

language of the returns; the ideas were close to the ground. This fact, evident also in group discussions, was indicative of the starting point of the program and posed one of its crucial problems: how to raise the conceptual level of the group so that ideas could be more widely shared through effective generalization and professional literature could become more fully available.

Thinking educators have for several years been aware of the evils of the workbook

mind among pupils. Among teachers, increasing burdens of paper work, including that involved in in-service education, are tending to produce as great an evil—the questionnaire mind. If a teacher's work is to grow in significance he needs, rather than formal questionnaires, occasion from time to time to reflect upon and to record his ideas about what things are most important. Thoughtful study of such statements is indispensable to anyone who would guide the teacher's growth.

 *Cooperation of schools of education strengthens in-service programs*

## When Colleges Lend a Hand

VIRGIL M. ROGERS

IS IT UNREASONABLE to hope that the school of education will come to mean to the superintendent and the teacher what the A and M college means to the farmer and the county agent, or what the medical school means to the physician? Some alert departments of education and certain suburban schools already enjoy such a mutually fortunate relationship—it is hoped that similar cordial working relations will soon prevail more generally.

Little more than a year ago the Commission on Teacher Education of the American Council on Education completed an extensive experiment on education in service. The report of this project<sup>1</sup> is replete with de-

scriptions of in-service programs in large and small communities. The plan called for college participation in the cooperative enterprise, but the write-up of the projects in the experiment places the emphasis on techniques and achievements of the experimentation rather than on the ways by which departments of education and teachers colleges may become a greater force in stimulating school faculties to study their communities and their jobs.

### In-Service Philosophy

In considering in-service growth of teachers, it is not intended to give the impression that "self-improvement" is the main objective. It would seem that this aspect of in-service education has been emphasized to the detriment of the cause. The connotation in this connection almost suggests a process of "self-culture." Some are inclined to think of "in-service" as taking more courses with credit-points, which accumulate until another step-up on the salary schedule is attained. Others seem to feel that when faculty discussion groups are inaugurated, or an advisory council established, real "in-service" education has been realized.

Education in service, as used here, contemplates the widest use of the term. In-service growth is a process which should be continuous, all-inclusive, related to specific problems, projects, "areas of disturbance," experimentation, or exploration. It suggests

<sup>1</sup> Charles E. Prall and C. Leslie Cushman. *Teacher Education in Service*, Washington, D. C.: American Council on Education, 1944.

*Wide-awake schools of education are finding work to do far beyond the bounds of college campuses. Their cooperation with school staffs in studying school needs and supplying consultants is a substantial contribution to in-service education. The importance of such programs to both public schools and teacher-training institutions is discussed here by Virgil M. Rogers, superintendent of schools in Battle Creek, Mich. Specific instances of colleges moving toward the kind of program Mr. Rogers writes about are described in succeeding articles on "A College Follows Its Graduate" and "Curriculum for Better Living."*

that persons in the school organization have recognized the need for help, are willing to make an effort individually and cooperatively to work for solutions, and are receptive to outside assistance in this search for the truth.

The most naive are now aware of the indictments against the schools because of their seeming inability to change their techniques and their purposes to fit modern times. What school can be identified as having successfully kept apace of the changing needs of its community? Some of the teachers in America are ready to take the initiative and are looking for help. There are educationists in our professional schools who have caught the vision of what the schools can do in the community and are willing to help the practitioner with his problems. Let us explore more exhaustively the areas of possible collaboration and cooperation between the school and the teachers college.

In mentioning some points at which there can be real in-service growth through college help, it should be remembered that the true criteria of growth will be recognized if there are felt needs to be met and if in the process of cooperative effort all concerned with the problem have gained from the collaboration. The key concept in any program of in-service training is that of cooperation. For too long the process has been considered a matter to be worked out by the individual teacher or staff member. Actually, in-service programs are concerns of the group and should be group-conceived and group-planned.

