

weeks of helping the teacher. Rather, it was hoped that the development of techniques and practices by the teacher would become part of his relationship with all his children. This aspiration in many instances became fact. Many of the teachers absorbed the new principles largely because they had had "supervised practice" in using them.

The annual report of the Bureau for Intercultural Education for the 1951-52 academic year gave several findings related to the experimental phase of the project dealing with the size and composition of the group. The report indicated that best results were achieved in

groups of not less than fifteen and not more than twenty-five; in groups that were entirely from one school and which comprised the total faculty of that school; and in groups which did not mix elementary and secondary school personnel.

While many in-service programs certainly consider many of the conditions and situational factors outlined above, there is a tendency for this consideration to be almost incidental. The results obtained by a program which deliberately concentrated on those factors should encourage the adoption of a similar guide for any future programs.

Arkansas Experiment in Teacher Education

C. M. CLARKE

New and controversial, the Arkansas program for inducting liberal arts graduates into the teaching profession is described in this article.

DEVELOPMENT or improvement of teacher education is, in any instance, a process of cooperation. This fact is demonstrated with particular vividness in the Arkansas Experiment in Teacher Education, begun in 1952 with the assistance of the Fund for the Advancement of Education. The Experiment is a state-wide effort to develop and evaluate a unique five-year program of teacher education, in which four years will be devoted to general education and specialized preparation, and the fifth year spent entirely in professional learning. The entire project probably will require at least eight

years for both development and evaluation. During this time it will serve as a testing-ground for almost every type of cooperative action conceivable in teacher education.

Several dimensions of the problem of cooperation in teacher education will appear sharply outlined as the Experiment takes shape. The first dimension—that of the number of persons involved—is found in the fact that this is a joint enterprise being developed by all fifteen of the state's four-year teacher education institutions, the State Department of Education, and representatives of the organized teaching

group in the state. This means, of course, that whatever is done must eventually involve hundreds of persons representing dozens of institutions, organizations and special group interests.

The second dimension appears in the nature of the proposed program. It has been assumed from the beginning that at least four major developmental areas will be involved. First, the *general education* offerings on each of the fifteen campuses must be studied and improved in terms of criteria and purposes evolving from state-wide cooperative planning. Second, every participating college is engaged in the improvement of those *major curricula* which are used in the preparation of teachers, on the basis of cooperative state-wide study of the unique understandings and skills needed by teachers in the several public school fields and levels. Third, the professional learning experiences of the *fifth-year program* are being designed cooperatively by staff members of the colleges and by public school teachers and administrators. Fourth, a great amount of attention must be given cooperatively to criteria and procedures for the *selection and guidance* of students to participate in the entire five-year program.

These facts alone promise to offer almost the complete range of opportunity for cooperation. Another dimension, however—that of scope of purpose—is seen in the fact that the five-year program ultimately will be built upon the principle that public school needs should determine teacher education. Thus, instead of being a relatively simple realignment of existing college courses, the Experiment will involve a systematic analysis of the factors which

should influence teacher education, from school needs and purposes, to resultant teaching responsibilities, to desired teacher characteristics, to college curricular emphases, and, ultimately, to appropriate course content, organization and methodology.

Wide Cooperation Is Needed

It is obvious that this is not a project which can be carried out independently on each campus, even with cooperation among all members of each faculty. It will be necessary, even in the narrowest concept of participation, that college faculty members and administrators throughout the state plan and act together at almost every point. Further, the principle of broad responsibility for teacher education which underlies the plans for the Experiment requires direct and continual participation on the part of public school teachers, administrators and interested laymen. Also, because it would be wasteful to spend millions of dollars and thousands of man-hours of effort simply in designing and operating a sample program of teacher education, the Experiment is being designed to permit the cooperative appraisal and improvement of many of Arkansas' existing provisions for teacher education, certification and institutional accreditation. This valuable by-product, possible because the Experiment plans so closely parallel a general state-wide study, will multiply the need and the opportunity for wide-spread participation.

One of the most apparent facts about the cooperative activity required in the Experiment—other than that it will be exceedingly difficult and time-consuming—is that each phase of this project

will require a different equation of representation among the several groups concerned. Thus, the establishment of policies and of broad administrative plans calls for a small, stable executive body which may presume to act for the several different interested groups; the carrying out of developmental activities—such as the improvement of programs of general education—must involve, quite to the contrary, both the technicians in whose respective fields of work these activities lie, and the many persons from related fields who can lend perspective and objectivity.

The Experiment gains representation in policy development in an eleven-member Executive Committee, members of which represent the State Department of Education, state-controlled and private colleges, both for white and for Negro students, state organizations of school administrators and classroom teachers, both white and Negro, and the University of Arkansas. This group has met for an average of over two days per month during the first year of the Experiment. Its policies are administered by a full-time director, whose office is located in the Division of Teacher Education and Certification of the State Department of Education. Coordination is assured further in the fact that the director of this division is *ex officio* chairman of the Executive Committee. The large number of persons participating in the Experiment have been organized into special "task-force" committees, in line with administrative plans set by the Executive Committee.

