference, if any, in time for the visitation, (6) desired length of the visit, and (7) what would be done educationally for the class.

When the data was all collected, the writer organized it according to main subject area. This information was compiled in a community resources list and distributed to the fourth grade teachers throughout the Ames Community Schools system.
To be most effective, respective teachers should report new resources, so the list will remain current. Those which become unavailable should be deleted.
CHAPTER II

REVIEW OF THE LITERATURE

In recent years, the educational policy has been to use devices, aids, and all types of media to provide realistic, humanistic, and life-centered experiences for today's children. To fulfill this goal, the community must become an integral part of the school curriculum. The school can no longer remain an entity separated from the community. Education to be realistic must be closely associated with the functions, problems, and resources of its own community. Koopman stated in Utilizing the Local Environment:

There is no greater fallacy in educational thinking than the belief that public education in a democracy should go on in classrooms isolated from the main currents of community life. The school and community are inseparable in the educative process.1

Yet even today, the school does exist in its functions and purposes apart from the community. Dieleman stated in her field study, "Too often schools have existed in a sphere more or less removed from contact with real community life."2

Although the community is a rich laboratory for the study of man and his activities, the modern child had far less opportunity to share in these activities than did the children


in simpler, handicraft societies. Many doors are closed to the modern child and the value and significance of numerous activities are hidden from his sight.1

We live in a fast changing world. Our educational processes must provide for the current and future needs of the students. According to Van Dolan and Brettel, by utilizing the resources of the community, the changes in education are more adequately met.

The good educator today does much more than have his students read about community activities. He gives them opportunity to observe, set up problems, and guides them to analyze the situation. Real learning takes place and useful growth occurs when the student has the freedom to explore his environment and receives guidance in learning how to behave in the situations of day to day living.2

The resourceful teacher constantly strives to provide varied methods, procedures, and resources to enhance and stimulate learning. Olsen wrote in School and Community:

Books and visual materials are highly important, but alone they are simply not sufficient. That is why the community school opens doors for experiences between school and community through wise use of resource people and field trips.3

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She recognizes that education for children is provided by the community and the school performs one portion of it. She believes that the best education will be secured if the school and the community personnel plan and work cooperatively.\(^1\)

During every school year, many opportunities arise for inviting resource people from the community to share their experiences with the boys and girls in the school.\(^2\)

All children have an innate desire to investigate and reason for themselves, as a means of understanding their immediate environment. Through such investigations, educational processes and functions are revealed and learned in realistic activities. Grinnell and Young wrote, "Learners are being taken out of the school building to various places in the community to see, hear, and handle things, which results in good learning experiences."\(^3\)

He needs the one ingredient that every youngster is born with, that of curiosity. In the nurture of this curiosity, a teacher is invaluable ... must capitalize upon it and encourage a youngster to keep questioning and keep seeking out his own information, his own answers, and his own appreciation of his environment.\(^4\)

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2Miles, op. cit., pp. 268-269.


4Elizabeth A. Simendinger, "An Interview With the President," Science and Children, VI (October, 1968), 12.
The learner must enter the community where he may experience first hand the community problems and situations in which materials learned in school must be applied to be functional.\footnote{Grinnell and Young, \textit{op. cit.}, p. 8.}

So through practical applications and experiences, realism and purpose are learned. Koffatt and Howell wrote in their book:

The everyday life of the children is made an actual part of their instruction. Learning and living converge to provide worthwhile knowledge that will aid in meeting the ever-present problems of a changing society.\footnote{Maurice P. Koffatt and Hazel W. Howell, \textit{Elementary Social Studies Instruction} (New York: Longmans, Green and Company, 1952), p. 329.}

Reality in learning is meaningful to the student. Community resources aid in providing for realistic learning experiences. Grinnell and Young stated it in this way:

One value of first hand learning is its directness. Ideas and concepts which may be only fuzzy abstractions to the pupils may become clear and vivid when observed in actual experience. Trips into the community offer "seeing in believing" kind of verification so essential to the curiosity of young minds.\footnote{Grinnell and Young, \textit{op. cit.}, p. 70.}

By going to the community for source materials and illustrations, and keeping an up-to-date inventory of half of them, concreteness and vividness may be added to the more theoretical aspects of instruction.\footnote{Clyde B. Moore and William E. Cole, \textit{Sociology in Educational Practice} (Chicago: Houghton Mifflin Company, 1952), p. 17.}
Community resources are opportunities within the immediate vicinity to supplement or enrich classroom instruction or to provide direct learning experiences instead of vicarious ones.¹

Through wise and careful planning, the curriculum, according to Tyler may become, "... a range of learning experiences as wide as those of the life outside!"²

Using the community as a laboratory for teaching also offers the school an excellent opportunity to build better relationships with the public.³

Therefore, school, home, and community education becomes a part of one inseparable experience.⁴

It is highly important that the school be looked upon as a part of the community rather than apart from the community.⁵

The public is concerned about the mounting cost of education and the wise use of capital provided for the operation of the school systems. Making use of the resources of the community requires no

appropriations of funds. The transportation in our system is provided by the students' parents. The Home-Room Mothers arrange and provide transportation as needed by the class for field trips. Morphet, Johns, and Reller wrote:

Fortunately, environmental materials cost little or no money. Every community has a great variety of environmental materials. The fauna, the flora, the industries, the governmental agencies, the historical landmarks, the farms, the water, the mountains, and many experiences for pupils. Field trips need to be planned in much the same way as other learning experiences.¹

With pupil-teacher planning, the field trip becomes a vital, interesting learning experience. The student is given training in democratic principles that are so necessary today. The student then has the opportunity to better understand his community. Olsen wrote:

The person who finds a direct and definite relationship between his school studies and the demands of modern life upon him, discovers valid purpose in the school program and sees more clearly his own energy place in school and community life.²

Good relationships are so essential in home-school-community relations and interactions. Through careful planning and wise use of community resources, "A link is established between community living and school learning."³

²Olsen, op. cit., p. 17.
³Henge and Pounce, op. cit., p. 113.
The overall job of education can be carried out only if the resources of the community and the school program are coordinated and put to work.¹

By using these resources, the curriculum better fulfills the needs of the students. Taylor and Alexander, authors of Curriculum Planning for Better Teaching and Learning, wrote, "A good curriculum emerges into learning situations. A good curriculum uses effective learning experiences and needed resources."²

In our mobile world, the school systems of the country have many new teachers in their areas every year. Teachers have been continually advised in their college courses to use the resources of the community. New teachers just don't have the time to individually research the community for resources when there is not a resource guide available.

It is common knowledge to all that every community has many resources which could be utilized by the school. Shores wrote in Instructional Materials:

The talent stockpile in almost any community is potential teaching material . . . . All that is needed is a systematic plan for discovering these resources and enlisting them at the critical learning point.³


Never in the history of the country has it been more important for the school to provide the maximum in educational opportunities for the youth attending our schools.¹

Utilizing the abilities of the parents of the students develops close ties between the home and the school. Moffatt and Howell stated that:

Parents can make valuable contributions to the life and program of the elementary school. Teachers should utilize, whenever feasible, the abilities, skills and knowledge of parents in school activities. A greater educational efficiency for any community is built upon a friendly home-community relationship.²

The talents of people in the community should be utilized by the school. Every community has scores of men and women who are experts in their own line of work. Yet almost everywhere, this vast reservoir of practical knowledge is untapped by the schools.³

Ahrens wrote the following ideas concerning the contributions that could be given to the school children by the adult citizenry. He stresses the importance of parental ideas in developing and evaluating the school's curriculum.

It is our own belief that parents and citizens can make significant contributions to the process of curriculum making in the first and fourth aspects of planning and guiding learning . . . and that curriculum workers should utilize them.


²Moffatt and Howell, op. cit., p. 332.

³Moffatt and Howell, op. cit., pp. 336-337.
directly and fully in these phases of the process. Would not parents and citizens be highly competent to advise members of the school staff on the kinds of behavior that is considered by the social group to be desirable and essential for effective citizenship in our modern democratic society? This is simply another way of saying that parents and citizens should help define the objectives of education or the desired outcomes of the educational program. Furthermore, who could make more effective evaluations of the attainments of these desired goals by pupils than their own parents or citizens generally in the community? They are the ones who see the pupils in action in many more ways than the teacher does.1

The use of the community resources indicated that changes in education are more adequately met by schools utilizing resources of the past and the present community.2

The world-citizen of tomorrow is first the community-citizen of today.3

Community resources have been used in all areas of the curriculum. Teachers must plan instruction to meet the needs of the students. Good instruction must be versatile and flexible, so that the learning is made more meaningful by the use of community resources to build relationships, develop concepts, and establish skills needed in the everyday experiences of the students.

Science learning in the elementary curriculum should not be confined to the four walls of the classroom. There are many


3Filmer, op. cit., p. 12.
kinds of experiences needed by children in the elementary grades which can be provided more effectively by field trips than by any other means.\(^1\)

Children's respect for language grows as they use it as a tool in carrying on various types of enterprises.\(^2\)

Arithmetic must be a satisfying process, and children must see a use for arithmetic and use it in everyday living. Teachers do not need to fabricate a need for arithmetic. We need only to look about us.\(^3\)

Community resources are a convenient and valuable asset to the enrichment of elementary social studies. The variety and convenience of such resources will vary from community to community.\(^4\)

Television, high-speed transportation, and changing areas of parents' employment have often broadened a young child's knowledge so much that many aspects of traditional social studies curriculum are outdated.\(^5\)

Many elementary students in Ames are already world travelers. Some, whose fathers teach at the University, go to various universities throughout the world for a year or more of exchange teaching or study, taking their families with them. Families of service men get the privilege of living in many different places, too. Their children do understand and accept the different modes of living in different parts of the world.