#### Consultants for School Staffs

Educational consultant services to a school system, a county, a state, or a region are of vital importance to the progress of good education. Special staff members may be jointly employed by the college and the school system or systems, within reasonable commuting distance, and may cover such specialized services as child guidance director, teacher counselor, psychologist, psychiatrist, or specialist in language arts or science. Such consultants' service has proven mutually profitable with the school system serving as a laboratory for experimentation. Care must be taken that the consultant program does not become the source of jealousies or rivalries between teacher-training institutions. The college authorities need to take cognizance

of this, and to plan cooperatively for each institution to serve where its contribution will be of greatest value.

The school system workshops at Des Moines, Springfield, Mo., St. Louis, Denver, Kansas City, Los Angeles, and Philadelphia are splendid examples of cooperation by teachers college staff members in bringing specialized assistance to groups of local teachers and supervisors concerned with specific problems. In this connection it should not be forgotten that the original workshops were pioneered by the American Education Fellowship, formerly the Progressive Education Association.

The help of specialists from college faculties has proven invaluable to numerous communities in the handling of such problems as the following: (1) ethical practices and their application, (2) development of a statement of philosophy, (3) improvement of the school library service, (4) evaluating the work of teachers, (5) reporting pupil progress to parents by other techniques than marks and report cards, (6) developing wider parent participation in educational planning, (7) building and establishing improved salary schedules, (8) improved working conditions for teachers—tenure, retirement, and sick leave, (9) extending the school system to include junior college and adult education.

#### Surveys Point Up In-Service Needs

The study of school systems by survey staffs from schools of education may be made the basis of extensive in-service education. One community which had such a survey has followed up the report with numerous conferences with survey staff members, community discussion groups, and extension courses based upon the recognition of certain needs isolated through the survey.

A midwestern community utilized four different institutions in a program of teacher-parent education. The problems involved study, discussion, and finally action, leading to (1) establishment of a program of nursery schools at public expense, (2) coordination of physical education and recreation in the community under a unified control, headed by a director for the Recreation Board and the School Board, (3) a program of curriculum development with specific teacher guides and outlines in certain subject areas, and (4) a critical appraisal of the work being done

in intercultural education and a new emphasis on racial cooperation at all grade levels.

### With Emphasis on Cooperation

An excellent example of getting down to basic fundamentals on in-service cooperation is furnished by the Southern States Work Conference on School Administrative Problems in its recent report on achievements.<sup>2</sup> In a summarizing statement on college-school cooperation on in-service education, there appear these observations on the values growing out of such cooperation:

"The total personnel of teacher-education institutions needs to be much more aware of life as it is lived by folks off the institutions' campus. . . . Public school leaders have a vital stake in pre-service education of teachers. Cooperative planning should result in much closer harmony between preparation and experience."

Notable illustrations of cooperation in action may be found in the region of the TVA at the Gatlinburg Conference on Preparation of Regional Materials for Resource Use in Education. A number of colleges, public schools, TVA, the Institute for Research in the Social Sciences, and the Southern Association of Colleges and Secondary Schools shared in a history-making experience of cooperative action. Teacher growth through in-service cooperative planning is also noted at the University of Florida, University of Kentucky, West Georgia College, and Tuskegee Institute, where college teachers are working with the local schools and communities for the improvement of the total program of education. Here are inspiring examples of what can be achieved with proper vision and planning.

### The Job Ahead

Such a program as suggested here calls for expansion of school and college budgets if the right kind of a program is to be realized. Much could be done without any additional expenditure, if waste and duplication of courses were eliminated at the college level. Funds would need to be included to care for travel, special conferences, and assistants to

help with classes when staff members are in the field. New programs of course offerings would need to be worked out which would allow for much more off-campus service by the teachers college staff.

In the public schools more budget funds would be placed under curriculum development and in-service education. Thus far, few communities have adequately recognized this need in budget appropriation. Some teachers' salary schedules take note of in-service education and provide liberal salary bonus payments for summer study and in this way stimulate individual and group work on significant educational problems through the summer months. Two southern cities, Shreveport, La., and Corpus Christi, Tex., are good examples of school systems which have made substantial appropriations for in-service education looking toward institutional help from teacher-training colleges.

All of this demands strong professional leadership on the part of superintendents, teachers, college presidents, and deans of schools of education in the days and years ahead. We need leadership with the capacity to visualize the potentialities of such a program as suggested, with imagination and initiative adequate to plan programs, and with courage and fortitude to face the enemies of change, to remove or circumvent the "academic road blocks," and to persuade boards of education and state legislatures to support such programs with suitable legislation and appropriation.

