THE IMPERATIVES OF THE COMMUNITY SCHOOL CONCEPT FOR STUDENT TEACHING PROGRAMS

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L. Morris Mc Clure

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THESIS

This is to certify that the

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L. Morris McClure

A THESIS

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I

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L. Morris McClure

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AN ABSTRACT

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THESIS ABSTRACT

During the past twenty-five years the literature in many of the areas of the social sciences and in education has reflected the concern of many writers with what they see as an increasing tendency toward disunity, segmentalization, general weakening of traditional social values, and widespread cultural and institutional instability in the current society. This tendency has been cited as undesirable and has been viewed with general alarm. One of the theoretical developments in the field of public school education that has evolved as a partial response to these social and cultural characteristics has been the community school concept. It has been based primarily on the hypothesis that the nature of the common education provided by a society for its members determines at least in part what the characteristics of that society shall be.

A further basic hypothesis has been that in order to have a significant influence upon the fulfillment of the indicated societal needs, education must seek its objectives from and be closely and realistically involved in the social processes operating in any given community.

The present study attempted to show that the nature of the teaching done in community schools is sufficiently different to require a reorientation of teacher education. It considered one phase of the professional education of teachers for community school service - the area of student teaching.

The social background of the community school concept was reviewed and the concept was defined. Competencies to be desired in community

school teachers were developed from the literature and were also logically developed from the definition of the community school. Examples of teaching units and school-community projects that had been reported were described and analyzed for their similarity to units and projects that would be a part of an actual community school.

The literature as indicated above, the definitions of the community school, and the illustrations noted in the preceding paragraph served as the source of the logical imperatives for student teaching programs that were finally developed. These were expressed as principles and may be summarized as follows:

(1) The schools in which student teachers are assigned should be carefully selected in terms of the degree to which their curricula, methodology, administration, and general philosophy appear to be sufficiently flexible and community oriented so that teacher candidates could have experiences somewhat similar to those they would have in a community school.

(2) The student teaching experience should be accompanied by a parallel laboratory experience where groups of student teachers may work together with a faculty coordinator.

(3) The student teachers should live in the school community during their student teaching experience.

These principles were developed in such a manner that each one could logically be at least a partial solution to the imperative needs of prospective teachers being prepared for community schools.

The study recognized some of the major blocks that might have to be considered in the implementation of the proposed student teaching program. Emphasis was directed toward the need for further research and study in many of these areas.

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THE PROBLEM AND METHOD

The literature in the field of education during the past ten to twenty years has contained an increasing number of references to the community school concept. In general, these references deal with such factors as the philosophical and logical assumptions which underlie the concept and the kinds of programs carried on in schools that are attempting to be community schools.

There is also a considerable body of literature dealing with pre-service teacher education. However, this literature, as well as that dealing with the community school concept, is generally not directed toward the more specific problems related to the education of teachers for community school service. This forms the basic motivation for the present study.

The implementation of the community school concept depends to a considerable extent upon the kind of professional teachers available and the skills and abilities they possess that are particularly essential to the functioning of the community school. The study will analyze the community school concept for the purpose of deducing from it these teacher competencies. Many of these will probably not differ from those considered to be desirable for the "non-community" school teacher. In some respects, however, it is logical to assume that the competencies will differ since the general orientation of community school programs is to some extent different from that obtaining in the bulk of the schools in the country.

Such a study would not be complete, however, without going one step further. This second step would be to study specifically one part of the teacher education program in order to show how it might provide the kinds of experiences which help develop some of the significant skills and abilities needed by a community school teacher.

For purposes of the present study, the phase of teacher education that will be studied specifically in terms of its potential contributions to the preparation of community school teachers will be the area of student teaching. This area will include more than the organized experiences the teacher candidate has that are carried on in a school with children. Student teaching will, therefore, be assumed to include not only activities connected with the school and children but also carried on outside the school as part of the ongoing processes of the community. The particular kinds of experiences involved will be made more apparent once the community school has been defined.

The problem as stated suggests that two tasks should be accomplished prior to approaching the problem itself. These tasks appear to be in the nature of orientation to the main problem - they set the stage. More important, they provide some rather basic assumptions that give direction and foundation to the rest of the study.

The first of these tasks is to determine what appears to be the source of the community school concept. It involves examining the literature dealing with the community school for the purpose of identifying the social factors that other writers seem generally to agree constitute the "reason to be" of the community school. In other words,

it seems appropriate and rather essential that the social situation that indicates the community school should be discussed briefly.

The second task that appears to be in order is that of stating a workable definition of the community school. Considerable discussion and study is available in the literature which deals with the community school program. A synthesis of such definitions could be made and suggested for purposes of this study, or, one current definition that shows evidence of having been carefully and logically developed could be accepted. For purposes of this study, an acceptable course appears to be the latter, plus any appropriate definitive additions from other sources that add to the clarity and usefulness of the definition.

Once the above tasks are accomplished, the study will define those teaching competencies that may be inferred directly from the community school concept. This may be done first by means of the current literature dealing with community school teaching competencies, and second, by means of an analysis of the community school concept for the logical inferences it poses in terms of teaching competencies.

Certain selected examples of teaching practices and school-community projects will be cited. These will serve two purposes. First, the examples will illustrate in a concrete fashion certain factors in current teaching and school-community relationships that are actually closely related to the operational imperatives of the community school concept. Second, the examples will serve as demonstrations of the kinds of experiences student teachers may have that are <u>now available</u> and which provide practice in competencies they will need in a community school.

The important task of the study will be to apply in a logical manner the outcomes of the above analyses to the student teaching process. Stated differently, the final task of the study will be to suggest what appear to be reasonable and practicable conclusions or principles that should help determine the structure of a student teaching program for prospective community school teachers.

Since the community school concept is not a part of the conventional pattern of school programs at the present time, the realities of the educational scene will have to be kept in mind. The student teacher's program to be suggested, for example, will need to be developed within the structure of what now constitutes common institutional resources and practices. This does not preclude some projection into the area of the ideal since such a design may well serve as a guide for teacher educators and as an ultimate objective for their planning.

The purpose and method, then, of the present study may be concisely summarized by means of the following statements:

1. The central objective of the study will be to develop principles for student teaching programs planned to provide teacher candidates with experiences designed to prepare them for service in community schools.

2. The logical imperatives for student teaching that may be drawn from the community school concept will serve as the bases for the principles to be suggested.

3. The discussion regarding the implementation of the principles in terms of organization and practice will give appropriate consideration to the existing institutional structure for teacher education and public education.

THE NATURE OF THE CONTEMPORARY SOCIETY AND THE ROLE OF EDUCATION

The nature of the contemporary society should be extremely significant to the educator. He should recognize that the total society is an educational force with which educators must reckon. It is an educational force which is operating continuously and has more impact in some areas on those who are to be educated than does the school. Both the society and the school introduce the immature learner to the society in which he lives. One does it through a multitude of informal and unplanned, but nevertheless effective, conditionings. The other attempts to accomplish its task through a deliberately planned and logically organized program.

The nature of the society is important to the educator for a second reason. The society is a reflection of the quality of the educational process the individuals in the society have experienced. Put in another way, the society is a constant living example of the kinds of educational processes to which its members have been exposed. This involves, of course, both the informal environmental educative forces and the formal educative forces of the school.

The nature of the society, then, provides the educator with a continuous evaluation of the educational process and a continual source of ideas and needs. He looks to the society both for clues as to the success of past and current educational programs and for societal needs that subsequent programs must be designed to serve.

If we look to the literature dealing with the contemporary society, we find that there has been an increasing concern demonstrated during the past generation or two with what appears to be the rapid segmentalization of that society. This point of view has been expressed in various ways. For example, in the late 1920's Joseph K. Hart[1] published his penetrating analysis of the social situation and its implications for education. Hart expressed concern over the degree to which areas of ideological community were shrinking in American society. He discussed the effects of technology and specialization on the culture, pointing out the growing compartmentalization of value systems structured around unrelated aspects of social living.