The two most immediately critical problems facing the Executive Committee during the past year have been

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(a) the initiation of a state-wide effort to re-define and to initiate or continue improvement in the fifteen college programs of general education, and (b) the planning of a pattern of professional learning to be offered during the fifth year, and the development of plans for administering the fifth-year program. Each of these problems represents a field in which both college and public school personnel are interested, but which must ultimately involve college curricular changes. A state-wide committee of eighteen persons has been established to direct the efforts of the Experiment in each of these areas. Each committee contains three public school leaders, and fifteen persons who are leading their respective colleges' attacks upon the problem involved. Each of these groups has sponsored other groupings to accomplish a variety of purposes. The General Education Committee, for example, has sponsored a number of sessions of college instructors in each of the several broad areas of general education, in which purposes, organization, resources and instructional methods have been studied.

What Are Bases for Change?

A somewhat different equation has been used in another area which is not so immediately pressing. The Experiment eventually will require the appraisal and, perhaps in some instances, a reconstruction of each college's provisions for specialized courses in each

of the high school teaching fields, and for courses offered to prospective elementary school teachers. The solution of this problem appears to rest upon common agreement among school and college personnel as to what unique understandings and competencies will be needed during the next few years by teachers in the several teaching fields. This, in turn, will depend upon what the curricular emphases of Arkansas' schools will or should be in the future.

A year was allotted for studying these two bases for changes in the college major programs. A small committee has been organized in each separate field to guide a state-wide study of the desired understandings which should be characteristic of teachers in that field. Because this is a matter on which public school people should hold relatively valid opinions, these small committees are composed largely of classroom teachers, with a sprinkling of principals and supervisors. In order to prevent this phase of the program from becoming a unilateral pronouncement from the field to the college, at least one college person is serving as a member of each committee. The next step, of course, is the study on each campus of the implications of this research effort for the several major programs. For this next step, the equation of representation should probably shift, with further state-wide study of major programs being carried forward predominantly by college faculty members, with assistance from public school personnel.

Many minor problems in cooperation have dictated the employment of special committees or temporary study groups. One example is the problem of the administration of money granted to the

several colleges by the Fund for the Advancement of Education, which has required the joint consideration of the several college business managers. Another is the problem of improving the reading competencies of students—a matter of concern in general education programs. Joint study by the college faculty members most directly concerned with this problem is being planned for the current year. A third example has been the problem of developing procedures for the professional selection and guidance of students who may be interested in becoming teachers. During the current year this problem is being studied by the directors of student personnel or the guidance officers of the fifteen colleges, in cooperation with members of the several education department faculties.

In order to tie the varied activities of the Experiment to the long-range improvement of teacher education in Arkansas, and to relate them more closely to other efforts in this field, the State Advisory Council on Teacher Education Certification will play an important role in the Experiment. The Council has for over fifteen years served as the state's leadership agency in teacher education, studying problems, coordinating efforts toward improvement, and recommending action by the State Board of Education. In the Experiment, wherever State Board action is required, the Council will serve in reviewing the work of the temporary groups employed in the Experiment prior to recommendation to the Board.

It is expected that any significant changes in the state's existing provisions for teacher education, certification or institutional accreditation resulting

from the experiment will require the long-range leadership and coordination of the Advisory Council. This long-range continuity will be facilitated by the fact that membership on the Council very largely overlaps membership on the several committees at work on the Experiment, and by the fact that both the Council and the Executive Committee of the Experiment are connected closely with the State's Division of Teacher Education and Certification.

This brief description of the way that the college and school personnel of Arkansas have been deployed for participation in the Experiment in Teacher Education suggests the critical importance of organization for cooperation. Essentially, in this project as in any other such program of change in teacher education, the approach to effective cooperation demands at least tentative answers to several questions:

What are the major tasks posed by the purposes of the project? What is a logical and practicable time sequence for approaching these tasks? What sort of activities will be needed? Who should participate? What will the cost be? How can these activities be timed and coordinated so as to fit together into a unified program of action?

Mistakes in planning with reference to any of these questions can reduce the effectiveness of the Experiment generally, although only time and experience can permit a sound appraisal of the organization and procedures resulting from this planning. Meanwhile, those who participate in the various areas of the Experiment can hope to learn valuable lessons in cooperation. They can hope also to contribute much to the profession's understanding of the problem of organizing for state-wide cooperation.

Public Schools Provide Direct Experiences

**DOROTHY McGEOCH
and HOWARD LEAVITT**

In public school classrooms and in a college program designed specifically to integrate theory and practice student teachers have numerous opportunities to learn through firsthand experiences with pupils.

IN THE preparation of teachers there is no substitute for direct experience. The skills involved in the teaching process are best learned through continuing contacts with children and youth in typical school situations. Many teacher preparing institutions have attempted to provide such contacts

through the use of the facilities of the public schools.

Such attempts have not always resulted in desirable programs of laboratory experiences. Students have been sent into the schools without adequate preparation. The use of facilities has not been coordinated and tensions and

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