

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

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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

misunderstandings have developed between college instructors and public school personnel. The mere fact that many potentially profitable experiences are available in the public schools is no guarantee that they will become operationally effective. A desirable program of laboratory experiences requires that public schools and teacher preparing institutions work together as a team in assuming responsibility for providing the necessary facilities and for supervising the work of the prospective teachers.

Such a program has been in operation for a number of years in De Kalb, Illinois. Here the public schools and the Northern Illinois State Teachers College have been working together to provide an increasingly effective program of direct experiences for a student body of some two thousand prospective teachers. This program, cooperatively planned and carried out by college instructors and public school personnel, is under the general direction of the superintendent of schools of De Kalb and the coordinator of laboratory experiences of the college faculty.

There are three elementary schools, one junior high school and one senior high school in De Kalb in addition to the college-controlled laboratory school. All of these schools are used to provide a variety of direct experiences for prospective teachers.

A New Plan Proposed

A description of the initiation of a new program in one of the schools will serve to illustrate the process which has been found effective in establishing working relations between school and college. In the spring of 1952, it was

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decided that more facilities would be needed during the autumn quarter for a so-called "block" course for sophomore students. This course is focused on a study of human growth and development and includes approximately eight hours of experience with children and ten hours of class instruction each week. After consultation with the superintendent of schools and the principal of one of the elementary schools, the coordinator of laboratory experiences and the college instructor met with the total faculty of the school and explained the proposed program. Teachers who were interested were invited to participate and were told that further planning would take place at the opening of school in the autumn.

At that time, the college instructor met again with the elementary school teachers. Plans were made in more detail and the nature of the opportunities which the student should have was further explored. Since the students were concerned with a study of children rather than teaching methods, many of the opportunities provided had to do with record keeping, individual help, playground activities and supervision of small groups. Sophomore students were expected to learn to observe children intelligently, to feel at home with individuals and groups of various ages, and to gain some skill in working with the classroom teacher without being expected to assume a great deal of responsibility on their own. Throughout the quarter the college instructor

was present in the school with the college students and spent his time in various classrooms. Through frequent informal conferences and a few group meetings the participating teachers and the college instructor planned together for ways in which the students could be helpful to the school while at the same time gaining valuable experience for themselves. At the end of the quarter, procedures were modified in the light of experience as they prepared together to work with a new group of students.

Junior students who are enrolled in a block course having its focus on elementary school curriculum and methods are also assigned to the DeKalb elementary schools. These students spend half a day for twelve weeks in a single classroom and begin to assume some teaching responsibilities with small groups or with the whole class. One student may work with a single reading group for a period of two or three weeks while another plans and teaches a social studies unit with the help and guidance of the classroom teacher. In this program, also, the college instructor remains in the school with the students and is able, through his knowledge of the activities in which the students are engaging, to coordinate more effectively the theoretical and the practical aspects of their experience. Frequent contacts with the cooperating teachers in the schools provide the instructor with many opportunities to commend helpful practices, to raise and answer questions, and to suggest additional opportunities when such suggestions are needed and desired.

Special methods classes use the elementary schools at frequent intervals.

At times a whole class may go to one of the schools to observe a group of children at work on a project which is part of the on-going activity of the grade. Individual observation of classes in various subject matter fields are a part of the planned program and are scheduled through consultation with the coordinator of laboratory experiences and principal of the school involved. One class in social studies methods prepared a rather detailed resource unit on the city of DeKalb and spent two weeks trying out the activities and using the material they had collected with a fifth grade in one of the city schools. The revised unit in the form of a duplicated booklet was then made available to the city teachers.

Secondary Schools Cooperate

The new junior high school in DeKalb has the distinction of being planned specifically to house a comprehensive core program. Each of the six core suites consists of a humanities room and a science room connected by a stage. A small classroom library, a conference room and a storeroom are included in each suite. The principal and staff of the school provide students with special opportunities for studying new building construction and for observing a core program in a setting designed for it. Student teachers in the core program take part in curriculum planning meetings as well as assume leadership in the daily activities program.

At the high school level, the public school teachers cooperate in planning laboratory experiences for college theory courses which precede student

teaching. Students of adolescent psychology are assigned to work with such activities as coaching, dramatics, school clubs and other school programs. The experience is often summed up in a statement of generalizations derived from direct contact with the adolescent. When it is feasible, the high school teacher who has supervised the student's activity is asked for his comments and criticisms on this paper.

With the help of the high school faculty, college students have used a tape recording machine to interview pupils, administrators, parents and teachers on various aspects of adolescent life. These interviews have been supplemented by recordings of talks with factory personnel managers on the work habits of adolescents, with ministers in town on adolescents and religion, and with the local judge and police authorities on the problems of delinquency. The supervising teacher and the college supervisor also use recordings of classes taught by student teachers as a basis for analysis and guidance.

Another special kind of laboratory experience is provided through the cooperation of the faculties of the schools where student teachers are placed. In order to make the high school methods course more practical, students are given excused cuts from college classes and spend a day or part of a day in the school where they will later do their student teaching. They obtain copies of the textbooks they will be using, data on pupils, information concerning the school program and other materials which can be used as the basis for future class discussion. Through this contact with the school and with the

supervising teacher, a foundation is laid for a practical application of the theory given in the methods course.