Although Hart's analysis of the situation is one to which the literature appears to refer most consistently, there are many other references to this apparent lack of community and increasing fractionalization of the social system. Beers treats the problem in an historical manner, describing the evolution of communities in our society from the beginning of our history. He concludes that this evolution has progressed to the point where we are now experiencing a situation characterized by urbanization of an advanced kind which gives the appearance of geographic community but which has tended actually to erase community in the accepted sense. In discussing this particular stage of social evolution, he says:

> "The last is individualistic, with communities of larger size; contractual, impersonal, indirect, and casual interaction; complex and elaborate division into groups and classes. Its regulation is more improvised, rational

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[1]Joseph K. Hart, A Social Interpretation of Education, New York: Henry Holt and Company, 1929. pp. XX + 458.

> and legal. It has a highly developed exchange economy, using money in a world market. Its emerging norms are those of efficiency. Its social solidarity is based mainly on the interdependence of specialized parts. Its social change is rapid and of broad coverage. It is sometimes characterized as an integrated society because of the ramifications of interdependence upon its parts, but actually its need for further social integration seems more conspicuous than any present integration of its character. In this society the plurality of each member is moored now here, now there, now nowhere! This is the kind of society in which most of us live today. It is the society of the metropolis, and it seems not to have as a pervasive type of unit, the community as MacIver defined it.
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> "The puzzle of diversity. In such an urban society as this, can the school, the church, or any other agency become a 'community institution' as is urged by some of the leaders of churches and schools? Is the community a real enough entity so that a school can both express and serve its wholeness and integrity? Is the concept of community fatuous and outmoded?"[1]

Beers' reference to the lack of not only a geographic community but also a lack of community in the areas of ideas and values is typical of much of the thinking in the literature. The old geographical community with its closely knit and independent characteristics is no longer the typical community. Growth of large metropolitan centers and progress in the methods of communication and transportation have eliminated the isolation of even the small rural community as it was one hundred years ago. Muntyan summarizes a similar observation by pointing out wherein current uncritical acceptance of the existence of "community" errs.

> "The substance of the argument here is, then, that in our common usage of the term community, we err both positively and negatively. We err negatively in that our most

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[1]National Society for the Study of Education, The Community School, The Fifty-Second Yearbook, Part II, Nelson B. Henry, Editor. Chicago: The University of Chicago Press. 1953. p. 17.

> common use of the term connotes little more than contiguity. We err positively in that we falsely ascribe a significant community, even when we do not use the term itself, to groups which represent partial, or segmented, community at best. In brief, the very language we employ in discussing community is evidence of the lack of a far-reaching community."[1]

In a democratic society where group, societal, and individual values must exist in a delicate balance, the seeming trend away from a solid core of societal values is disturbing. The role of the school in such a situation becomes extremely difficult since whatever values it may emphasize may run counter to some segment of the local population.

Stanley introduces another aspect of the problem of fractionalization in the society when he discusses the significance of various segments of a society shaping their behavior in accordance with values and objectives selfishly developed for the good of their own segment but which are systematized and expressed in terms of the good of the total society.

> "Each of these groups represent a portion of the public, the more important of them a large and significant portion: consequently their interests are in some measure a part of the public interest. Moreover, these groups typically conceive these purposes, not in terms of purely private advantage, but in terms of their conception of the common weal; they usually regard their respective programs, not as obstacles to the common good, but as essential conditions of its realization. Each of these groups has, consciously or unconsciously, developed some societal philosophy; and each of them must be understood as making, in some particulars at least, proposals to the American public with respect to the goals of American life

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[1]Milosh Muntyan, Community School Concepts in Relationship to Societal Determinants. Unpublished Dissertation for the Doctor of Education Degree. Illinois: University of Illinois, 1947. p. 43.

> and the means by which they are to be achieved. Nor can these proposals be dismissed with impunity as sheer rationalizations. The members of pressure groups are also members of society; and as such they, no more than other men, can free themselves in their own minds from the common obligation to respect the public weal. Moreover, in order to advance the interest which they represent, pressure groups must frequently secure the cooperation of other groups. Hence, they are compelled both by moral principles by their members and the practical necessities of the situation to relate their particular interest to the 'general' welfare.
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> "The tendency of men, where their interests are at stake, to erect their particular concern into a universal may be readily admitted. But that is a principle that is limited to no single group; and it is pertinent to ask where, in a modern industrial society, the impartial public is to be located. The fact is that the existence of powerful, organized interests in American society is the reflection of the division of that society into significant functional groups, just as the existence of group perspectives and points of view is a reflection of the absence, in part at least, of universally accepted standards of public welfare. In the last analysis the conflict of social philosophies and programs represented by the welter of contending interest groups is contention of contrasting theories of the public good, undoubtedly conditioned by the particular interests cherished by each of these groups, but not, in any sense, simply a cynical and selfish dogfight conceived solely in terms of purely private advantage."[1]

These allegations, that the fractionalized society not only is characterized by large numbers of groups, each of which is following its own set of values and interests, but that each of these groups in turn interprets its own set of values and interests to be that which is best for the total society, have many kinds of implications. For the school it is particularly important since it would be impossible for the school to remain "non-partisan" in a society which is

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[1]B. O. Smith, William O. Stanley, Kenneth D. Benne, and Archibald W. Anderson, Readings in the Social Aspects of Education. Danville, Illinois: Interstate Printers and Publishers Incorporated. 1951. pp. 230-232.

fractionalized to this degree. Furthermore, it would be equally difficult for the school to align itself with any one of these groups. It would not be wise or expedient for the school either directly or indirectly to challenge the particular selfish interests or values of any one group, then, as seen from Stanley's point of view. This would be so because values and interests which would be challenged are seen by the particular group as being the values and interests of the total society.

Many other writers support the argument discussed here. Two examples are Angell[1] and Smith[2] and his colleagues. Both present further evidence that serves to reveal the disunity and increasing confusion that characterizes the contemporary society.

For the purposes of this study, then, the assumption will be accepted that the current society is in a state of confusion and that it is characterized by an increasing tendency to become segmentalized into conflicting interest groups. Inherent in this assumption will be the idea that in the course of an individual's daily living he participates in different categories of interest groups that frequently are in conflict with each other and which inevitably provide him with divergent sets of values which at best merely confuse him and at worst force him into a pattern of living that borders on incipient schizophrenia. The work group in which the individual earns his living, the geographic community group in which he lives, the

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[1]Robert C. Angell, The Integration of American Society. New York: McGraw-Hill Book Company, Incorporated. 1941. pp. 192-194.

[2]Smith and Others. Op. cit. p. 265.

various social groups in which he participates, all may have different attitudes toward various social questions. The confusion this is bound to produce may be more or less unconscious but it is certain to have an impact on the personality and the quality of living of the individual.

The recognition of this assumption implies another: there is a need either for the solution of the problem of segmentalization or the development of new cultural patterns and deliberately planned activities for the achievement of significant and increasing unity on an inter-group over-all basis.

Another characteristic of contemporary society needs to be mentioned. The current society is characterized by an ever widening lag between technological progress and progress in many crucial areas of human relations. Science has lent itself with marvelous facility to the improvement of technological processes. In a sense, one might say that the science of applying science is one of the dramatic phenomena of the age. Parallel with this development, however, is what appears to be a lag in the application of science to the improvement of social relationships.

The role of education in this situation is an extremely critical one. By and large, the literature indicates that we are still attempting to operate educational institutions in terms of a society which has drastically changed. In an extremely generalized form, then, one might pose the problem of education today as being that of learning to look at the current social situation with eyes that are unprejudiced by the past in order to develop aims and objectives for the current

society and future society, using methods and techniques that are consistent with the current society and with what the infant sciences of human relations can suggest. This implies many significant changes in educational objectives and methods.

This responsibility of the school has been sensed by others. Hart, for example, saw it and expressed it as follows:

> "Our public schools grew out of an attempt to universalize that education which the English tradition had limited to the aristocracy; and no attempt was made to transform the aristocratic psychology and philosophy that underlay that English tradition and justified it. Hence our public schools have never been democratic in the psychological and ethical sense, but only in the geographic sense: they have been everywhere - but not for all children 'according to their needs.'"[1]

Prior to the above statement, Hart discusses the role of institutions. He points out that institutions have historically assumed "rights," but in his opinion institutions are not entitled to rights except the right to fulfill the need for which they were set up. What has happened, according to Hart, is that the original right has become "vested." This results in an institution resisting change because its methods become habitual just as do methods with individuals. It is more comforting and secure for institutions to protect this vested right to continue with original objectives and methods by making "changelessness" sacred. Institutions then reveal themselves as having been begun as a means to a real end but end up becoming the ends themselves.[2] He compares this tendency with the institution of the school.