Few would deny that America must develop a new education, more powerful than we have ever known to date. We live at a great history-making period in the world. We have witnessed vivid demonstrations of the power of education in Nazi Germany and totalitarian Russia over the past score of years. Education for democratic participation calls for an education of power and challenge, a special sort of education. We have, seemingly, been afraid to put power into the techniques and purposes of education.

George S. Counts<sup>3</sup> suggests that unless we do make education more dynamic we may discover that the promise of America is a delusion. He proposes that we "formulate

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<sup>2</sup> *Building a Better Southern Region Through Education*, a study in state and regional cooperation. Southern States Work Conference on School Administration Problems, Tallahassee, Fla., 1945, pp. 148-160.

<sup>3</sup> George S. Counts, *Education and the Promise of America*. New York: MacMillan, 1945, p. 105.

report and the visiting consultants talked about questions presented to them. The meetings were scheduled to close at 8:30, but the group was loathe to leave much later.

The consultants from various departments of the University visited and worked in the schools during the morning and afternoons before the group assembled. Through demonstration lessons and follow-up conferences a vital contact was made with the teacher in the classroom. Here was an opportunity to see if words spoken at Pinecrest found a way into classroom practices throughout the county. Here, too, questions real and vital came to the consultants. As a result teachers and schools became better acquainted and instruction was greatly improved. There was a great stir over the county to improve the physical appearance of classrooms, to enrich the child's environment, and to adapt instruction to the particular needs of individuals.

After contact with several visiting consultants, there was a hue and cry to spend the day at the University and see the work of the art department, to test voices in the speech laboratory, to observe in the Demonstration School, the reading clinic, the dance theater, the band and music rooms, and to see the industrial arts shop. A day was set aside for this purpose and all schools in the county were given a holiday. The teachers left Pinewood before dawn and arrived early to get in a full day on the University campus.

At the beginning of the group study on teaching problems each person was asked to supply certain background information, such as a brief summary of professional experience, travel, hobbies and special interests, and reasons for participating in this study. The latter became individual objectives and a guide for constant evaluation. A cumulative folder was kept by each participant. This folder contained reports of readings, observations, conferences, and social travel. Personal reactions indicated growth in different types of experiences. Changes in thinking and classroom practice were described from time to time. Some of the changes most frequently mentioned were:

1. Individual pupils are keeping their own folders.
2. Each pupil is encouraged to evaluate his progress in terms of his own carefully defined purposes.

3. Pupils have established beauty spots in their classrooms which they change constantly.

4. Pupils have redecorated rooms, painted walls, furniture, made draperies, and tried to create homely atmospheres.

5. Teachers give attention to the pupil's thinking, his desires and aspirations, and his needs as he sees them.

6. In solving problems pupils are looking beyond classrooms.

7. High school pupils are using their own written work in such subjects as history, art, math, and science as "texts" in English classes.

8. One senior class has made a hotbed, planted bulbs, cleaned grounds, and set out native shrubs.

9. Pupils are planning together their group activities and assuming responsibility for carrying out plans.

10. Pupils have written their own reading materials in the form of experience charts, stories, poems, reports, and the like.

11. Pupils are divided into ability groups and instruction planned for each group. Ability groups are kept flexible.

Georgia needs well-informed educational leaders who will help communities acquire information and attitudes and build modes of behavior that enable democratic society to provide a healthful environment for all its citizens, to reduce to a minimum ill health and premature death, and to make available for all its people a finer quality of living. Toward this end the teacher-education institutions of Georgia offer assistance to the county supervisor when she begins her work in the field. The communities of Georgia become laboratories of social progress, and the school an active agent in the attainment of community well-being.

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#### WHEN COLLEGES LEND A HAND

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our common purpose, and thus raise our education to its full stature." This would seem to argue for more in-service study, more help from the specialist with his deeper insights, and more group consideration of critical areas of educational experimentation and growth. Perhaps here we have the secret of providing each school system with a perennially growing edge.

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