The secondary teaching block is another program designed to integrate the theory and practice of teaching. The students do student teaching in the morning and in the afternoon attend a three-hour seminar which is the equivalent of two education courses. The total program is under the guidance of a college instructor who works closely with the supervising teachers in a way that is quite similar to the block programs previously described. Because of the daily opportunity of working in the classroom and of intellectualizing the experience in the college class, a special type of laboratory experience is possible. This type of experience is in the area of classroom experimentation or action research by student teachers. It involves an attempt to improve the practice of teaching in a deliberate and thoughtful way, through cooperatively identifying a problem or an area of interest, searching for means to get evidence on the problem, acting to solve the problem and then measuring the effects of the action over a period of time.

Research Activities

Although many of these research projects are status projects undertaken to discover existing relationships which bear on teaching problems, students frequently engage in direct attempts to improve their own practice. Usually these projects revolve around the implementation of objectives of a teaching unit. For example, the broad objective of increasing interest in a subject becomes an appropriate action re-

search project if measures of interest are made before and after the use of certain teaching practices. One student, with the help of the high school mathematics teacher attempted to increase interest in mathematics among his students. Measures of interest before and after the student teaching assignment were devised. Although the instruments were somewhat crude they led to a much deeper understanding of the problem involved and resulted in better teaching methods.

The status study type of action research involves an attempt to understand the dynamics operating in a classroom. Studies involving the relationship between data from a sociogram and such factors as IQ, socio-economic status, pupil interests and the like provide students with deeper insights into the causes of classroom behavior. Investigations as to the relationship between the interests and the aspirations of students, the quality of homework and time spent on homework, the attitudes of rural and of urban children, all give students firsthand data with which to probe deeper into aspects of high school teaching. Involved in these investigations is the opportunity to learn simple statistical concepts by actually using these to solve a problem with which the student is faced.

Few teachers are prepared to supervise students in conducting classroom research. It is hoped that gradually a core of interested supervising teachers can be formed to afford action research leadership to student teachers. Plans are in progress to interest teachers in this type of supervision through a college-sponsored workshop and continuing contacts throughout the year. Data

gathered during the past two years indicates that the whole area of college and school cooperation in providing action research leadership to student teachers is a new and highly promising field.

Difficulties Encountered

Difficulties inherent in the cooperation of colleges and public schools in providing laboratory experiences for student teachers are not essentially different from those found in any program of curriculum development. Lack of time for meeting together is a continuous problem. The public school teacher must carry his supervisory responsibilities in addition to a regular teaching load and often does not have the extra time or energy needed for extensive cooperative planning. The load of the college instructor is traditionally based on classroom teaching hours and work with the public schools in planning and supervising laboratory experiences is hard to include on an equitable basis. Block programs such as those in operation at Northern Illinois State Teachers College are a helpful approach to the problem but are not a complete solution.

Coordination of a cooperative program presents difficulties because of the large number and variety of laboratory experiences needed by the various college classes. Appointment of a coordinator of laboratory experiences serves to centralize the administrative aspects and to remove many sources of irritation and friction. Constant attention and work are needed, however, to insure a smoothly operating program.

Preparation of public school person-

nel for their supervisory responsibilities in connection with a program of direct experiences is a problem which has rarely received adequate attention. If the public schools are to be used effectively in expanding programs of laboratory experiences, the teacher preparing institutions must assume leadership in providing comprehensive and systematic preparation for those who are cooperating in the supervision of the program. Failure to cope successfully with this problem will limit materially the benefits of the entire program.

When the public school shares with

the college the responsibility for providing direct experiences for prospective teachers, there are important advantages for all concerned. In the process of attempting to solve common problems cooperatively, a continuing relationship of great value is built. When lines of communication are kept open between classroom teachers and college instructors, each learns from the other and becomes a better teacher in his own field because of the contact. But most important of all, new teachers are better prepared to meet successfully the problems of their profession.

Open Doors and Open Hearts

KENNETH A. BATEMAN

This article treats an experiment in international in-service education. Many individuals, organizations and agencies cooperate in welcoming in our homes and schools exchange teachers who come to America under the German Teacher Education Program.

WE WON'T hang a curtain before any American scene." These words were spoken by an Office of Education staff member during the orientation program for the second group of German teachers, who had come to participate in the German Teacher Education Program.¹ Reports from the visiting educators, program coordinators at the college and univer-

sity centers, state departments of education, and local community sponsors indicate that not only are there no curtains before any American scene but all doors are open to the visitors.

Some of these doors did not open automatically. Many hundreds of teachers, supervisors, school administrators and other citizens in over 550 communities throughout the United States

¹ The third group of teachers participating in the German Teacher Education Program arrived in the United States in September 1953. This project is a part of the total Educational Exchange Program carried on by the United States Department of State under the authority of Public Laws 402 and 584 of the 80th and

79th Congresses, respectively. The Office of Education serves as primary sponsor of the professional program through a contractual agreement between the Department of State and the Department of Health, Education, and Welfare. A total of 408 German teachers will have participated in this program by April of 1954.

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