In summary, then, it is possible to state another assumption of

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[1]Hart. Op. cit. p. 182.

[2]This is a condensation of the argument Hart (Ibid) presents on pages 31-36.

a rather negative kind that underlies a study such as this. If we assume, as we have done, that the current society is becoming increasingly fractionalized and divided, then it is possible to further assume that the school, the organized educational effort of society, has failed to strive to create and maintain a society that is internally harmonious. This implies, then, that we must look at the school, at its objectives and its processes, in an effort to change the basis of education in such a manner that it will no longer attempt to represent and assume a community that actually may not exist but will plan to use all of its resources toward the goal of creating community where it is needed and achieving a balance between conflict and community that is essential to democratic living.

Education in the Current Society

A look at the current literature dealing with the role of the school reveals some lack of community among educators themselves. There appears to be reasonable agreement upon the need for a new or expanded role for the school. There is agreement, in general, with regard to the responsibility of education to help shape a society. It is true that this agreement is not unanimous, but in general the literature reflects a concern on the part of educators with regard to this problem. For example, the publications of such a leadership group as the Educational Policies Commission reflects an acceptance of such a role for the school.[1]

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[1]Educational Policies Commission, The Unique Function of Education in American Democracy. Washington: National Education Association. 1937. pp. 129.

The whole area of general education has been characterized during the last twenty-five to fifty years by two developments of significance to this study. The first of these has been an increasing reliance upon scientific methods for determining educational goals and methods and for evaluating the educative process. The literature in the area of what has come to be known as child growth and development is particularly significant. The literature contains many discussions and reports of experimental information dealing with education as a "science."

The identification of educational objectives by scientific analysis of the human functions in the society is another example of this approach. The identification of "social needs" and methods of teaching them have had their day. The measurement of educational "achievement" and "progress" has been made "scientific," it is said. It has been found that statistics not only can be used to "prove things," but they also provide the educator with a handy sophistication that lends a respectable "scientific" speciousness to theories and practices. The standard deviation has become overworked to the point of exhaustion.

In no sense is the intent here to disparage these developments.

Educational Policies Commission, The Structure and Administration of Education in American Democracy. Washington: National Education Association. 1938. pp. 128.

Educational Policies Commission, The Purposes of Education in American Democracy. Washington: National Education Association. 1938. pp. 157.

Educational Policies Commission, The Education of Free Men in American Democracy. Washington: National Education Association. 1941. pp. 115.

Educational Policies Commission, Education for All American Youth. Washington: National Education Association. 1944. pp. IX + 421.

Actually, the position is taken that these accompaniments of the initiation of the scientific method in education were natural. In a sense they were the growing pains of intensified development. They were symptoms caused by the haphazard and frequently uncritical acceptance of the methods of other disciplines in a frantic effort to achieve status and respectability as a "profession." Actually, many of the results of this increased use of scientific methods in education represent real progress toward making school experiences more valuable to learners. The period may well be maturing now into the next - that of better appraising the unique needs of the profession in an effort to systematize educational knowledge and method so that the new arrangement better reflects a profession that embodies the worth of many disciplines and many arts in its functioning patterns.

The second development in education which appears to have significance for this study is the growing recognition in practice of the educational impact on people of the total environment. It is true that there is nothing new in this idea and many writers in giving an historical treatment to this subject go back to antiquity and show that the impact of the total environment has been recognized by great teachers throughout the recorded history of man. Actually, however, schools in this society have not operated as though the impact of the total community was as important as they may have verbalized in the literature. According to this point of view, education and the school have been seen in a narrow perspective. The school was considered as a place where the child was educated for adult life, and incredible powers of wisdom were assumed by educators in the formation of the

curriculum of such a school. The school was unattached to the on-going life of the society and the community. The assumption that the curriculum can be manipulated to fill the needs of a dynamic society within the four walls of the school room or in the office of an administrator was unrealistic. As Hart says:

> "Education can never be made over in school houses and by school men, and no change even in the school will long persist. Nothing is more discouraging than the fact that all the movements which have been initiated in school houses in the past twenty years to reform school procedures have almost completely been assimilated to the old school procedures and have lost their significance. ...Until the fact is clearly grasped that education is a function of the whole life of the child and of the whole community of which the child is a part, and that therefore, it cannot be changed, if it is changed at all, in the whole structure of the whole community - until this fact is seen and grasped and acted upon, there will be few real changes either in schools or in education."[1]

This idea is further reinforced by Dewey. In speaking of the ways of inculcating into the young the ideas and values of a society he says:

> "The answer, in general formulation, is; by means of the action of the environment in calling out certain responses. The required beliefs cannot be hammered in; the needed attitudes cannot be plastered on. By the particular medium in which an individual exists leads him to see and feel one thing rather than another; it leads him to have certain plans in order that he may act successfully with others; it strengthens some beliefs and weakens others as a condition of winning the approval of others. Thus it gradually produces in him a certain system of behavior, a certain disposition of action."[2]

Recognition of the impact of the total environment as an educative force has also carried the oftentimes explicitly stated and

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1Hart. Op. cit. pp. 304-305.

2John Dewey, Democracy and Education. New York: The MacMillan Company. 1925. p. 13.

sometimes implied conviction that the school - the appointed agency for education provided by society - must assume the responsibility for improving the quality and educative effectiveness of the "out of school" environment whenever possible and to an increasing extent. The full implications of this conviction, or, if you will - assumption, are far-reaching and of great import. It serves as the basis from which creative minds can set new frontiers and justify innovations. On the other hand, the position of those who accept it is fraught with danger. The reaction against educators who suggest that schools can "remake" the social order is well-known. Conviction that the school has a role to play in improving the educative effect of the total environment is one that is, indeed, easily misunderstood and misinterpreted.

For purposes of the present study, the above discussion suggests one more fundamental assumption which serves to give support and direction not only to the community school but also to the parts of the study which will deal with teacher competencies and teacher education. This assumption may be stated as follows: The total environment, social and physical, is educative for the individual. Corollary to this assumption is the proposition that environments vary from situation to situation in their educative effect and they may be arranged and predetermined in order to utilize those situations which have been demonstrated to be particularly effective in terms of the achievement of certain objectives.

THE COMMUNITY SCHOOL

The implications of the assumptions and references stated above point the direction toward a role for the school and for education which is inextricably bound up with the community and with the society. The creation of community, the resolution of conflict, the integration of a society cannot be done by the school working by itself. Furthermore, it must do more than merely ally itself with this agency or that institution temporarily or for the moment. The community school, as eventually defined for purposes of this study, must cease to be an institution by itself and become in a sense a complex of institutions and social agencies. The inadequacy of the school to deal with problems of the magnitude indicated above is expressed by Hart.

> "The true educational agency is the community within which and by means of which the individual comes to whatever maturity he reaches. By and large, the qualities of that community will be reflected in its members, variously, of course, as they have various capacities for responding to its impacts, and as they touch various facets of existence. The real problem of education, then, becomes that of making a community that shall be expressive of humanity, present and to come.
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> "Nor can we ask some fragment of the disorganized community, for example, the school, to take over the whole problem of integration and handle it, ab extra, arrogantly, intellectualistically.
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> "The problem of education is the problem of community making, in the most fundamental sense of the term."[1]

This denying to education or to the school of the full

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[1]Hart. Op. cit. pp. 427-429.

responsibility for social improvement and integration is not uncommon in the literature. Moreover it appears to be consistent with the very nature of the problem itself. That is to say that no one segment of society, and in fact the school is such a segment, can by itself remake or change that society. This implies, then, that if the school is to serve as a community making force it needs to become more than the traditional definition of the school. As Mumford says:

> "While the school has become a universal institution, and the main symbol of the educational process, the instruments of modern education are continuous with life itself; no mere building can fully house them, and the notion of making education "economical" or "comprehensive" by creating megalopolitan buildings holding 1500 to 3000 pupils, and then expanding the school of the neighborhood so that it can bestow a sufficient number of children on these buildings may be dismissed as a typical megalopolitan perversion."[1]

Kilpatrick points out a realistic aspect of the problem when he says:

> "It is clear that the school today will not automatically become a center for community education by the simple trick of building up more relationships with its environment. We need to understand what is indicated by a community emphasis. A return to a unifying smallness is out of the question. We must deal with complexity. Within it, too, we must deal with the conflicts which arise because our manner of life has made fragmentary people of us. This increases the complexity, but contrary to our usual supposition, it enhances the educational opportunity. The present confused character of society itself, if we but relate ourselves to it, makes education purposive. Within our society we already have an educative principle at work, though we may neither have intended it to be such nor have recognized it in action."[2]

1Lewis Mumford, The Culture of Cities. New York: Harcourt, Brace and Company. 1938. pp. 473-474.

