

classroom and in-school learning. Consistent effort to establish relationships will doubtless entail frequent modification of "lessons planned"; not the least value will be found in the necessity for two or more teachers to work together where the outside experience involves more than one group.

3. *The school has a definite responsibility to safeguard pupils from exploitation and hazard to health or safety.* The importance of careful supervision of transportation and of working conditions of minors is generally recognized. A danger which has not been so clearly seen by many is that of exploit-

ing child labor under the guise of patriotic emergency and the value of "work experience."

4. *Explosion of the myth that "education is within four walls" will demand a more realistic type of teacher preparation.* Teacher education itself has frequently taken place within the four walls of an ivory tower. If teachers are to make the environment a vital part of the educational program, they must themselves have had first-hand contact with it. One is reminded of the old Scotchman's comment on the local schoolmaster. "Outside o' book learnin', he's a verra ignorant man."

☛ *Supt. Brown resolves to do something to stop the modern trend toward making schools more useful*

9 to 3 for NINE MONTHS

● C. E. RAGSDALE

AFTER a particularly trying meeting with "his" board, Supt. Brown retired to his bed and sought forgetfulness in sleep.

That day some well-meaning but misguided citizens had presented a request for the use of a school building as a youth center in the evening and during summer vacation! They obviously did not understand the havoc that would be created in a well-kept building if it were opened to teen-aged boys and girls outside of school hours.

Then—as harassed Supt. Brown lapsed into fitful dreaming—the unthinkable happened. By unanimous vote the formerly tractable board resolved to

put the local schools on a six-day week and a fifty-two-week school year. Furthermore the school plant was to be open daily from 8:30 A.M. to 10:30 P.M. for children and adults. Each teacher

Supt. Brown of this story likes "his" school system JUST the way it is. He likes it that way because "that's the way it always has been." Then an awful thing happens. Someone suggests a change. Supt. Brown is panic-stricken and immediately begins to defend "his" system, never once considering that the new suggestions might offer an improvement over his own tried and true ways. The sad plight of Supt. Brown is described here by C. E. Ragsdale, Professor of Education at the University of Wisconsin.

was put on a forty-five-hour working week for the full twelve months, with a two-to-four-week vacation based upon length of service. Pupils, too, were to be given a two-to-four week vacation at dates individually arranged to suit the convenience of parents.

The final straw was the provision that each child might begin his school life on the first of any month following his fourth birthday, with compulsory attendance to begin on the first of the month following his sixth birthday. Faster and faster the wheels turned and whirred in the aching head of Supt. Brown as his frightening dream thrust upon him the seemingly impossible task of reorganizing "his" school system.

As the morning sun streamed in the bedroom window, Mrs. Brown called a haggard and worn schoolman to get dressed for a new day. Slowly and thankfully the good Supt. Brown awakened to the realization that the nightmare did not have to be faced in reality. Nevertheless, so impressed was he with the awful possibilities, inherent in a growing public demand for extended school services, that he entered his office that morning fired with zeal to marshal convincing reasons why the time-honored plan of "9 to 3 for nine months" must be preserved. He had a little trouble "marshaling reasons." He kept ending up with "that's the way it always has been."

"A six-hour day, a five-day week, a nine-month year—these 1,080 hours comprise one-fifth of the waking time of school children in each year. By using them wisely competent teachers can provide all that any child requires of formal schooling. To keep pupils

in school longer would endanger the American way of life."

So ran his thoughts. It didn't occur to him that he was speaking for hundreds of backward-looking people, that he was struggling to maintain *status quo* rather than to build a better future.

Supt. Brown felt that to be really effective in his campaign to stop this nonsensical trend he ought to get something down in terse, numerical lists. So he began:

1. If teachers are competent and keep children keyed up to the awesome task of learning the three R's, memorizing and reciting, being in school is a tense, nerve-wracking business. Longer daily hours for school purposes would place too great strain on the minds and bodies of little children. They need a large part of each day away from the school atmosphere for recreation. Two full days each week (Saturday and Sunday) are needed for rest by growing minds and bodies.

2. The customary sixteen weeks of vacation each year—of course, with added days at Thanksgiving, Easter, and for teachers' conventions—give pupils time for much-needed recuperation from the strain of busy school days. Besides, they could not possibly learn well during the hot days of summer or in the midst of the excitement of the Christmas season. It is irrelevant that their parents must keep on with their work during these seasons. And of course relaxation can't be provided in school—school is a place for work, and we mean WORK.