\(^3\) Jameson, op. cit., p. 77.


"Young children do grasp economic and social concepts," was
written by Keough in the Instructor.¹

The teacher must be familiar with the resources available for
his use. Shawkey wrote, "Teachers . . . should go beyond the classroom
to find what equipment in the school building and in the community is
available for his use."²

Field trips give concrete evidence of textbook materials that
students can actually explore to bring abstractions into meaningful
focus. Shawkey also stated:

A well-planned excursion or field trip provides one of the
best ways of making the textbook material meaningful. It can
often supplement classroom learning and provide information
that cannot be secured from books. It also develops skill in
observation, opening the children's eyes to the significance
of many things in their environment. The planning of an
excursion encourages teacher-pupil planning and increases
pupil participation in the learning activities.³

We encourage pupils to look for natural beauty in their
community and beyond, and to do their part in maintaining
it. They are made aware of cultural beliefs as exemplified
by language, music, art, and so on.⁴

To become good citizens, pupils must be well prepared to
meet the demands of the world in which they live. Knowledge
increases man's ability to make correct decisions and judg-
ments.⁵

¹Keough, op. cit., p. 102.
²Ada N. Shawkey, Teachers' Manual and Key to Accompany Eurasia
³Shawkey, op. cit., p. 23.
⁴Gerre S. Reibert, "Actual Experiences in Heritage Teaching:
Folklore," Instructor, LXX (February, 1966), 91.
⁵Reibert, op. cit., p. 95.
We teach that our way of life is special because it honors the individual while serving the needs of the group.¹

Koopman wrote the following as the basic objectives of the community study:

1. A more realistic understanding of the nature of the ongoing processes of society, gained through a richer interpretation of the activities with which the students have become more or less familiar during their lives.
2. An increasing awareness of, or sensitivity to, social situations and the issues and problems in economic, social and political life.
3. A scientific approach to the study of society through the application to a specific social situation of the principles of collection of data, observation, classification, and analysis.
4. The personality development which comes through cooperative work, contacts with adults in a new community situation, and participation in worthwhile activity.
5. The establishment of value patterns which may be used as criteria for judging the adequacy of community functions.
6. The ability to evaluate varying points of view in terms of the interests motivating those points of view.²

Correlating these objectives and the characteristics of a good school are essentials of good educational practices. The characteristics of the community school, as written by Olsen are as follows:

1. The community school improves the quality of living here and now.
2. The community school uses the community as a laboratory.
3. The community school organizes the curriculum around the fundamental processes and problems of living.
4. The community school makes the school plant a community center.
5. The community includes lay people in school policy and program planning.

¹Ibid.
²Koopman, op. cit., p. 7.
6. The community school leads in community coordination.
7. The community school practices and promotes democracy in all human relationships.¹

A guide of resources of the community is an invaluable aid to the teachers in their planning. Ragan stated:

A well-organized community resource guide is essential to assure the use of community resources effectively by classrooms since their potential has merely been tapped in communities where no listing exists.²

To meet educational objectives, the educational program should have knowledge and utilize intelligently the available community resources. Educators continually strive to make the school a vital part of the community, by using the social and physical environment of the area.

Wise use of the integration of community resources in the current curriculum would give strength to all these areas.

School, home, and community education are interwoven in developing the whole child.³

Therefore, school, home, and community education become a part of one inseparable experience.⁴

²Ragan, op. cit., p. 299.
³Hence and Founce, op. cit., p. 36.
Community resources supplement and enrich classroom instructions.

Resource persons provide a wealth of information in given areas to supplement available references and stimulate students to further learning.

Well-planned field trips related to the area of study give an opportunity to see, hear, touch, or smell with the result that abstractions become meaningful to students.

Skill in observation, evaluation, and critical thinking are developed through field trips and visits from resource persons.

The promotion of democratic ideals and the democratic way of life may be done effectively through the use of the community as a laboratory for democratic living. Appreciation and understanding of the learner's own community through knowledge of its history, government, and social and economic institutions is a basis for broader appreciations and understandings of American democracy and the American heritage.

After reviewing the literature, the criteria for selecting community resources as given by Flum will be used by this writer.

These are:


Resources should enrich the curriculum. Those resources should be selected that will augment the instructional program to the extent that most of the needs of the students will be realized, especially the following: (a) productive participation in economic life, (b) wise use of leisure time, (c) more intelligent understanding of the progress of science, (d) active participation in good citizenship practices, and (e) the practical application of good human relations.

Many resources were found that would apply to each of these criteria. Examples of productive participation in economic life were the newspaper plant, the locker plant, the bakery, and many other businesses.

In making use of leisure time, examples could be: hobbies, varied collections, art, and recreation.

To better understand the progress of science, the following were chosen to visit: the college dairy farm, the ISU Science Building, the Bell Telephone Company, and the Atomic Energy Commission.

The resources dealing with good citizenship practices were the fire department, the police department, the Iowa Highway Commission, and the Ames City Hall.

Human relations were stressed by the interest and desire of the cooperating establishments and persons to contribute their time and talents to aid in the education of the children in the Ames Community Schools. WOI Radio and TV, KASI, and the Ames Public Library are continually stressing practical human relationships.

Resources should be adapted to the level of the maturity of the students. Resource activities should be based on the abilities, interests, and individual differences of the students at all growth levels.\textsuperscript{2}

\textsuperscript{1}Laurence S. Flame, "The Selection and Use of Community Resources" (unpublished materials, Drake University, Des Moines, Iowa, 1957), p. 2.

\textsuperscript{2}Ibid.
The resources selected for this study were based on the needs, interests, and suitability of their adaptation to the fourth grade curriculum. Most could be used in the intermediate grades, and adapted to the needs of the grade level taking the field trip.

Resources should be usable and accessible. The proximity of the resource agency or person, the wealth of information available, and the willingness of the agency or person, to cooperate and facilitate the normal flow of resources.¹

As the writer went from one interview to another the response and willingness to be available for the school to visit, was evidence of the wealth of resources in Ames. All of the contacts were within the immediate Ames area, so were accessible and little traveling time would be necessary. Only those of value to our program and curriculum were included in the resource guide.

Resources should provide students with experiences essential for intelligent, active citizenship. These experiences should have action quality in which students can actively use those resources that will strengthen the practices of good citizenship.²

Through a visit to the Police Department, the Fire Department, and the Ames City Hall, the student would have experiences that would display practices of good citizenship. By such personal interaction with these agencies, the practicing of democratic ideals and civic responsibilities are first-hand experiences to the students.

Resources should enlarge the scope of the student's understanding of the cultural... life of the community. These resources should expand the aesthetic... horizon of youth for a better appreciation of the richer life.³

¹Ibid. ²Ibid. ³Ibid.
Resources found that would enrich the cultural life of the students were the library, the parks, the ISU museum, and other Iowa State University facilities.

To expand the aesthetic values, the following are examples for the students to visit: the ISU Memorial Union, the Octagon, and the Ames Community Schools Spring Art Show.

The resources were organized according to the form given by Arends.¹ Some changes were made to meet the needs of the Ames Community Schools.

The form used by this writer was:

1. Name of the resource
   A. Address
      Street, town, state
   B. Telephone number
   C. Person to contact
      Name of the person
   D. Preferred time to visit
      Time of day or time of year
   E. Length of visit
      Minutes
   F. Advance notice
      Number of days desired
   G. Resource value
      That educational value the resource has to offer to the students.

H. Curriculum correlation

The subject areas that could utilize the resource.

The directory of community resources were categorized according to the groupings suggested by Flanm. The listing of these categories will be found in Chapter III.
CHAPTER III

THE SURVEY

The purpose of this study was to survey and organize the resources of the area that are available and especially of use for the fourth grade teachers of the Ames Community Schools. By their use, the staff could promote better community understanding and the enrichment of the curriculum.

Since this study was for resources suitable for field trips, the investigator chose the personal interview as the means of securing the information desired.

Criteria for the selection of resources was established through reviewing the professional literature. The criteria chosen were stated by Flann in his writings. These are the following:

(a) the resources should enrich the curriculum,
(b) the resources should be appropriate to the students level,
(c) the resources should be accessible and usable,
(d) the resources should provide for good citizenship practices, and
(e) the resources should develop the child's understanding of the culture and the aesthetic values of the community. 1

The writer used Arndt's form for organizing the community resources, adapting it to the needs of the Ames Community Schools. 2

1 Flann, loc. cit.
2 Arndt, loc. cit.
All the resources listed are within the immediate area in and around the city of Ames, Iowa. The directory contains information about each of the resources that is pertinent for understanding the resource and aiding in curriculum enrichment.

The community resources have been listed in the following categories: Businesses, Communications, Educational Resources, Governmental Agencies, and Public Utilities. In each category, the resources are listed alphabetically for easy reference.

No attempt was made to include all community resources, but a reasonable sampling of each category of resources was obtained. Planning activities and enrichment of the curriculum were the basis of choosing the categories that would give maximum available assistance to teachers who chose to use the guide. Major emphasis was put on the resources especially adaptable to the curriculum at the fourth grade level, although most could be used effectively in any intermediate grade.

The resources are as follows:

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COMMUNITY RESOURCES

Businesses

I. Ames Building and Loan
A. Address
   122 Main Street
   Ames, Iowa
B. Telephone
   232-2711
C. Person to contact
   Mr. C. A. Hanlin
D. Preferred time to visit
   Middle of the month, anytime during the day.
E. Length of visit
   30-60 minutes
F. Advance notice
   Few days
G. Resource value
   The children will be given a tour of the building, see the vault, see the many different operations of the bank that are necessary to do business. Possibly can be shown the different types of money, including coins, large paper money, bank notes, bank certificates, etc.