2Samuel Everett (Editor), The Community School. New York: D. Appleton-Century Company. 1938. p. 30.

Kilpatrick's statement may be interpreted variously, but it is important to note his reference to the discussion of controversial problems of community and social living as an educative process in itself. The realistic dealing with social problems and with community life in a functional way may offer one of the basic and fundamental clues for the community school as it is to be eventually defined for purposes of this study. Mumford adds further emphasis to this point of view when he rather succinctly states the process of the evolving school:

> "From the drill school to the organic school; from the child school to the child-adult school; from a desiccated environment to a living environment; from closed issues and mechanical indoctrination to open inquiry and cooperative discipline as a normal process of living; that is one series of steps. From the part-time school, confined to a building, to the full-time school taking stock of and taking part in the whole life of the neighborhood, the city, the region; from an education whose truths and values are in good part denied by the actual environment and the social practice of the community to an education that is integral with the demands and possibilities of life and that shirks no needed effort to make over reality in conformity with purpose and ideal; here is another series of steps that mark the path of modern education."[1]

And so it is possible to move from evidences of disunity in the community and in the society, from the implications of this disunity for the role of education, to the conviction, for purposes of this study, that whatever role the school takes in the light of this situation, it should be a role that is consistent with the kind of society that exists and it should, therefore, seek its objectives and its processes in the community and in the society. It is logical to

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[1]Mumford. Op. cit. pp. 476-477.

predict, then, that the school that is thus developed will be in some fashion a community school.

In order to deal with the problem of teacher competencies in the community school, it is necessary to have a definition of the community school from which these competencies may be derived. Put in another way, it is necessary to have an answer to the question, teacher competencies for what? The point may be further clarified by suggesting that the previous discussion concerning the role of the school in the society implies roles for the professional personnel in the school. In this sense the "school" and "education," as used above, are the more abstract terms that include the human elements that actually plan, and operate in, the educational process.

Many studies are available which deal in a definitive fashion with the community school concept. For purposes of the present study it would appear to be an unnecessary departure from the course of the study to examine in detail the developments of various definitions. Study of this definitive literature reveals that there is considerable agreement among writers, although, it is true, there are also points of issue.

Without presenting the details of development at all, it is proposed to cite briefly certain statements from the literature dealing with the community school concept. Those that are selected appear to represent to a considerable degree elements concerning which there is relatively general agreement. They appear to offer an acceptable definitive basis for purposes of this study.

One general statement that is structured in terms of community school objectives provides an appropriate background for definitive consideration of the community school concept. Muntyan summarizes what he concludes are the "long range purposes of the community school" as follows:

> "The long range purposes of the community school seem to be three-fold. First, it would hope to re-integrate, or further the integration of, the population aggregate which it serves, trying to make of that group a community in something more than a geographic sense. Second, it would hope to develop, with the group, what has been called community process, i.e., the knowledges, attitudes, appreciations and skills necessary to the preservation and further development of desirable group life. Third, it would hope to help resolve the personal and social conflicts which now undercut both community and community process. Obviously, such goals as these imply that the school cannot concern itself with only the youth of the land but must also undertake a far-reaching program of adult education and re-education."[1]

It is helpful to extract from this statement the three purposes as Muntyan has expressed them. They are:

1) The integration or re-integration of the society served

2) The development of community process

3) The resolution of conflict

Muntyan goes on to say that the community school can serve the above purposes only if it serves as "an ideal democratic community both in its internal and external control relationships."[2]

It seems clear that the objectives of the community school as stated above complement to a considerable degree the societal needs

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[1]Milosh Muntyan, "Community School Concepts," Journal of Educational Research, XLI (April, 1948), pp. 606-607

[2]Ibid. p. 607.

sketched earlier. The community school becomes, then, a proposed approach to the solution of the problem of identifying the role of the school in terms of the contemporary societal situation. Its objectives are oriented around the facts of social disunity and fractionalization. It finds authority and direction in the democratic ideology.

In an extended discussion of the operation of the community school,[1] Muntyan emphasizes that the curriculum of the community school consists in a large measure of the problems and issues which confront the community, both the local and the broader community of state, nation, and world. He also points out that emphasis upon such problems and issues provides for two related accomplishments. First, the complete or partial resolution of any problem or issue would tend to improve the quality of living in the community; and, second, the process by which resolution was approached would serve to provide learning experience in methods of solving conflicts and problems. He states this factor briefly as follows:

> "In brief, community activities are not properly to be used only as immediate problems to be resolved. They must also serve as the vehicles through which community, and community process, are developed."[2]

The immediate solution of problems, the current resolution of individual conflicts, may well have a highly desirable impact on the quality of living obtaining in a community. However, other significant achievements would not be sought and measured only in terms

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[1]Muntyan (Thesis). Op. cit. pp. 245-248.
[2]Ibid. p. 248.

of these current and immediate results, but rather they would be apparent in terms of what had happened to the personalities of the participants; what changes had taken place in their value systems and attitudes; what skills, competencies, and insights had been inculcated and learned as a result of the experience that would serve them in later similar experiences to an increasingly desirable degree.

The position may be taken here, then, that one of the principle elements in the community school concept is its curriculum oriented around current social problems. Furthermore, both the processes of solution and the solutions themselves become objectives. Which is more important would appear to be situationally determined. With some groups the process would assume greater significance; with other groups the solution would loom large in importance.

Naslund, in a study delimited to the determination of a definition of the community school, follows similar lines of development as does Muntyan. The areas of divergence are not sufficiently significant to be elaborated upon here. It is helpful to examine Naslund's definition at this point since it provides a convenient statement for reference purposes for this study.

> "A community school is a school which over and above its concern for the production of literate, 'like-minded,' and economically sufficient citizens in terms of a particular social, economic or political setting, is directly concerned with improving living in the community in all the broad meaning of the concept in the local, state, regional, national, or international community. To that end it is the consciously used instrument of the community, and its curriculum reflects planning to meet the discovered needs, with changing emphases as circumstances indicate. Its buildings and physical facilities are at

> once a center for both youth and adults who together are actively engaged in analyzing problems suggested by the needs of the community and in formulating and exploring possible solutions to those problems, solutions which are in turn put into operation to the end that living is improved and enriched for the individual and community."[1]

The emphases are clear in this statement. They revolve around such objectives as:

The improvement of community living.

The use of social problems in the curriculum.

Orientation around community values.

It is possible to pursue both Naslund's and Muntyan's discussions further in order to observe more specific characteristics of the community school.

Muntyan analyzed what appear to be the current community school concepts with particular emphasis upon their societal genesis.[2] He suggests two areas of educational concern that are intimately involved in any community school concept which seeks to reconstruct and improve the school and the philosophy under which it operates. The first of these areas is organization and administration. This area includes those factors dealing with the administration of the community school and the organization of its resources, human and material, for the most productive results. The second of these areas is that dealing with the school program. This area deals primarily with the curriculum of the school and the methodology used.

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[1]Robert A. Naslund, The Origin and Development of the Community School Concept. Unpublished Dissertation for the Doctor of Education Degree. Stanford University. 1951. p. 71.

[2]Muntyan (Jnl. Ed. Res). Op. cit. pp. 597-609.

Muntyan divides the area of organization and administration into three areas or emphases. They are "external control," "internal control," and "internal organization." The factors with which each of these deal are self evident from their titles.