3. It is heresy to suggest that work experience can be coordinated with school activities and used as an integral part of the school's educational pro-

gram. Many pupils have Saturday and summer vacation jobs or work at home. Their families need their labor and their earnings. They themselves learn much through work experiences so gained. Obviously the school cannot adapt its program to the part-time employment of pupils in any other way than by being closed on Saturdays, during the summer, and after 3 P.M. Moreover, it lowers the "standards" to admit such frills and fads. Once the bars are down, goodness knows what might sneak into the curriculum!

4. Teachers know little about child recreation; the school must be kept as a place for strictly intellectual endeavor. The school cannot expect to provide for recreational needs, but must just turn the pupils loose during the summer and keep them within school walls during the winter. Let some other agency think about the children's recreation if the parents are unable or unwilling.

5. Individual vacation periods to suit the conveniences of parents would completely disrupt the work of the school. Parents commonly have their two-to-four-week vacation during the summer. Pupils must be free from school at the same time. The long summer vacation is the only sensible arrangement for the school. Moreover, the scheduling would be a mess if children came and went during the summer. (And a beautiful schedule was Supt. Brown's pride and joy.)

6. For the school to use more than one-fifth of the total available time is clearly unwise, unless it expands its activities to include more recreation, work experience, family and community activities, radio, movies, and reading in newspapers, magazines, and popular

books. Teachers are untrained for such a program. These are frills and fads; the school should stay close to fundamentals.

7. The school day is actually longer than it seems, since teachers commonly assign home-work and the school sponsors after-school pupil activities. To grow into a successful adult, the child must study at home. Home assignments teach pupils to study under the unfavorable home environment. The lengthened school day would break up this fine practice. If children don't have some nasty jobs, such as homework, how are we going to toughen them?

8. All pupils must enter on the same date, be present on all the same days, and graduate on the same date; otherwise teachers would be forced to give up the uniform group assignment and group recitation which are the mainstays of mass education. Obviously the school would be hopelessly disorganized if new pupils entered the various grades and courses at the beginning of each month. Teachers could not possibly make the plans for individual children which would be required by individually arranged entrance dates and vacation periods. Anyway, employers prefer to have all graduates come to them in June of each year rather than in dribbles throughout the year.

9. If teachers had to be on the job fifty-two weeks a year with only a two-to-four week vacation, they would have to keep up with their profession while actually working, just as doctors and lawyers do. Besides teachers need the long summer vacation for travel and rest. With year-around jobs for teachers, the schools could no longer employ partly trained beginners. This would

force salaries up. If teachers were on the job all of the time, the school system would have to allow them occasional leaves-of-absence with pay for special study, but no reputable college or university would take them except for the full period of a regular scheduled term. The year-around job is obviously unworkable.

When Supt. Brown had mulled over these nine points and dictated them to his secretary (between 9 A.M. and 3 P.M.) he had a feeling of incompleteness because there were not ten points. He so expressed himself to Miss Jones. She, ever capable and efficient, added point number 10 as she concluded typing the manuscript.

10. "9 to 3 for nine months" must be preserved at all costs since a more extended school program would demand school activities designed to fill the needs of the community, the families,

and the individual pupils. It would require the employment of only professionally well-educated teachers at salaries commensurate with their preparation. They would have to live as members of the community throughout the whole year. It would disrupt the system; it would make scheduling impossible; it would break the morale of students and teachers. No competent superintendent would undertake the job.

So ran his memo. Ten neat points, dedicated to the *status quo*. So run our minds, unless we see that we are being bound by tradition, unless we understand that today's problems cannot be solved with the inflexible logic of yesterday. If—like Supt. Brown—we find our sleep disturbed with dreams, let us hope they are visions of new usefulness for our schools and not nightmares induced by an awful fear of change.

¶ *The trouble began when it became stylish to have a Doctor of Philosophy for Superintendent*

RESEARCH AS ADVANCED TRAINING FOR EDUCATORS

● EARL C. KELLEY

RESEARCH and the advanced research degree got into the curricula of the higher institutions of learning in a perfectly natural way. Our universities are, in the main, older than our industries; and during the nineteenth century most of the seeking after new knowledge was done in the universities. This is no longer the case, because industry has learned that it can and must do much of its own research. The work done in the

It is human to be impressed by titles. But what really counts is the man—or woman—behind the title. The desire to have doctors of philosophy on our school staffs can lead to some queer situations. There is, for example, the individual who is a born research worker attempting to carry on the very human business of teaching school and, in the other extreme, the natural teacher who feels compelled to shut himself up in archives for five years in order to win a doctor's degree. Earl C. Kelley of Wayne University helps us to think straight along these lines in this article on the value of advanced research as training for teachers.

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