II. Ames Fruit and Grocery
A. Address
   113 Colorado
   Ames, Iowa
B. Telephone
   292-1162
C. Person to contact
   Store manager
D. Preferred time to visit
   Anytime
E. Length of visit
   30-60 minutes
F. Advance notice
   One week
G. Resource value
   The children will visit the cold storage room where the meat is kept. They can observe the cutting, weighing, packaging, and pricing of the meats. They can also see how the meats are arranged in the display case. Cleanliness and methods of sanitation in the preparation of food can be seen.
III. Ames Imports
A. Address
    Highway 30 West
    Ames, Iowa
B. Telephone
    292-3176
C. Person to contact
    Larry Kentz or J. Norris Powers
D. Preferred time to visit
    Anytime
E. Length of visit
    30-60 minutes
F. Advance notice
    3-5 days
G. Resource value
    The children will see many of the foreign made automobiles they learn about in social studies. An explanation of the methods of transporting the cars to the United States and to Ames, the pricing, and the appeal to customers will be given.

IV. Ames Lumber Company
A. Address
    501 Lincoln Way
    Ames, Iowa
B. Telephone
    292-1772
C. Person to contact
    Manager of the store
D. Preferred time to visit
    Anytime
E. Length of visit
    15-30 minutes
F. Advance notice
    Few days
G. Resource value
    The students will see the many varieties of lumber products. They will also see the hardware and building
accessories that are necessary for constructions using lumber materials.

H. Curriculum correlation
   Social studies
   Mathematics
   Science

V. Ames Ready-Mix Concrete, Inc.
   A. Address
      East Lincoln Way
      Ames, Iowa
   B. Telephone
      232-0323
   C. Person to contact
      Mike Warren, dispatcher
   D. Preferred time to visit
      Anytime, especially in the spring or fall
   E. Length of visit
      One to three hours
   F. Advance notice
      Few days
   G. Resource value
      At the gravel pit site, the class will see the large
dredge bringing up the sand and the gravel. They will
see it passing through the sorter and grading machines,
into the large mixer, and into the large trucks used for
delivery. They will see the machinery for weighing and
measuring materials for each batch of concrete. They
can see the dispatcher and the communication system used
between the office and the truckers. If plenty of time
is allowed, they can come to the Lincoln Way office and
see the different sizes and varieties of sand and gravel,
and also see the making of bricks. Along the sides of
the gravel pit, the layers of soil and rock can be
observed clearly.

VI. Anderson Beauty Salon
   A. Address
      2320 Lincoln Way
      Ames, Iowa
   B. Telephone
      232-0323
   C. Person to contact
      Lillian Anderson
   D. Preferred time to visit
      Call and ask arrangements
E. Length of visit
15-60 minutes
F. Advance notice
Few days
G. Resource value
Mrs. Anderson will talk to the children about personal grooming, including the care of the hair, the skin, and the nails.

II. Curriculum correlation
Health
Science
Art
Social studies
Mathematics

VII. Armstrong Tractor and Truck Company
A. Address
Highway 69 South
Ames, Iowa
B. Telephone
232-1935
C. Person to contact
Mr. Max Armstrong
D. Preferred time to visit
In the fall
E. Length of visit
20-30 minutes
F. Advance notice
One day
G. Resource value
The class will see large machinery used in planting and harvesting crops. Tractors, plows, picker-combines, etc. will be displayed.

II. Curriculum correlation
Social studies
Science
Mathematics

VIII. Carriage House Meat and Provision Company
A. Address
1131 Dayton Road
Ames, Iowa
B. Telephone
232-2273
C. Person to contact
Mr. Harold Nickel
D. Preferred time to visit
In the morning
E. Length of visit
   30-90 minutes
F. Advance notice
   2-3 days
G. Resource value
   The children will see carcasses in refrigeration, and the cutting and packaging of meats. They will see the sanitation practices that are used with perishable foods.
H. Curriculum correlation
   Science
   Health
   Social studies
   Mathematics

IX. Carter Press, Inc.
A. Address
   206 Welch
   Ames, Iowa
B. Telephone
   232-2500
C. Person to contact
   Mr. George Carter
D. Preferred time to visit
   Anytime
E. Length of visit
   1.5-90 minutes
F. Advance notice
   Few days
G. Resource value
   The class will tour the building and see such things as: the many varieties of printing presses, the different types of photographic equipment, the paper cutting and folding machines, the bindery, the paper supply, the setting of type, etc.
H. Curriculum correlation
   Science
   Mathematics
   Language arts
   Social studies

IV. Cheese and Gourmet Shop, Inc.
A. Address
   116 Kellogg
   Ames, Iowa
B. Telephone
   232-7467
C. Person to contact
   Mr. Frank Smith
D. Preferred time to visit
   In the morning;
E. Length of visit
   45-90 minutes
F. Advance notice
   Few days
G. Resource value
   The children will see many of the imported foods they
   study about in social studies; as hams and meats from
   Denmark, cheeses from central Europe, and other gourmet
   foods and candies from many parts of the world.

II. Curriculum correlation
   Social studies
   Health
   Mathematics
   Science

XI. Collegiate Manufacturing Company
A. Address
   Masonic Building
   Ames, Iowa
B. Telephone
   232-5532
C. Person to contact
   Mr. Jack Adams
D. Preferred time to visit
   Call and make arrangements
E. Length of visit
   45-90 minutes
F. Advance notice
   Few days
G. Resource value
   The class will see the cutting of felt, the sewing of the
   felt and plush stuffed animals, the making of felt school
   banners and emblems, and the printing of school and college
   names and emblems on sweat shirts. They will see the
   machines that cut many pieces of material at one time,
   the sewing machines, the stencils used in printing and the
   packaging of these articles for shipment.

II. Curriculum correlation
   Mathematics
   Art
   Social studies
   Health

XII. Earl May Garden Center
A. Address
   716 South Duff
   Ames, Iowa
B. Telephone
   232-2929
C. Person to contact
   Mr. Bob Shottenkirk
D. Preferred time to visit
   Early morning
E. Length of visit
   30-90 minutes
F. Advance notice
   Few days
G. Resource value
   The children will see seeds, bulbs, plants, shrubs, and
trees in stock and the materials needed for their culture.
Also materials for beautification of homes, lawns, and
gardens. The different methods of packaging that are
necessary for the many types of products they have for
sale can be observed. Breakable merchandise are not to
be handled by the children.

H. Curriculum correlation
   Science
   Social studies
   Mathematics

XIII. Events: Flowers and Gifts
A. Address
   112 Burnett
   Ames, Iowa
B. Telephone
   232-5638
C. Person to contact
   Peggy Harrison
D. Preferred time to visit
   In the morning
E. Length of visit
   25-45 minutes
F. Advance notice
   Few days
G. Resource value
   The children will see natural and artificial plants and
flowers, home decorations, gift articles, and candy
supplies. The Buddha fountain with its coins is an
attraction for the children. Flower arranging may also
be seen.

H. Curriculum correlation
   Science
   Art
   Mathematics
XIV. Drs. Feldman and Walsh
A. Address
   12th and Douglas
   Ames, Iowa
B. Telephone
   232-6775
C. Person to contact
   Office
D. Preferred time to visit
   Call and make arrangements
E. Length of visit
   30-60 minutes
F. Advance notice
   Few days
G. Resource value
   The class will be told of the proper care of the teeth. They will see equipment and tools used in the treatment of disorders and told of their specific use. Models of children's and adult's teeth can be seen.

H. Curriculum correlation
   Health
   Science
   Mathematics

XV. Ferguson Bakery
A. Address
   223 Main
   Ames, Iowa
B. Telephone
   232-1320
C. Person to contact
   Call the store
D. Preferred time to visit
   Call and make arrangements
E. Length of visit
   30-90 minutes
F. Advance notice
   Few days
G. Resource value
   The class will see the mixing, shaping, and baking of a great variety of baked goods. They can see the icing and decorating of some items, the cutting and packaging of bread, the doughnut machine in operation, and the packaging of foods for sale.