In considering the school program, Muntyan developes two overall orientations by which it is constructed and operated. He suggests that the school may either go out into the community and include community activities in the school program, or it may bring the community into the school and incorporate community activities into the ongoing school program. Either of these may be done for three possible reasons or purposes. The school may go out into the community for purely school purposes, community purposes, or for school-community purposes. In turn, the school can bring the community into the school program for either of these same purposes.

Both Muntyan and Naslund arrive at similar conclusions when they decide that school and community purposes are the ideal. Muntyan cautions, however, that even here it is necessary to face the realities of the human relationships in the community and the social factors and conflicts obtaining or the new concept will be as sterile as the old. He also agrees with Naslund that conflicts and opposing points of view can be the media for the educative process. However, where Naslund was satisfied with this as a flat assumption, Muntyan goes on to caution that conflict represent such media only if a basis for solving such conflicts is shared by all concerned with them.

The basis from which Muntyan suggests conflicts may be approached he calls the "rules of the game."[1] The "rules of the game" are the remaining democratic commitments of American society. They are the idealized values that remain at least the verbalized expressions of general community in the society. Naslund takes generally the same view only he relates these values more specifically to the law and the documentary statements that are part of the American culture.[2]

Smith, Stanley, and Shores suggest a definitive basis in a concise statement which is concluded by five "propositions."

> "The notion of the community school is, therefore, but a concerted emphasis upon the community aspects of the foregoing curriculum theories. In its mildest form it would make the community activities of the school the center of the educational program. Its most complete form would be, not a school that goes out into the community, but a community organized and directed with the intent of producing through all its activities and processes healthy, growing personalities. Its ultimate outcome would be an education-centered community, not a community-centered school.
>
> "The characteristic principles of the community school have been formulated in a number of ways, but they can be reduced to the following propositions:
>
> 1. The educational program is designed to meet the needs of a particular local community without sacrificing the needs of the wider society of the nation and world.
>
> 2. The community processes and activities constitute the medium through which children and youth receive educative experiences.
>
> 3. Children and youth work cooperatively with adults on problems of mutual concern.

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[1]Muntyan (Thesis). Op. cit. p. 251.
[2]Naslund. Op. cit. p. 52-54

4. With respect to its internal organization and operation, the school is a model democratic community.

5. The leadership for initiating, planning, and carrying out of projects for community improvements is frequently centered in the school."[1]

Many other writers have contributed to the volume of literature available regarding the community school concept. However, as indicated previously, it serves no purpose in terms of the present study to go into these further.[2]

For purposes of this study the following definitive statement regarding the community is submitted. It is primarily a synthesis of the contributions of Muntyan and Naslund.

> The community school is a school that has as its main objectives the preparation of community members of all ages for effective participation in community living, and the constant improvement of the quality of that living both for the group and the individual and in the present and the future.

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[1]B. O. Smith, William O. Stanley, and J. Harlan Shores, Fundamentals of Curriculum Development. New York: World Book Company. 1950. pp. 534-535.

[2]The following references were particularly helpful to the writer:

Elsie Ripley Clapp, Community Schools in Action. New York: The Viking Press. 1939. pp. XVIII + 429.

Elsie Ripley Clapp, The Use of Resources in Education. New York: Harper and Brothers. 1952. pp. XVI + 174.

Herbert M. Hamlin, Citizens' Committees in the Public Schools. Danville, Illinois: Interstate Printing Company. 1952. pp. 306.

Paul R. Hanna and Others, Youth Serves the Community. New York: D. Appleton-Century Company. 1936. pp. XIV + 303.

National Society for the Study of Education, The Community School. The Fifty-Second Yearbook, Part II. Chicago: The University of Chicago Press. 1953. pp. XII + 292 + LXXII.

Edward G. Olsen, School and Community. New York: Prentice-Hall, Incorporated. 1945. pp. IX + 422.

Helen G. Trager and Marian Yarrow, They Learn What They Live. New York: Harper and Brothers. 1952. pp. XVII + 392.

The community school uses problems of living and the social problems of the local and the broader communities as the core of its curriculum. These problems may be selected by the users from among those that beset the community or the individuals in it at any given time, or the problems may come from the past or the future. The essential characteristic of problems used in this manner by the community school is that they shall have an actual relationship to the lives, ideals, purposes and aspirations of the individuals working with them.

The problems and issues that make up this core of the curriculum for the community school are dealt with by means of problem solving skills. The community school orients its activities around and uses as its main ethical resource the democratic ideology and its implications for behavior and inter-personal relationships among human beings.

The community school draws upon resources from throughout the community, and the totality of the expertnesses represented in the community are understood to be available for the use of the school. The unique expertness of the school staff is based in the community itself and is to a large degree typified by expertness in the skills of teaching in its broadest professional meanings. The resources, human and material, that are used by the school for its purposes are willingly granted because the entire community is involved in the educational process under the coordinating function of the school and its staff.

For school purposes the community school considers the means as well as the ends in all of its program and activities. This is particularly so with regard to the social problems that the youth of the community attempt to solve. With older youth and with adults the ends may assume greater significance. The attempt at the solution of problems and the resolution of conflict situations are means to most of what the school undertakes. The solutions that are being sought will serve as goals and also as the basis for evaluating the means.

The ordinary skills that are popularly referred to as "fundamentals" are learned as tools, as means, and they are learned when the need for them becomes apparent. These "fundamental" skills are considered to be basic tools and their acquisition an important end by itself, even though the process by which they are acquired is part of a broader plan aimed at a different goal.

The whole structure of skills and competencies involved in problem solving and in the resolution of conflict

situations are considered as primary civic skills that it is the responsibility of the school to see nurtured and matured in the young as part of their preparation for effective living in a democracy.

The community school moves out into the community, brings the community into the school, or does both as the occasion seems to require. Moreover, it considers the entire community its classroom and laboratory. Educational experiences may be going on in the community in which the participants never enter the school. The school facility itself becomes increasingly merely the hub, the center, from which the program of the school is coordinated. It serves as the symbol of total community effort and participation, although the actual participation may be going on in various parts of the community with relatively little actual contact with the formal symbols of the school.

The community school serves to illustrate the acceptance of two basic educational tenets: First, that the total environment is the source of most fundamental human learning; and second, that to separate the educational activity from the ongoing social scene results inevitably in the activity and the processes of the school becoming artificial and unrealistic.

RELATED CONTRIBUTIONS IN THE AREA OF COMPETENCIES FOR COMMUNITY SCHOOL TEACHERS

As was indicated in Chapter I, the literature dealing with teacher education does not consider to any great extent the unique professional needs of the community school teacher. This does not mean that preparation for community school teaching has been ignored.

The same general observation may be made concerning the literature on the community school. Although reference in this literature is frequently made to the qualifications for teachers which community school teaching requires, the problem of how these qualifications are produced by means of the professional education program is seldom considered by itself.

From the point of view of this study it appears to be helpful to examine briefly the literature in both of these areas. It will be helpful inasmuch as it will set the stage, so to speak, for the later analysis of the community school concept in terms of competencies that may be inferred from the community school definition.

One other contribution such an analysis of the literature can make will be to indicate the trend in the literature, particularly that dealing with teacher education, to pay more and more attention to the community aspects of teaching, even though this attention is not specifically an outgrowth of the community school concept.

Contributions of General Teacher Education Literature

The primary task of this chapter, then, will be to draw attention

to some of the statements already available which deal with teacher competencies. Studies selected for this purpose will be those that appear to accept the teaching role as being intimately related to community process, and which interpret learning as changed behavior resulting from the response, or series of responses, the learner makes to environmental action upon him. The concept of learning to which reference is made here is that which Hopkins calls the "integrative or organismic approach to learning."[1] The significant caution should be injected at this point that the theory of learning to which reference is made emphasizes the integrating process that takes place between the environmental stimulation and the evidences of changed behavior. Integrative learning, then, is not a simple stimulus-response reaction but a process that goes on continuously. A significant element in this process is the exercising of intelligence on the environmental stimuli. The entire organism is a part of this process. The amount of conscious and deliberate attention that is on the stimulus or experience and its aftermath is, in a sense, a criterion of its potential power. Dewey places emphasis upon this thinking process. He suggests that this thinking or deliberation is a refinement of actual overt trial and error, that as individuals abstract possibilities and visualize outcomes, learning is occurring and changed behavior results.[2]

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[1]L. Thomas Hopkins, Interaction. Boston: D. C. Heath and Company. 1941. p. 141. (Hopkins' discussion of the learning process: pp. 131-171).