H. Curriculum correlation
   Social studies
   Mathematics
   Science
   Art
XVI. Green Turf Landscape Company
A. Address
   6021 Dawes Drive
   Ames, Iowa
B. Telephone
   232-772
C. Person to contact
   Mr. Charles Calhoun
D. Preferred time to visit
   Call and make arrangements
E. Length of visit
   65-90 minutes
F. Advance notice
   One week
G. Resource value
   Mr. Calhoun will discuss the improvement, the beautification, and the conservation of our land and our homes by using plants and trees. Many varieties are available for viewing and identifying.
H. Curriculum correlation
   Social studies
   Science
   Mathematics

XVII. Halo Furniture and Carpet Company
A. Address
   Lincoln Way and Kellogg Avenue
   Ames, Iowa
B. Telephone
   232-1622
C. Person to contact
   Store manager
D. Preferred time to visit
   Anytime
E. Length of visit
   65-90 minutes
F. Advance notice
   Few days
G. Resource value
   The children will see finished products of wood and fibers they have studied. Furniture, upholstery, and carpeting using wood and fibers, such as: wool, linen, cotton, and man-made ones. They can tour the store and see the variety of things that we can use in our homes.
H. Curriculum correlation
   Social studies
   Science
   Mathematics
XVIII. S. Hanson Lumber Company
A. Address
   212 Duff Avenue
   Ames, Iowa
B. Telephone
   232-5152
C. Person to contact
   Mr. Larry Walters
D. Preferred time to visit
   In the afternoon
E. Length of visit
   45-90 minutes
F. Advance notice
   Few days
G. Resource value
   All kinds of construction supplies and accessories will be seen. The usual things that are found in a good lumber yard can be seen. The children will be given a guided tour with explanations as needed.
H. Curriculum correlation
   Social studies
   Mathematics
   Science

XIX. Hy-Vee Food Stores
A. Address
   112 South Sheldon Avenue
   Ames, Iowa
B. Telephone
   232-2260
C. Person to contact
   Manager of the bakery
D. Preferred time to visit
   In the morning
E. Length of visit
   45-90 minutes
F. Advance notice
   Few days
G. Resource value
   The children will see the large mixing machines that prepare the dough, the weighing and forming of various baked articles, the ovens used in baking, the icing, the packaging and the pricing of the various baked goods. They can see the display counter where the consumer buys these articles.
H. Curriculum correlation
   Health
   Science
   Mathematics
   Social studies
XX. Iowa Road Builders Company
A. Address
   Concrete Ready Mix Plant
   Highway 69 South
   Ames, Iowa
   Asphalt Plant
   Highway 69 North
   Ames, Iowa
B. Telephone
   233-2710
C. Person to contact
   Office manager
D. Preferred time to visit
   In the spring or the fall anytime
E. Length of visit
   45-90 minutes
F. Advance notice
   Few days
G. Resource value
   The class can see the mixing and dispatching of materials used for sidewalks, driveways, foundations, and roadbeds. They will also see the large automatic machinery used in mixing materials and the large trucks used in making deliveries. Dispatching will show the process of communicating between the dispatcher and the truckers.

H. Curriculum correlation
   Social studies
   Science
   Mathematics
   Language arts

XXI. McParland Clinic
A. Address
   17th and Douglas
   Ames, Iowa
B. Telephone
   232-4520
C. Person to contact
   Business manager, Mr. Beryl Neuck
D. Preferred time to visit
   Anytime
E. Length of visit
   30-60 minutes
F. Advance notice
   Few days
G. Resource value
   The children will have a guided tour of the building. The laboratory, x-ray room, and X-ray equipment can be seen if not in use. The business office, record department, and the pharmacy can also be toured. The pharmacist will discuss drugs and their use for us, if such is included in the arrangements.
H. Curriculum correlation
   Social studies
   Science
   Health

XXII. Midwest Transportation Company
A. Address
   1003 North 2nd
   Ames, Iowa
B. Telephone
   232-7270
C. Person to contact
   Mr. Bob Killam
D. Preferred time to visit
   Anytime
E. Length of visit
   45-90 minutes
F. Advance notice
   Few days
G. Resource value
   The class can see the buses used in community transportation; which are used by the school, the city of Ames, and by groups who wish to charter a bus for a trip. They can also take a tour of the bus barn, and a ride may be had if part of the arrangements.

XXIII. Montgomery Ward
A. Address
   South Duff
   Ames, Iowa
B. Telephone
   232-3260
C. Person to contact
   Manager of the store
D. Preferred time to visit
   Anytime
E. Length of visit
   30-90 minutes
F. Advance notice
   Few days
G. Resource value
   The children can have a tour throughout the store, showing including stock, unpacking and packing of the merchandise, and the displaying of it. They will see the great variety
of different types of merchandise in one business. They can see the credit department with the machines for making credit cards, recording credit sales, and the machine that automatically weigh, stamp, and seal their outgoing mail.

H. Curriculum correlation
   Social studies
   Mathematics
   Science
   Language arts
   Health

XXIV. Mullica Greenhouse
   A. Address
      505 South Maple
      Ames, Iowa
   B. Telephone
      232-1332
   C. Person to contact
      Mr. Mullica
   D. Preferred time to visit
      Call and make arrangements
   E. Length of visit
      30-60 minutes
   F. Advance notice
      Few days
   G. Resource value
      A typical greenhouse with growing plants and flowers, flower arrangements and accessories. The children would be shown the planting and care of the plants. They have a large variety of orchids that would be of interest when studying Hawaii.

H. Curriculum correlation
   Science
   Social studies
   Art

XXV. M. I. Munn Lumber Company
   A. Address
      Main and Duff
      Ames, Iowa
   B. Telephone
      232-7112
   C. Person to contact
      Mr. Jim Pithington
   D. Preferred time to visit
      In the morning anytime
E. Length of visit
   45-90 minutes
F. Advance notice
   Few days
G. Resource value
   The children would be given a guided tour of the facilities to see the lumber and building supplies, and be told of the ways they are used. This is a large lumber yard with a vast variety of materials.
H. Curriculum correlation
   Social studies
   Mathematics
   Science
   Art

XXVI. Nelson Lumber and Construction Company, Inc.
A. Address
   116 Clark
   Ames, Iowa
B. Telephone
   232-2645
C. Person to contact
   Office manager
D. Preferred time to visit
   Anytime
E. Length of visit
   45-90 minutes
F. Advance notice
   Few days
G. Resource value
   The children will be given a guided tour of the building to see the many kinds of lumber and building materials, and the variety of all kinds of accessories that are necessary for construction.
H. Curriculum correlation
   Social studies
   Mathematics
   Science
   Art

XXVII. Pacific Fish Market
A. Address
   115 Kellogg
   Ames, Iowa
B. Telephone
   232-2350
C. Person to contact
   Mrs. Nicholson
D. Preferred time to visit
   In the afternoons
E. Length of visit
   30-60 minutes
F. Advance notice
   Few days
G. Resource value
   The children could see fish from all areas of the world, including oysters, halibut, cod, herring, salmon, lobsters, etc. Also they have the shells of oysters, abilony and other shell fish on display. They would tell how they get the fish, the transportation and the refrigeration that is necessary.
H. Curriculum correlation
   Social studies
   Health
   Mathematics
   Science

XVIII. The Pines
A. Address
   Highway 30 West
   Ames, Iowa
B. Telephone
   292-3712
C. Person to contact
   Mrs. Margaret McMahon
D. Preferred time to visit
   Anytime
E. Length of visit
   15-20 minutes
F. Advance notice
   Few days
G. Resource value
   The class could tour the large display area to see antiques of all varieties, works of art, Oriental rugs, and trivia typical of an antique store. Mrs. McMahon could tell the background history of articles of particular interest to the group.
H. Curriculum correlation
   Social studies
   Science
   Art
   Mathematics

XIX. Pronto Food Kitchens, Inc.
A. Address
   South Muff
   Ames, Iowa
D. Telephone
   233-1001

C. Person to contact
   Mrs. Ma. Burke

D. Preferred time to visit
   Anytime

E. Length of visit
   45-90 minutes

F. Advance notice
   Two days

G. Resource value
   The children would see the assembly line production of pizzas, see the packaging, the quick freeze process of preservation of the product, see the sanitation practices that are used in preparation of foods for our use, see the refrigerated trucks used for delivery, and be told of the volume of their sales.

H. Curriculum correlation
   Health
   Social studies
   Mathematics
   Science

XXX. Riverside Manor Inc.
A. Address
   1204 South 14th
   Ames, Iowa

B. Telephone
   233-2902

C. Person to contact
   Mr. Ballard

D. Preferred time to visit
   Late morning, 11:00-11:45

E. Length of visit
   30-45 minutes

F. Advance notice
   2-3 days

G. Resource value
   The children could talk or sing to the patients. Short skits, favors for on their trays, picture booklets with large printing, and such things are enjoyed by the patients. It would be a realistic way of the children seeing the needs of the aged and having the pleasure of taking the time to make their lives a bit happier.

H. Curriculum correlation
   Social studies
   Language arts
   Art
   Music
XXXI. Shaughnessy's
A. Address
111 Kellogg
Ames, Iowa
B. Telephone
233-2128
C. Person to contact
Mr. Patrick J. Shaughnessy
D. Preferred time to visit
Call and make arrangements
E. Length of visit
30-90 minutes
F. Advance notice
Few days
G. Resource value
The class would see large displays of natural and man-made products and fibers that are used in our homes. Fibers, such as cotton, linen, wool, orlon, acetate, acrylon, etc. are used in drapes, upholstery and rugs. Plastics, vinyl, slate, formica, etc. are used in floor coverings and counter tops. Accessories for home beautification and comfort are available for use with the above listed articles.

H. Curriculum correlation
Social studies
Science
Art
Mathematics

XXXII. Skarshaug Testing Laboratories
A. Address
1603 West Lincoln Way
Ames, Iowa
B. Telephone
292-1422
C. Person to contact
Mr. Paul Skarshaug
D. Preferred time to visit
Anytime
E. Length of visit
15-60 minutes
F. Advance notice
One week
G. Resource value
The class would see the testing of rubber gloves that are specifically designed for use by persons working with large amounts of electricity. These are used by workers at large dam installations, power plants, and electrical substations all over the world.

H. Curriculum correlation
Science
Social studies
Health and safety
XIII. Union Story Trust and Savings Bank
A. Address
   403 Main Street
   Ames, Iowa
B. Telephone
   232-2362
C. Person to contact
   Mr. James R. Michaud
D. Preferred time to visit
   Middle of the month
E. Length of visit
   15-120 minutes
F. Advance notice
   Few days
G. Resource value
   Mr. Michaud would be the guide for a tour of their facilities. He would explain the need and the purpose of the various departments of the bank, show the vault and the safety deposit boxes, the IBM services used by the bank, and show the children large paper money, as $500 and if one is available a $1000 bill. The construction of the building is very interesting. Acoustic materials, lighting, and arrangement create good working conditions for the personnel and the customers.

H. Curriculum correlation
   Social studies
   Science
   Mathematics
   Art
   Language arts

XIV. University Bank and Trust Company
A. Address
   2016 Lincoln Way
   Ames, Iowa
B. Telephone
   232-3310
C. Person to contact
   Mr. C. W. Budolfson
D. Preferred time to visit
   Afternoon, 2:30 p.m. on
E. Length of visit
   15-20 minutes
F. Advance notice
   Few days
G. Resource value
   The class would tour the bank, see the vault and safe deposit boxes, and other departments and operations necessary for the bank to handle the affairs of the customers.
H. Curriculum correlation
   Social studies
   Mathematics
   Science
XXVII. Van Voorhis Greenhouse

A. Address
   North on Highway 69
   Ames, Iowa

B. Telephone
   232-3993

C. Person to contact
   Mrs. Van Voorhis

D. Preferred time to visit
   By arrangement, especially fall and spring, but avoid
   near the holidays.

E. Length of visit
   30-60 minutes

F. Advance notice
   Few days

G. Resource value
   The class would see planting, growing, and care of plants.
   They would see how the cut flowers are preserved. Mrs.
   Van Voorhis would probably do an arrangement or make a
   corsage to show the artistic beauty in arranging of the
   flowers and the accessories used with them. She has a
   large orchid plant that is usually in bloom.

H. Curriculum correlation
   Science
   Social studies
   Mathematics
   Art

XXVIII. Youkers

A. Address
   323 Main Street
   Ames, Iowa

B. Telephone
   232-2320

C. Person to contact
   Manager of the store

D. Preferred time to visit
   Call and make arrangements

E. Length of visit
   30-60 minutes

F. Advance notice
   Few days

G. Resource value
   The children would tour the building, seeing a small, very
   compact department store with its great variety of
   merchandise. They would get an understanding of the
   function of the business, the number of people who are
   employed, the way they appeal to customers need through
   their arrangement of the displays and their window displays,
   and even have a ride on the old manual elevator in the
   building. They have imported glassware and a good art
   and crafts department.
H. Curriculum correlation
   Social studies
   Science
   Mathematics
   Art

Communications

I. Ames Tribune
A. Address
   317-5th Street
   Ames, Iowa
B. Telephone
   232-2160
C. Person to contact
   Mr. Hollis Mordyke
D. Preferred time to visit
   In the afternoon
E. Length of visit
   30-90 minutes
F. Advance notice
   Few days
G. Resource value
   A guided tour of the newspaper plant will show how they
   get their news by the reporters and the teletype, proof-
   reading, setting up of copy and type, the presses and
   the huge rolls of newprint paper; the automatic machinery
   for cutting and folding the newspapers; and the methods
   of distributing the papers to their customers.

II. Iowa State University Press
A. Address
   ISU Campus
   Ames, Iowa
B. Telephone
   331-5230
C. Person to contact
   Mr. Robert Schwartz
D. Preferred time to visit
   Anytime
E. Length of visit
   30 minutes
F. Advance notice
   Few days
G. Resource value
A guided tour of the facilities that mainly print books and student magazines. They set up the type for the college newspaper, but it is printed in Jefferson. The children will see the setting of type, proofreading, the printing presses, and the assembling of the books or magazines. They don't bind the books here. Students should be cautioned about safety around the presses and the machinery.

H. Curriculum correlation
Science
Language arts
Mathematics
Safety

III. WADI Broadcasting Studio
A. Address
117 1 Main Street
Anos, Iowa
B. Telephone
232-6350
C. Person to contact
Mr. George Morris
D. Preferred time to visit
Anytime
E. Length of visit
30-60 minutes
F. Advance notice
Few days
G. Resource value
Mr. Morris will take the group through the offices and studios explaining the purposes of each, show how they assemble the news for the broadcasts, show the use of recordings, explain the broadcasting equipment, and other places necessary to the industry. The children may observe a broadcast if such is part of the arrangements.

H. Curriculum correlation
Language arts
Science
Social studies
Mathematics

IV. Northwestern Bell Telephone Company
A. Address
330-5th Street
Anos, Iowa
B. Telephone
232-6000
C. Person to contact
Mr. Stephen C. Gardner
D. Preferred time to visit
   Anytime
E. Length of visit
   15-30 minutes
F. Advance notice
   Two days
G. Resource value
   The children will have a tour with Mr. Gardner as the guide. He will explain the many services of the telephone company. The children may listen on head-sets, have their news printed by the IBM process, see the teletype, see the Laser beam in operation, and see the time machines in operation. The tour may be as detailed as the time the class has to spend there, just specify when you make arrangements the phases of their services that you especially are interested in seeing.

V. Curriculum correlation
   Language arts
   Science
   Mathematics
   Social studies

VI. NIT Radio and TV
   A. Address
      ISU Campus
      Ames, Iowa
   B. Telephone
      231-5353
   C. Person to contact
      Mr. Dale R. Baber
   D. Preferred time to visit
      Call and make arrangements
   E. Length of visit
      30-60 minutes
   F. Advance notice
      Few days
   G. Resource value
      The children will be guided through the station. They can see broadcasting and TV in operation, may even be on it. The various kinds of TV equipment will be seen, those that are portable as are taken to sports events, and the permanent kind in the station. They will be shown how this is such an important factor in news, programming, and informing the world of important events.

VII. Curriculum correlation
    Language arts
    Science
    Mathematics
    Social studies
I. Agricultural Engineering and Research Center
   A. Address
      ISU Campus
      Ames, Iowa
   B. Telephone
      294-1135
   C. Person to contact
      Dr. C. W. Rockhop
   D. Preferred time to visit
      Anytime
   E. Length of visit
      30-90 minutes
   F. Advance notice
      Few days
   G. Resource value
      The children will see how engineers plan and design new
      machines to aid in agriculture, and how they are then
      constructed and tested. They will see many types of
      agricultural machines that aid in saving manpower, time,
      expense, and aid in conserving the land.

II. Agronomy
    A. Address
       Agronomy Building, ISU Campus
       Ames, Iowa
    B. Telephone
       294-1133
    C. Person to contact
       Dr. Shaw
    D. Preferred time to visit
       Anytime
    E. Length of visit
       15-30 minutes
    F. Advance notice
       Few days
    G. Resource value
       The class will see the various types of weather equipment
       and be shown the part each plays in predicting and forecast-
       ing weather. They will also be told how the seasons
       affect the lives of the peoples of the world. Models will
       be used in the discussion.

III. Curriculum correlation
    Science
    Social studies
    Mathematics
III. Animal Science Department
   A. Address
      ISU Campus
      Ames, Iowa
   B. Telephone
      294-3161
   C. Person to contact
      Prof. James Kiser
   D. Preferred time to visit
      Anytime
   E. Length of visit
      30-90 minutes
   F. Advance notice
      Few days
   G. Resource value
      The children will see the fine riding horses. The guide will tell about the breeds, their special adaptations to riding, their care and their value. They will see the barn, the stalls, the exercise pen, etc. necessary for their care.

H. Curriculum correlation
   Social studies
   Science
   Mathematics

IV. Applied Art
   A. Address
      2150 Hackay
      ISU Campus
      Ames, Iowa
   B. Telephone
      294-672h
   C. Person to contact
      Dr. Marjorie Garfield
   D. Preferred time to visit
      Anytime
   E. Length of visit
      15-90 minutes
   F. Advance notice
      Few days
   G. Resource value
      The children will see many forms of art including: blown glass, many forms of weaving, making and printing of textiles, ceramics, and many other crafts. Many of these will be seen in various stages of completion.

H. Curriculum correlation
   Art
   Science
   Mathematics
   Social studies
V. Aerospace Engineering
A. Address
   ISU Campus
   Ames, Iowa
B. Telephone
   291-3776
C. Person to contact
   Dr. E. W. Anderson
D. Preferred time to visit
   Anytime
E. Length of visit
   45-90 minutes
F. Advance notice
   Few days
G. Resource value
   The guide will discuss the construction of the airplanes, explain techniques and new developments in space travel, and use and show models of many types of space craft, including rockets and capsules. He will tell of the importance of these in our modern space-minded world.

H. Curriculum correlation
   Science
   Mathematics
   Art

VI. Bandshell Park
A. Address
   6th and Duff
   Ames, Iowa
B. Telephone
   None
C. Person to contact
   None
D. Preferred time to visit
   Anytime
E. Length of visit
   30-60 minutes
F. Advance notice
   None
G. Resource value
   The class, with teacher guidance, can go to this area to identify plants, shrubs, and trees. Many common varieties are found in this area.

H. Curriculum correlation
   Science
   Social studies
   Art
VII. Book-A-Rama
A. Address
   ISU Library
   Ames, Iowa
B. Telephone
   294-5612
C. Person to contact
   Mrs. Lillie
D. Preferred time to visit
   Just prior to, during, or right after Veishea
E. Length of visit
   15-30 minutes
F. Advance notice
   Two weeks
G. Resource value
   This is a special display of children's books. Mrs. Lillie prepares it for viewing by the public during Veishea. She would tell about the display and the children could look at the books.

II. Curriculum correlation
   Language arts
   Science
   Social studies
   Mathematics

VIII. Botany
A. Address
   Botany Hall
   ISU Campus
   Ames, Iowa
B. Telephone
   294-3120
C. Person to contact
   Dr. Harold McMillen
D. Preferred time to visit
   Anytime
E. Length of visit
   15-30 minutes
F. Advance notice
   One week
G. Resource value
   Dr. McMillen, a specialist in the identification of cotton trees, could give the children basic information to use in learning to identify the trees in this area. The ISU campus has varieties of all kinds of trees that will grow in this type of climate.