[2]John Dewey, Human Nature and Conduct. New York: Henry Holt and Company. 1922. pp. 190-193.

The literature on teacher education reveals that there has been considerable concern for the past fifty years with the kind of education that has been provided prospective teachers. Various studies are reported and many publications are available dealing with this problem.

The Michigan Cooperative Teacher Education Study reported in 1943. Even at this late date this report places no particular emphasis upon the community school nor does it aim its recommendations in that direction. In discussing the "role of the teacher" the study states rather specifically certain abilities, or, competencies, that the teacher should have.

> "The teacher who is capable of serving any culture and of teaching students of all degrees and varieties of development will need to be (1) broadly tolerant or, put another way, as free as possible from prejudices and sentiments of every sort; (2) highly competent in the discovery and understanding of all kinds of social values; (3) possessed of that maturity of judgment, descriptive accuracy, reflective skill and predictive efficiency which characterize all sound evaluation; (4) self-reliant and effective in releasing others from all kinds of immaturity, neurotic inhibitions and emotional disorders and in preventing both himself and others from becoming victimized by them; (5) expert in defining quickly and accurately his role in the societies, the communities and the schools he serves; (6) professionally ethical, responsible and realistic. His education, to be genuinely functional, should be planned to achieve these objectives."[1]

Although these objectives or competencies are rather generally stated, nevertheless, it is possible to detect among them some competencies that would be equally desirable for a teacher in a community school. Attention is particularly drawn to those involving freedom

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[1]David M. Trout, (Editor), The Education of Teachers. Lansing: The Michigan Cooperative Teacher Education Study. 1943. p. 9.

from prejudice and possession of an objective point of view. The one dealing with the role of the teacher in the "societies" he serves is also indicative of the kind of thinking from which the community school concept has evolved.

The study comes much closer to sensing the needs for a community school philosophy in its chapter on "The Community Relations of the Teacher." It begins this chapter with three assumptions with regard to the community role of the teacher:

> "(1) The teacher should not only be a mentor for children, a subject-matter specialist, and a sponsor of extra-curricular activities, but also a leader of adults, a participant in political and social life, and a community statesman. (2) Only the school staff that understands through participation the life of the people it serves is able to provide a school program in response to the needs of the community. (3) A knowledge of the experience that may have been responsible for competence displayed by teachers who are making valuable contributions to their community can be utilized to develop teachers for more effective participation in community life."[1]

This study went on to survey a large number of teachers who were rated by their administrators as being highly qualified in the field of community relationships. The purpose of this was to determine what experiences these teachers had had that seemed to have made them into the kind of teacher each was. The kinds of community participation reported was of the rather superficial variety that is not exactly the kind of participation implied by the community school concept. A brief insight into the results of this survey is obtained by the following breakdown in terms of percentage of the kinds of participation the study revealed:

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[1]Ibid., p. 75.

> "The percentage of superior Michigan teachers who participate in the most frequently mentioned community organizations as regular members are, for Red Cross 56.5, P.T.A. 42, fraternal orders 30, alumni associations 29, Sunday School 23.2, civic luncheon groups 14.5, adult social clubs 14.5, Bridge Club 14.2, Boy and Girl Scouts 12.1, and Y.W.C.A. and Y.M.C.A. 8.4. The most significant fact for the present purpose, however, is that in every one of the eight activities except Bridge the percentage of superior Michigan teachers who act as officers, teachers, and sponsors is greater than that for members of the national[1] sample."[2]

This approach to the identification of significant experiences teachers have had that may have helped them to become better community participants is somewhat weak. This is so because of the nature of the kinds of experiences reported and also because it is illustrative of efforts that base themselves on the status quo. One might also suggest that the manner of identifying the teachers who were to be surveyed is open to question. The teachers whom administrators in present schools select as outstanding and those who would be selected by an impartial observer would not necessarily be the same ones.

One other comment on the study should be made. The question may be raised as to whether or not these teachers were good teachers because of their participation in community affairs or did they participate in these activities because they were already good teachers.

John J. DeBoer, writing in the Fourth Yearbook of the John Dewey Society provides another list of competencies. He approaches it from

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[1]The National Sample to which reference is made here is: Florence Greenhoe, Community Contacts and Participation of Teachers. Washington, D.C.: American Council on Public Affairs. 1941. pp. 91.

[2]Trout. Op. cit. p. 76.

the point of view of the purposes of teacher education and expressed his competencies in terms of outcomes.

> "What are the objectives of the program for the education of teachers for democracy's schools? Though no final and authoritative answer can be given to this question, certain broad purposes emerge from a study of the responsibilities of the school in modern American society. In the following generalizations these purposes are stated as outcomes which are proposed as measures of the success of the program: The professionally well-prepared teacher (1) is a careful student of childhood, (2) is a careful student of the community and its effects upon the child, (3) sets up objectives for teaching by studying his pupils' present needs from the standpoint of the requirements of life in a democratic society, (4) organizes his instruction with a view to the achievement of well-defined objectives, and shares with pupils the responsibility of planning the work of the school, (5) evaluates pupil growth in terms of these objectives, (6) participates intelligently in school management, and (7) understands the broader problems of his profession and of the relation between school and society."[1]

These outcomes of a teacher education program appear to be somewhat closer to a similar set of outcomes that might be suggested for community school teachers. They serve a purpose here in showing the trend in thinking that began to gain momentum at approximately this time. The interest in the teacher being a student of the community and of its impact upon the child are significant. There is also a reference to the qualifications of the teacher in terms of his ability to understand and use that which is available concerning how children grow and develop.

In writing a chapter for the same yearbook entitled "Abilities of Teachers," G. Robert Koopman includes still more of the elements

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[1]George E. Axtelle and William W. Wattenberg, (Editors), Teachers for Democracy. Fourth Yearbook of the John Dewey Society. New York: D. Appleton-Century Company. 1940. p. 263.

implied by the community school concept. He refers to his list as the "Basic Components of Professional Proficiency," and lists them as follows:

"Every teacher should gain proficiency:

1. In participating in group thinking situations and in contributing to the leadership of such situations.

2. In surveying and analyzing the natural and cultural landscapes with particular reference to community processes and in utilizing the data in developing an improved educational program.

3. In observing the individual learner and in organizing such observations into meaningful interpretations of the growth processes of the learner to be used in guiding learning and growth.

4. In participating with learners in the derivation of effective teacher-learning policies, procedures, and units of instruction.

5. In evaluating educational programs and the specific outcomes of learning experiences of individual learners.

6. In interpreting the educational program to the public."[1]

Koopman admits that he has not included in the above list of competencies any that refer to the ability of the teacher to function as a member of a social group. These competencies are assumed for any teacher, he points out, prior to his gaining professional competencies.

It would appear that the above list of competencies approaches an understanding of the needs for a teacher in a community school to some extent. Certainly the competencies dealing with child needs, democratic teacher-pupil relationships, surveying and analyzing

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[1]Ibid. p. 88.

social climates in communities, and the processes of group thinking and problem-solving are all there.

Another statement that adds to the picture of the development of teacher competencies more and more in terms of the needs of the community school is offered in the concluding portion of the report of the Commission on Teacher Education, of the American Council on Education, in 1944. In discussing the "Elements of Teacher Education," the report contains a significant statement dealing with the "teacher of tomorrow."

> "More specifically, we believe that the teacher of tomorrow will need to do more than master a given subject matter and direct the learning of a specific group of young people. He will have to be prepared for work with other teachers in the same building or in the same school system to the end that the children of the community may be given the richest educational experience permitted by local resources. He will also need the ability to work effectively with other community agencies and organizations in devising and carrying out programs that will tend to raise the quality of living in that community. He will very much need to develop the capacity to see things whole--whether it be the growing child, his own system of values, his field of concentration, the curriculum, the school unit, or the social environment of which the school is a part."[1]

The emphasis upon wholes is interesting since it is clearly a desirable competency for teachers in the community school. The emerging tendency to get away from narrow specializations and to achieve insights into the total functioning of the community are significant. It should also be noted that the last reference makes mention of the need for the school to take an active part in raising the quality of living in the community. It is regrettable that this

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[1]W. Earl Armstrong, Ernest V. Hollis, and Helen E. Davis, The College and Teacher Education. The Commission on Teacher Education. Washington, D.C.: American Council on Education. 1944. p. 302.

particular report did not take the next step and suggest that the process of solving community problems and of raising the quality of living in the community were media for instruction in many other things, that they could well be the core of the curriculum.