II. Curriculum correlation
   Science
   Social studies
IX. Botany and Plant Pathology
A. Address
    Botany-Bessey Hall
    ISU Campus
    Ames, Iowa
B. Telephone
    294-3322
C. Person to contact
    Dr. Frederick G. Smith
D. Preferred time to visit
    Anytime
E. Length of visit
    45-90 minutes
F. Advance notice
    Few days
G. Resource value
    The children will see growing plants and cultures that
    are used for research. They will see and can look through
    various types of microscopes that are used in the depart-
    ment. They will see an electron microscope, too.

X. Brookside Park
A. Address
    6th to College
    Ames, Iowa
B. Telephone
    None
C. Person to contact
    None
D. Preferred time to visit
    Anytime
E. Length of visit
    45-120 minutes
F. Advance notice
    None
G. Resource value
    This is an area where the class can identify trees, plants,
    birds, and some small animals. Also with teacher guidance,
    they can obtain specimens from the small creek for study
    and observation. The park has an old fire engine and much
    other playground equipment. It is an excellent area for
    picnics.

II. Curriculum correlation
    Science
    Social studies
    Health
    Recreation
II. Campanile
A. Address
    ISU Campus
    Ames, Iowa
B. Telephone
    (515) 294-1121
C. Person to contact
    Business office-tour guide service
D. Preferred time to visit
    Call and make arrangements
E. Length of visit
    30-60 minutes
F. Advance notice
    One week
G. Resource value
    The children would see the bell tower, climb to the top
    to see and hear the bells, and see the way they are
    played. They will also have a beautiful view of the
    surrounding area.
H. Curriculum correlation
    Music
    Art
    Science

XII. Carr Park
A. Address
    Carr Drive
    Ames, Iowa
B. Telephone
    None
C. Person to contact
    None
D. Preferred time to visit
    Anytime
E. Length of visit
    15-30 minutes
F. Advance notice
    None
G. Resource value
    A wooded area preserved in its natural state for all to
    enjoy. The class could identify trees, plants, wildlife,
    etc., with teacher guidance. A good outdoor classroom.
H. Curriculum correlation
    Science
    Art
    Social studies
    Mathematics
E. Telephone
   291-6342
C. Person to contact
   Dr. R. S. Hansen
D. Preferred time to visit
   Anytime
E. Length of visit
   15-20 minutes
F. Advance notice
   Few days
G. Resource value
   The class will see models of the different molecules, many gadgets, and a very extensive laboratory set-up. Their purposes and functions would be explained to the students.
H. Curriculum correlation
   Science

XIV. Dairy and Food Industry
A. Address
   ISU Campus
   Ames, Iowa
F. Telephone
   291-2011
C. Person to contact
   Dr. W. V. Nielsen
D. Preferred time to visit
   Anytime
E. Length of visit
   15-20 minutes
F. Advance notice
   Few days
G. Resource value
   The children would see the processing of milk into cheeses, the pasteurizing and packaging of milk, and the making of ice cream. They could see the laboratory where testing is continually done to improve the quality of their products.
H. Curriculum correlation
   Health
   Science
   Mathematics

XV. Dairy Science Farm
A. Address
   South on Hayward
   ISU Campus
   Ames, Iowa
F. Telephone
   291-6285
C. Person to contact
   Mr. Anthony Colletti
D. Preferred time to visit
   In the afternoon
E. Length of visit
   30-90 minutes
F. Advance notice
   Few days
J. Resource value
   The children could tour the large barns where the milking cows are housed. They could see the measuring of feed and the feeding of each individual cow, the washing of the entire cow prior to milking, the milking parlor, and the automatic milking equipment with its scales, glass milk containers, and the glass pipes through which the milk passes to the large cooling tank. They'll be told of the amounts of milk that some of the better cows produce, and see the pictures and records of their achievements. They will see most of the different kinds of dairy cattle.

V. Curriculum correlation
   Science
   Social studies
   Mathematics
   Language arts

XVI. Earth Science
A. Address
   Science Building
   ISU Campus
   Ames, Iowa
F. Telephone
   294-1177
C. Person to contact
   Dr. Keith L. Hussey
D. Preferred time to visit
   Anytime
E. Length of visit
   15-20 minutes
F. Advance notice
   Few days
J. Resource value
   The children will be told of the make-up of the earth and the various kinds of rocks. Some factors for identifying kinds of rock will be shown and discussed. They can see the rock displays. Questions will be answered for the children.
H. Curriculum correlation
Science
Mathematics

XVII. Mesa McCarthy Lee Park
A. Address
North of Oakland on Sheldon
Ames, Iowa
B. Telephone
None
C. Person to contact
None
D. Preferred time to visit
Anytime
E. Length of visit
1.5-120 minutes
F. Advance notice
None
G. Resource value
A beautiful area for identification of trees, many birds, and small animals. There is a small ditch where, with teacher guidance, the children could obtain specimens of many kinds for study and observation. It also has play-equipment and picnic facilities.

H. Curriculum correlation
Science
Social studies
Art
Recreation

XVIII. Fish and Wildlife Department
A. Address
Science Building
ISU Campus
Ames, Iowa
B. Telephone
319-6151
C. Person to contact
Dr. Milton Wolf
D. Preferred time to visit
Anytime
E. Length of visit
1-20 minutes
F. Advance notice
Several days
G. Resource value
The children will have an explained tour of the museum, where wildlife is displayed in natural settings. The many varieties of fish can be observed. The native
habitat, adaptations to surroundings, and necessities needed by the wildlife that are provided by environmental conditions will be discussed.

K. Curriculum correlation
Science
Social studies
Mathematics
Art

XIX. Science Laboratory at the Ames High School
A. Address
20th and Ridgwood
Ames, Iowa

B. Telephone
233-1220

C. Person to contact
Mr. Richard Trump

D. Preferred time to visit
Call and arrange for a time when he isn't in class.

E. Length of visit
15-60 minutes

F. Advance notice
Few days

G. Resource value
The children will see bees in a hive (glass enclosed), collections of birds' eggs and nests, specimens of fish of Squaw Creek, growing plants, rocks, and a variety of other science specimens. If there is advance arrangement, he will take the group to the edge of the prairie for identification of plants, trees, birds, insects, and other wildlife in the area.

H. Curriculum correlation
Science

X. Hobbies
A. Address
23th and Stange Road
Ames, Iowa

B. Telephone
233-7646

C. Person to contact
Mr. or Mrs. Buxler

D. Preferred time to visit
Any time

E. Length of visit
30-90 minutes

F. Advance notice
Few days
G. Resource value
The children will be shown and told about the coins and stamps in their collections. They can also see the collection of live turtles. They have about 20 at this time.

H. Curriculum correlation
Social studies
Science
Mathematics
Language arts

XXI. Horse Barn
A. Address
   ISU Campus
   Ames, Iowa
B. Telephone
   293-5372
C. Person to contact
   Dr. Andrew Allison
D. Preferred time to visit
   Anytime
E. Length of visit
   15-90 minutes
F. Advance notice
   Few days
G. Resource value
   The children can go through the horse barns, and a guide will tell them about the breed, the care, the value, and their usefulness. If in the spring, they also see the colts.

H. Curriculum correlation
   Social studies
   Science
   Mathematics
   Language arts

XXII. Horticulture
A. Address
   Botany Greenhouse
   ISU Campus
   Ames, Iowa
B. Telephone
   293-3100
C. Person to contact
   Dr. Pauske
D. Preferred time to visit
   Anytime
E. Length of visit
   15-120 minutes
F. Advance notice
   Few days
G. Resource value
   The children will see a demonstration of the procedures
   of planting and starting plants. They will also be
   shown the various kinds of grafts that are used in graft-
   ing to produce plants.
H. Curriculum correlation
   Science
   Mathematics

XXIII. Horticulture Greenhouse
A. Address
   ISU Campus
   Ames, Iowa
B. Telephone
   292-5962
C. Person to contact
   Dr. T. L. Denison
D. Preferred time to visit
   Anytime
E. Length of visit
   30-90 minutes
F. Advance notice
   Few days
G. Resource value
   A research greenhouse with plants from all over the world.
   A guide will tell the kind and place each plant grows.
   Many tropical plants are of special interest, as the
   banana, palm, orchids, and other fruit plants.
H. Curriculum correlation
   Social studies
   Science

XXIV. Inis Grove Park
A. Address
   East 7th Street
   Ames, Iowa
B. Telephone
   None
C. Person to contact
   None
D. Preferred time to visit
   Anytime
E. Length of visit
   60-120 minutes
F. Advance notice
   None
G. Resource value
An area for identification of trees, plants, rocks, birds, and small animals with teacher guidance. There are excellent nature trails and a fine picnic area.

H. Curriculum correlation
Science
Social studies
Art
Recreation

XXV. McDonald Woods Park
A. Address
Izaak Walton Road
Ames, Iowa
B. Telephone
None
C. Person to contact
None
D. Preferred time to visit
Anytime
E. Length of visit
15-120 minutes
F. Advance notice
None
G. Resource value
A place where a class can identify various types of wildlife with teacher guidance.

H. Curriculum correlation
Science
Art
Language arts

XXVI. Meat Laboratory
A. Address
ISU Campus
Ames, Iowa
B. Telephone
291-7329
C. Person to contact
Dr. David Tepel
D. Preferred time to visit
Anytime
E. Length of visit
15-20 minutes
F. Advance notice
Few days
G. Resource value
The children can see the butchering, refrigeration, cutting, and experimental processes being done with the meat. They determine if foods or supplements fed to
the animals leave residues in the meat, and the length of time one must wait to slaughter animals after these have been fed to the animals. Sanitation and healthful food products are their main objective, so meat carcasses can pass the inspection necessary.

II. Curriculum correlation
Science
Health
Mathematics

XXVIII. Native Prairie
A. Address
30th and Ridgewood (back of the High School)
Ames, Iowa
B. Telephone
None
C. Person to contact
None
D. Preferred time to visit
Anytime
E. Length of visit
One to two hours
F. Advance notice
   None

G. Resource value
   The children will see a section of native Iowa prairie that has never been plowed. Plants, shrubs, and trees are types not often found anymore. Identification of trees, plants, insects, and birds can be done with teacher guidance. It is of particular interest in the spring, as this area comes to life so much later than the surrounding area. It is an excellent resource area for correlation with most areas of study.

H. Curriculum correlation
   Science
   Art
   Mathematics
   Social studies
   Language arts

XXIX. Octagon
   A. Address
      232½ Main Street
      Ames, Iowa
   B. Telephone
      232-1151
   C. Person to contact
      Receptionist on duty
   D. Preferred time to visit
      Afternoon
   E. Length of visit
      15-30 minutes
   F. Advance notice
      Few days

G. Resource value
   The children will tour the facilities and will see the various rooms where different kinds of art work is done, as water and oil painting, making articles of clay, making of puppets, and many other crafts. They will see the auditorium where presentations of plays and puppetry are performed, and the gallery where many kinds of art are displayed.

   The all school art exhibit is held here in the spring. There are regularly scheduled classes for children and adults, and perhaps would see some of these in operation.

H. Curriculum correlation
   Language arts
   Art
   Science
   Mathematics
   Social studies
XXX. O'Neil's Dairy
A. Address
   308-5th Street
   Ames, Iowa
B. Telephone
   232-4550
C. Person to contact
   Secretary
D. Preferred time to visit
   Anytime
E. Length of visit
   45-90 minutes
F. Advance notice
   Few days
G. Resource value
   The children can see different things at different times of the day, including the making of cottage cheese, the pasteurizing and bottling of milk and cream, and the making of ice cream.

H. Curriculum correlation
   Social studies
   Mathematics
   Science
   Health

XXXII. Physics
A. Address
   ISU Campus
   Ames, Iowa
B. Telephone
   291-6876
C. Person to contact
   Dr. Parks Lester
D. Preferred time to visit
   Anytime
E. Length of visit
   45-90 minutes
F. Advance notice
   Few days
G. Resource value
   To correlate with the social studies area of South Africa, the children could see the work involved in the art of diamond cutting. They would see the ore and the development of it into a fine finished product.

H. Curriculum correlation
   Social studies
   Mathematics
   Science
   Art
XXII. Plant Introduction Laboratory
A. Address
   ISU Campus
   Ames, Iowa
B. Telephone
   291-3223
C. Person to contact
   Dr. Skrdla
D. Preferred time to visit
   Anytime
E. Length of visit
   15-30 minutes
F. Advance notice
   Few days
G. Resource value
   Any type of new plant is grown and tested here. New
   varieties of plants that are developed in any part of
   the world are tested as to the kinds of soil they will
   grow in, their tolerance to disease and insect infesta-
   tion, and other such factors.

II. Curriculum correlation
   Science
   Social studies

XXIII. Poultry Science Farm
A. Address
   Storm and Welch
   Ames, Iowa
B. Telephone
   232-5115
C. Person to contact
   Dr. V. R. Barron
D. Preferred time to visit
   Call and make arrangements
E. Length of visit
   15-30 minutes
F. Advance notice
   Few days
G. Resource value
   The children would go through the poultry building, seeing
   the raising, care and feeding of the poultry. They would
   see the modern poultry equipment used in the feeding,
   watering, and caring for the birds. They may also see the
   incubators, and possibly the hatching process.

II. Curriculum correlation
   Science
   Mathematics
   Health
   Social studies
   Home economics
XXXIV. River Valley Park
A. Address
   East 13th Street
   Ames, Iowa
B. Telephone
   None
C. Person to contact
   None
D. Preferred time to visit
   Anytime
E. Length of visit
   15-20 minutes
F. Advance notice
   None
G. Resource value
   Excellent area for gathering specimens of insects, identifying birds, identification of trees, and identification of small animals. There is playground equipment and picnic facilities.
H. Curriculum correlation
   Science
   Social studies
   Mathematics
   Language arts
   Recreation

XXXV. Rocks and Minerals
A. Address
   Science Building
   ISU Campus
   Ames, Iowa
B. Telephone
   294-1077
C. Person to contact
   Dr. Bliss
D. Preferred time to visit
   Anytime
E. Length of visit
   15-30 minutes
F. Advance notice
   Few days
G. Resource value
   Dr. Bliss will explain the formation of the different rocks and minerals found in the earth. The children will see and examine the large rock collections.
H. Curriculum correlation
   Science
   Social studies
   Geology
I. Safety Research
A. Address
   Safety Research Lab
   ISU Campus
   Ames, Iowa
B. Telephone
   291-5920
C. Person to contact
   Dr. Lillian Schwenk
D. Preferred time to visit
   Anytime
E. Length of visit
   15-90 minutes
F. Advance notice
   Few days
G. Resource value
   The children will hear discussions of safety concerning
   riding bicycles, riding in cars, riding go-carts and
   motorcycles, and walking. Models to demonstrate will
   be seen, along with the many posters displayed.

II. Curriculum correlation
   Science
   Health
   Mathematics
   Social studies

III. Seed Testing Laboratory
A. Address
   ISU Campus
   Ames, Iowa
B. Telephone
   291-6926
C. Person to contact
   Dr. Leroy Peterson
D. Preferred time to visit
   Anytime
E. Length of visit
   15-90 minutes
F. Advance notice
   Few days
G. Resource value
   A laboratory set-up to make tests for germination of seeds,
   as grains, garden and flower seeds; and also where tests
   are made to determine the weed seed content in a given
   amount of seed and the kinds of weed seeds. So helpful,
   to agriculture, and allows persons or firms who sell seed
   to have a basis to conform to laws pertaining to weed
   content and how well the seed grows. The children will
   see the seeds growing and see how they make reports to
   those who desire this information.
H. Curriculum correlation
  Science
  Mathematics

XXXIII. Science of Sound
A. Address
   Physics Building
   ISU Campus
   Ames, Iowa
B. Telephone
   231-3622
C. Person to contact
   Dr. Daniel Zaffarano
D. Preferred time to visit
   Call and make arrangements
E. Length of visit
   30-90 minutes
F. Advance notice
   Few days
G. Resource value
   Dr. Zaffarano will discuss the effects and influence of sound on our lives. Everyday sounds, sound machines, and the use of sound effects will be demonstrated.

H. Curriculum correlation
  Science
  Mathematics
  Language arts
  Health
  Safety

XXXIII. Squaw Creek Park
A. Address
   Along the creek on 13th Street
   Ames, Iowa
B. Telephone
   None
C. Person to contact
   None
D. Preferred time to visit
   Anytime
E. Length of visit
   120 minutes
F. Advance notice
   None
G. Resource value
   A typical area along a small creek where the class can identify trees, plants, birds, and other wildlife. An excellent place to get aquatic specimens to observe and study. Picnic facilities are available, too.
II. Curriculum correlation
Science
Social studies
Art
Language arts

XL. Tropical Fish
A. Address
1501 Carroll
Ames, Iowa
B. Telephone
232-6891 - Home
291-3123 - ISU Office
C. Person to contact
Dr. Richard W. Pohl
D. Preferred time to visit
As arranged
E. Length of visit
15-120 minutes
F. Advance notice
Few days
G. Resource value
The children will see many varieties of tropical fish. He has special aquarium set-ups for each kind. They will discuss the special conditions necessary for each, as the environmental conditions and the special characteristics of the various fish. He has his basement full of aquariums, so plan for sufficient time to observe this fascinating display.

V. Curriculum correlation
Science
Social studies
Mathematics
Art

XLI. University Flight Service
A. Address
Ames Airport
South on Highway 69, then West
Ames, Iowa
B. Telephone
291-6121
C. Person to contact
Dr. Earl Howard
D. Preferred time to visit
Anytime
E. Length of visit
20-90 minutes
F. Advance notice
   Few days

G. Resource value
   The children will be given a discussion of the principles of flight using models and illustrations. They can see and examine maps showing flight patterns, the highways of the sky. They will then view the airplanes.

H. Curriculum correlation
   Science
   Social studies
   Language arts
   Mathematics
   Health
   Safety

III. Zoology and Entomology
A. Address
   Science Building
   ISU Campus
   Ames, Iowa

B. Telephone
   291-2876

C. Person to contact
   Mrs. Elwell

D. Preferred time to visit
   Anytime

E. Length of visit
   45-90 minutes

F. Advance notice
   Few days

G. Resource value
   Mrs. Elwell will tell the children about the animals and insects and their relationship to man. She is very interested in children's understanding of this phase of science, and will discuss whatever they are studying at that time. She'll show them the many varieties in their insect collections and give them a tour of the museum.