Another treatment of teacher competencies that emphasizes the abilities and understandings needed by teachers is offered by Lammel.[1] She emphasizes the societal role of the educator and the values and role expectations the teacher needs. She points out that the creative aspects of teaching require points of view and personality traits on the part of the teacher that are characterized by wide flexibility and ability to adapt to various situations with quick insight and purposive adjustment behavior. She emphasizes knowledge, particularly knowledge of child growth research. Her summary statement on abilities points up generalized abilities that are detailed later.

> "A teacher needs the abilities and the inclination to be a participating, creative, cooperating, responsible member of our democratic society."[2]

Brief mention has already been made to the core curriculum. It is, of course, a curriculum organization technique that has become a part of the secondary school program during recent years. Admittedly it is loosely defined. Many programs that are called "core" programs probably should be labeled with some other term such as "unified studies," or "broad fields." Nevertheless, to some extent, the core curriculum movement is related to the community school movement inasmuch

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[1]Rose Lammel, "Some Midcentury Challenges to Teacher Education," Educational Leadership. IX (March, 1952). pp. 343-347.

as theoretically it is designed to make the heart of the curriculum the social and personal problems of the learners. By this is meant that the core class is oriented around the problems of living of the class members. These problems may be, and frequently are, problems of the community. As Faunce and Bossing define it:

> "The 'core curriculum' designates those learning experiences that are fundamental for all learners because they derive from (1) our common, individual drives or needs, and (2) our civic and social needs as participating members of a democratic society."[1]

An interesting list of teacher competencies for core teachers is suggestive of competencies for teachers in community schools. Since the philosophy of the two movements have kindred elements in them, it follows that such a list may provide further insights into the needs of community school teachers.

> "The core teacher should know the important concepts and development in the field of general education of secondary education and should be able to select and utilize them in developing and improving the core program.
>
> The core teacher should be able to interpret present-day events and movements as they relate to the learning activities of the core.
>
> The core teacher should understand the processes of growth and maturation in children and adolescents for the purpose of identifying common basic needs and interests at various levels of development.
>
> The core teacher should have the ability to utilize the contributions of various fields of knowledge in clarifying the major controversial issues in contemporary society and to utilize suitable techniques for dealing with them in the core class.

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[1]Roland C. Faunce and Nelson L. Bossing, Developing the Core Curriculum. New York: Prentice-Hall, Incorporated, 1951. p. 4.

The core teacher should have the ability to work cooperatively with others in setting up broad problem areas based on common problems, needs, and interests of adolescents and to utilize them in developing learning activities of the core program.

The core teacher should have the ability to work cooperatively with others in the development of resource units based on broad problem areas and to utilize them in planning learning units with pupils.

The core teacher in cooperation with students and colleagues should be able to develop learning units from broad problem areas for the purpose of improving human relations.

The core teacher should be able to draw upon major fields of knowledge (e.g., humanities, social studies, science, and the arts) in helping youth meet their common needs and solve their problems.

The core teacher should have the ability to select and utilize resources of the immediate and wider community which will contribute to the solution of problems dealt with in the core.

The core teacher should know how to utilize and guide student activities (e.g., student councils, assemblies, publications, social clubs, parties, and sports) which grow out of or are closely related to the learning activities in the core program.

The core teacher should have the ability to select and utilize suitable guidance and counseling techniques and services in the development of learning activities which deal with personal-social problems of the adolescent.

The core teacher should have the ability to utilize techniques of cooperative planning in working with colleagues in the coordination of all learning activities of the core program.

The core teacher should have the ability to cooperate with teachers, parents, and other laymen in developing and improving the core program and relating it to the community.

The core teacher should have the ability to evaluate individual and group progress toward the objectives of the core program.

> The core teacher should have the ability to utilize group dynamics in carrying on the learning activities of the core class.
>
> The core teacher should be able to evaluate educational programs which emphasize the core program and to utilize their contributions in the development and improvement of his own program.
>
> The core teacher should have the ability to carry on individual and cooperative action research in the development and improvement of the core program."[1]

The above references to the literature have demonstrated in a brief manner that the literature on teacher education and, indeed, general education, has for some time considered teacher education in terms of competencies to be developed. This is not a new idea. The references have served, it is hoped, to indicate to some extent the evolution of thinking during recent years with regard to the role of the teacher and the kinds of competencies he needs. The trend, as demonstrated by the references used, clearly indicates a movement in thinking toward some of the component parts of the community school concept.

Contributions From Community School Literature

Muntyan deals with teacher competencies primarily in terms of the "expertness" of the teacher. He suggests five requirements in terms of teacher expert status:

> "If the definition of the community-school concept offered in this volume is acceptable, and if the analysis of the community and of authority is valid, it would appear that the teacher's expert status would need to be defined in some such fashion as that which follows.

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[1]From a Questionnaire used by Carolyn Newsom, Department of Education, Ohio State University, Columbus, Ohio

> First, mastery of an area of knowledge would remain a significant part of teacher competence. However, it would be essential that such knowledge be oriented toward the functional community rather than being allowed to maintain its present orientation toward the specialist association it now represents. Second, what is commonly referred to as teaching skill would need to be reconstructed in terms of group methods and group processes. Furthermore, such skills would need to be extended to lay groups in the community, if the school is to genuinely serve a community function. Third, the teacher would need a certain expertness in the knowledge and application of philosophy, sociology, and the biological sciences as they underlie the educative process. It would be crucial, however, that such knowledge and application be oriented toward the functional educational and social community. It would not be, as it is at present, defined in terms of the special disciplines themselves. For example, many teachers now have some acquaintance with the field of sociology. Too often, however, such knowledge as they possess is relatively abstract. If it is to become significant for the function of a community school, its implications for social organization and integration must become a part of their 'working' knowledge rather than remain a part of their non-functional, 'professional' knowledge. Fourth, a major element in the teacher's expertness must be that of helping pupils develop their abilities to carry on the judgmental process, i.e., the ability to critically evaluate themselves and the going social process. Finally, the teacher needs an expertness in the ability to understand and interpret the society in which he functions, an expertness which is obviously the first qualification of the teacher in the community school."[1]

This reducing the teacher's competencies to five serves to combine and reduce to a point which is probably the bare minimum. Certainly this concise statement gives a quick and thorough picture of the professional needs of the teacher who would teach in a community school.

Muntyan's distinction with regard to the teacher's expert status

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[1]Fifty-second Yearbook. Op. cit. pp. 43-44.

in a specialist area - a subject matter area - raises the question of the place of subject specialties in teacher education. Whether or not there is a place for teachers with specialties in the community school seems to be a question over which there should be no argument providing, as Muntyan points out, the specialty is oriented toward the community. As a matter of fact, it is quite possible that there would be some specialist areas in the community school that would still have to be preserved as such. The school would continue to have a responsibility in the area of preparing youth for vocational pursuits. As the youth matured and approached adult status, there would be a real need in the complex society for preparation for a vocation. This would not require that the specialist teacher be at all estranged from the more general members of the faculty. On the contrary, he would have certain responsibility to share with them in the total community school effort. The particular vocational learnings offered, the needs of the youth in the particular community, the needs of the industrial and economic supports in the community would have to be identified and analyzed in the same fashion as the other needs for which the school accepted responsibility.

Another factor with regard to specialties grows out of the co-operative relationship which exists among members of a community school staff. Each staff member's singular interests and specialties are considered as resources by the rest of the staff. The literature describing certain community school experiments points up examples of this kind of working arrangement.[1]

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[1]Clapp, Olson, and Naslund. Op. cit.

The Fifty-second Yearbook reserves a chapter for a discussion of the personnel of the community school. It considers all the individuals who would participate in the program of the community school. In doing so it obviously must consider the entire community. The use of all the resources and expertnesses in the community requires that in a sense all human resources used be considered part of the personnel of the school. Drummond does make special mention, however, of the "professional staff." His only attempt at delineating specific competencies is when he does so for the entire staff as a whole. He lists ten.