H. Curriculum correlation
   Science
   Language arts
   Art
   Social studies

Environmental Agency

I. Area City Hall
A. Address
   201 N. 5th St.
   Ames, Iowa
B. Telephone
   232-6210 Ext. 71
C. Person to contact
   Ellen Landon
D. Preferred time to visit
   Call and make arrangements
E. Length of visit
   30-90 minutes
F. Advance notice
   Few days
G. Resource value
   The children would tour the facilities of city hall and
   see the various departments necessary for city functions
   to perform well. They may attend a city council meeting
   and observe how the affairs of the city are managed.
H. Curriculum correlation
   Social studies

II. Ames Fire Department
A. Address
   5th and Kellogg
   Ames, Iowa
B. Telephone
   232-2151
C. Person to contact
   Officer on duty
D. Preferred time to visit
   Anytime
E. Length of visit
   45-90 minutes
F. Advance notice
   Few days
G. Resource value
   The children would be told of the various ways they can
   help promote fire safety. They can see the many kinds
   of equipment and vehicles used by the fire department.
   A discussion of water and chemicals in fire control, and
   if arranged for, possibly a demonstration to show the
   value of each would be given. They will also be told of
   the duties of a fireman and thus understand his value in
   community life.
H. Curriculum correlation
   Science
   Mathematics
   Social studies
   Language arts
   Health
   Art
III. Ames Fire Department, Station 2
A. Address
   132 Welch
   Ames, Iowa
B. Telephone
   232-3677
C. Person to contact
   Officer on duty
D. Preferred time to visit
   Anytime
E. Length of visit
   30-60 minutes
F. Advance notice
   Few days
G. Resource value
   The children will tour the facilities, and especially see the 100 foot ladder truck. Other areas, the same as would be discussed at the main station; safety, duties, and importance to the community.
H. Curriculum correlation
   Science
   Mathematics
   Social studies
   Language arts
   Health
   Art
   Safety

IV. Ames Municipal Airport
A. Address
   TP F, South on Highway 69, then west
   Ames, Iowa
B. Telephone
   232-6578
C. Person to contact
   Officer
D. Preferred time to visit
   Anytime
E. Length of visit
   30-60 minutes
F. Advance notice
   Few days
G. Resource value
   The children would be given an explained tour of the offices and the hangars. They would see the wind instruments, the communication system to the planes, and the airplanes.
V. Ames Police Department
A. Address
   5th and Kellogg
   Ames, Iowa
B. Telephone
   232-0270
C. Person to contact
   Chief Tom Little
D. Preferred time to visit
   Anytime
E. Length of visit
   30-60 minutes
F. Advance notice
   Few days
G. Resource value
   The children would be given a tour of the police department. They would be told of the use of the various types of communication equipment used by the department. They would see the fingerprinting and be told of the many procedures they use to fulfill their duties of protecting the citizens of this community. They could see the equipment that is in a typical police car, and be told or shown its value and use to the policeman in the performance of his duties.

VI. Ames Public Library
A. Address
   210 West Street
   Ames, Iowa
B. Telephone
   232-1100
C. Person to contact
   Mr. Well
D. Preferred time to visit
Anytime

E. Length of visit
45-60 minutes

F. Advance notice
One day

G. Resource value
The children will be given a guided tour to better acquaint them with all the services of the library. They are permitted to make out library cards and to browse in the children's book section, and check out books if they wish. A special display is arranged during Book Week for the public, and school classes are especially invited then.

H. Curriculum correlation
Language arts
Mathematics
Science
Social studies
Art
Music

VII. Iowa Conservation Commission Nursery

A. Address
Highway 60 South
Annie, Iowa

B. Telephone
397-1769

C. Person to contact
Jerry Grobasch

D. Preferred time to visit
Anytime, except early spring

E. Length of visit
14-150 minutes

F. Advance notice
One day

G. Resource value
Mr. Grobasch gives an explanation of the purposes and function of the nursery, and then takes the children on a tour of a planted forest and the nursery, where the seedling plants of most of the varieties of trees used in conservation practices in Iowa are grown. Some kinds of shrubs are also grown here. The children will be given fact materials including several tree posters and coloring sheets, fire prevention materials, and conservation literature. This is a good opportunity to go on a follow-up tour with teacher guidance, for tree identification, bird identification, and to see the amount of work on different kinds of seedlings in a given amount of time.
H. Curriculum correlation
   Science
   Mathematics
   Language arts
   Art

VIII. Iowa State Highway Commission
A. Address
   326 Lincoln Way
   Ames, Iowa
B. Telephone
   233-7251
C. Person to contact
   Mr. Kerburt Ojortson
D. Preferred time to visit
   Afternoons, avoiding Mondays and Wednesdays
E. Length of visit
   60-120 minutes
F. Advance notice
   Few days
G. Resource value
   The children will be given a tour of the building, especially through the bridge and road design departments, the map making department, the photographic department, the department that makes the highway signs, the mechanic and paint shops, and then view the large machinery used in highway maintenance. If there is a special area the class would like to visit, just specify this when making arrangements and more time will be used in that area. The children will receive free materials and maps that stress the beauty and importance of Iowa.

V. Curriculum correlation
   Science
   Mathematics
   Social studies
   Language arts
   Art

IX. Plant and Water Pollution Plant
A. Address
   Intersection of Highways 69 and 39
   Ames, Iowa
B. Telephone
   233-6740
C. Person to contact
   Mr. Dennis Glisiel
D. Preferred time to visit
   Anytime
E. Length of visit
   60 minutes
F. Advance notice
   Few days

G. Resource value
   The children will see the treatment of the waste materials at the sewage plant. They will see the various methods used in purification of such wastes. The primary and secondary treatment with trickling water will be seen.

H. Curriculum correlation
   Health
   Science
   Mathematics

X. United States Post Office
   A. Address
      6th and Kellogg
      Ames, Iowa
   B. Telephone
      232-0250
   C. Person to contact
      Assistant Postmaster
   D. Preferred time to visit
      Anytime after 1:15 P.M.
   E. Length of visit
      15-90 minutes
   F. Advance notice
      2-3 days
   G. Resource value
      The children will tour the facilities of the post office. They can see the incoming mail, the automatic stamping machines, and the handling and bagging of mail in the various departments. They will be shown the many varieties of stamps that can be purchased for our use at the time of the visit.

IV. Curriculum correlation
   Language arts
   Science
   Mathematics
   Social studies

Public Utilities

1. Ames Municipal Electric System
   A. Address
      East 30th Street
      Ames, Iowa
   B. Telephone
      232-0010 Ext. 3
   C. Person to contact
      Mr. Walter Schaal
D. Preferred time to visit
   Call and make arrangements
E. Length of visit
   45-90 minutes
F. Advance notice
   Few days
G. Resource value
   The children will tour the facilities seeing the large
generators, the automatic machinery, the large control
board, the huge coal pile, and the equipment necessary
to carry electricity to the customers (poles, rolls of
wire, equipment for installing, etc.). The number of
persons employed and the services for the customers will
stress the importance of their operation to this
community.

H. Curriculum correlation
   Science
   Mathematics
   Social studies
   Language arts
   Safety

II. Ames Water Plant
A. Address
   5th and Kellogg
   Ames, Iowa
B. Telephone
   332-7112 Ext. 29
C. Person to contact
   Mr. Harris Seidel
D. Preferred time to visit
   In the afternoons
E. Length of visit
   45-90 minutes
F. Advance notice
   Few days
G. Resource value
   The group will tour the facilities, and be informed of
the services provided to the customers. They can see
the offices where the statements are prepared for the
payment of such services. They will be told of the amount
of water used by the city, the average family, the
amount needed for emergencies, the source of the city's
water supply, the miles of water lines necessary.

H. Curriculum correlation
   Science
   Social studies
   Language arts
   Safety
III. Ames Water Treatment
A. Address
   East 5th Street
   Ames, Iowa
B. Telephone
   232-6210
C. Person to contact
   Mr. Harris Seidel
D. Preferred time to visit
   Anytime
E. Length of visit
   30-90 minutes
F. Advance notice
   Few days
G. Resource value
   The treatment of water will be explained to the children.
   A tour will show the typical lime softening and water
   filtration processes used to maintain good healthful
   water for the people of Ames.
H. Curriculum correlation
   Science
   Health
   Mathematics
   Social studies
   Language arts
CHAPTER IV

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to (1) investigate the community to locate available resources which would have value for use by the fourth grade teachers of the Ames Community Schools, (2) to organize a resource list for use by the teachers in planning field trips, and (3) to make these lists available to the teachers so that the resources could be used effectively in curriculum development.

Permission was given by the principal of Gertrude Fellows School and the Director of Elementary Education to do the study.

Information concerning resources was obtained from the Chamber of Commerce, the Iowa State University Public Relations Service, the Ames telephone directory, the Ames Tribune, the Ames Public Library, a plat of Ames, and teacher and long-time resident recommendations.

The material for this study was collected through personal interviews with all the suggested resources. After the completion of the interviews, the data that was applicable was organized into appropriate categories. Entries in each category are arranged alphabetically. Information about each of the resources, such as the name, the address, the telephone number, the time to visit, and what educational value it has for the class are given to aid in teacher planning and use.

The survey was completed in the spring of 1969. This resource list will be available to all elementary schools in the Ames Community Schools at the beginning of the 1969-1970 school year.
This guide, with additions, corrections, and deletions made to keep it current and applicable to curriculum needs, will be an assess-
able, valuable aid to teachers in their planning.

II. RECOMMENDATIONS

Recommended uses for community resources. With the writing of this guide, it is hoped that instruction will be improved and enriched by the use of the resources of the community. It is also hoped that the students will have more realistic educational experiences as the resources are used, and the community would benefit by taking an active part in the educational program of the school.

This is only a guide, representing a good sampling of available resources that could be used for field trips.

Areas is a rapidly growing community, and to be most effective the resource guide should be revised to keep the information current.
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A. BOOKS


P. PERIODICALS


"How to Tap Your Community Resources." School Management, VII (February, 1963), 11.


Simendinger, Elizabeth A. "An Interview With the President." Science and Children, VI (October, 1968), 12.


C. UNPUBLISHED MATERIALS