"A. A point of view which merges living and learning.

B. Sensitivity to social problems and trends.

C. Ability to live and work with others.

D. Knowledge of the community and of techniques for studying the community.

E. Breadth of interest and educational preparation.

F. Physical health and emotional stability.

G. Ability to apply what is known.

H. Knowledge of children and youth.

I. Flexibility.

J. Faith in people."[1]

One might well raise the question as to whether or not all of the above are "competencies." Although in the explanation that succeeds each of the above headings Drummond relieves the bareness of

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[1]Fifty-second Yearbook. Op. cit. pp. 106-109.

his list somewhat, nevertheless the list is rather barren and is, with some exceptions, a good example of the manner in which teacher competencies seem to be treated generally in the literature dealing with the community school.

Smith, Stanley, and Shores reduce the leadership function of the teaching profession to four areas. Concerning these, they say:

> "The leadership function of the profession is limited to four spheres of knowledge and skill: technical skills and knowledge of education, knowledge of intellectual disciplines, knowledge of social and educational values, and knowledge and skill in educational engineering. As professionally trained persons, members of the teaching profession possess, or should possess, knowledges and skills of educational processes and procedures over and beyond those possessed by the laymen."[1]

And later:

> "The two spheres of professional competence and leadership just discussed have long been recognized by the great bulk of the profession. However, comparable status of the profession with respect to the other two realms -- social and educational values, and educational engineering -- has neither been claimed nor sought until quite recently. Even yet the competence of the profession in these two areas is woefully lacking -- a fact that goes a long way toward explaining the failure of so many curriculum ventures."[2]

The two spheres these writers emphasize as being the neglected areas in teacher education are in striking agreement with the implications of this study. These are the areas that are most significant in terms of the community school concept and its successful operation. Yet, they represent areas in which teachers often feel most insecure and are least capable of functioning.

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[1]B. O. Smith, William O. Stanley, and J. Harlan Shores. Op. cit. p. 651.

[2]Ibid. p. 652.

The literature that has been cited serves to give background to the subsequent development of competencies for community school teaching. It also illustrates the rather generalized nature of the current literature. For purposes of this study it appears to be necessary to analyze competencies much more in detail with particular emphasis upon those that are essential for community school teachers and that are also capable of being refined and further developed by means of student teaching and related experiences.

THE COMMUNITY SCHOOL AND TEACHER COMPETENCIES

As stated in Chapter I, the main origin or source of the competencies to be considered will be the community school concept as defined. The definitive statement in effect describes an active, ongoing enterprise in which people, through their behavior, are exercising competencies. The definition of the enterprise provides inferences, then, with regard to the skills and abilities required by the professional staff if they are to satisfy the behavioral expectations contained in the definition.

A large number of the day to day competencies needed by community school teachers will be competencies that good teachers use in conventional schools.[1] Put the other way, many competencies that regular teachers need are also needed by community school teachers. In fact, even those competencies which will be identified as being particularly essential for community school teachers could be used, and probably are frequently used, by teachers in conventional schools. The difference lies not just in the skill or ability itself, but rather in the frame of reference in which it is used. Such factors as the purposes for which the competency is exercised, the manner in which it is carried out, and the relationship of the activity in which it is exercised to prior and subsequent activities all are significant in establishing the essential nature of some competencies for community school teaching, while they may be merely desirable or acceptable in a non-community school.

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[1]The term "conventional school" is used in this study to indicate what might be called the average, normal kind of school - the non-community school, so to speak.

Furthermore, even though a teacher might have certain competencies that are clearly needed in a community school, if he teaches in a conventional school the curriculum and structure of the school program would not provide him with opportunities to practice these competencies.

There are other delimitations that should be emphasized before going into the matter of actually identifying the competencies needed by a community school teacher. One of these is the fact that the study is confined to a consideration of competencies that can be developed or improved by means of the student teaching program and its related activities. This, in a sense, assumes that other experiences in the way of course work and general education requirements, carried on either prior to student teaching or parallel with it, have developed knowledge and understandings the application of which will be demonstrated in the skills and abilities that operate during the student teaching experience. What this says, then, is that the competencies to be emphasized in student teaching have been made familiar to the student or are being introduced to the student outside the actual student teaching experience, and that the theoretical bases and the research that supports the behavioral procedures which characterize community school teaching have been or are being learned. Still another way of stating the same thing is to say that the emphasis of the study will be upon the overt manifestations of competencies with the understanding throughout the discussion being that the background and understandings for this behavior will have been, or are being achieved by means of other phases of the teacher education program.

The definition of the community school at the end of Chapter III suggests certain characteristics of community school teaching which can be briefly listed in terms of teacher abilities. Such a list would include:

1. The ability to identify realistic problems on all levels of community.
2. The ability to work with and exercise teaching skill with any age group.
3. The ability to apply problem-solving methods to social problems.
4. The ability to operate in accordance with the democratic ideology.
5. The ability to utilize resources, human and material, from the entire community.
6. The ability to teach the "fundamentals" as tools.

The mere listing of a competency is inadequate inasmuch as it is not possible to include in one item of a brief listing all the nuances of meaning. To neglect a more complete explanation is to make misinterpretation practically certain. Consequently, the competencies listed above are discussed briefly in order to establish more precisely the meaning assumed for them and to show more clearly their relationship to the community school.

The Ability to Identify Realistic Problems on all Levels of Community

Community is not limited to the local area. The community school concept recognizes "broader communities." These include areas beyond the local community, such as the state, the nation, or the world.

No educational program can ignore the increasing significance to the local community of problems originating in broader communities.

The ability to identify problems and conflict situations is essential if these situations are to comprise the core of the community school curriculum. Not only problems of a community nature, but the very structure and processes of individual communities constitute the core and foundation of the community school curriculum. Olson includes this characteristic of the community school as one of his five "viewpoints" or conceptions of what the community school does. His third viewpoint states:

> "The school should center its curriculum in a study of community structure, processes and problems. Every community is a microcosm of human experience, since within it go on the basic processes and related problems of making a living, sharing in citizenship, exchanging ideas, securing education, adjusting to people, maintaining life and health, enjoying beauty, meeting religious needs, engaging in recreation, and the like. The core curriculum should therefore be organized around a direct study of the local and regional community's physical setting, organization, class and caste structure, basic activities, climate of opinion, and needs and problems as these and similar factors affect individual and group welfare."[1]

The behavior manifestations implied by Olson's statement coincide with the ability being discussed here. Particularly do they imply abilities in the area of understanding the community processes and utilizing them for educative purposes. Perhaps a better way to say it would be abilities involved in improving the educative affects of these community processes.

To be more specific, the ability to identify realistic problems

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[1]Olson. Op. cit. p. 18.

is demonstrated by the ability to use certain definite techniques for problem identification. Problems may exist in a community without being recognized at all. The use of certain kinds of sociometric techniques would be an example of one method by which problems in human relations may be revealed within a group. Methods of evaluating certain community services would illustrate another approach to problem recognition. For example, a sixth grade in a large elementary school surveyed the dietary quality of the meals eaten by all the children in the school. One fact that was revealed was that over thirty per cent of the children in the school left home in the morning without even a minimum breakfast. As a result of the survey, nutrition consultants and the adult education director for the system, together with parents in the school, planned a series of nutrition programs for the neighborhood.[1]

Competency in "sensing" possible problems and of rather precisely identifying them, represents then, one of the fundamental skills for a community school teacher.

A competency regarding the refining and stating of problems is closely related to the one above. It recognizes the fact that the mere identification of a problem is only the beginning in the process of using community problems as the core of the curriculum. The ability to refine a problem and to state it so that it reflects rather precisely the direction in which solutions must take is oftentimes difficult. The ability of the teacher to work with a group so that they become progressively more proficient in this task is essential to the proper functioning of the community school. This is rather obvious, it would

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[1]Illustration related to the writer during a visit to the school concerned.

seem, since problems and their solution are the core of the curriculum, and unless a problem can be properly stated and delimited, attempts to solve it may prove extremely frustrating and may even constitute a form of negative educative experience inasmuch as the learner or learners may build undesirable attitudes toward the problem, problem-solving, or even the teacher.

Ability to Work With and Exercise Teaching Skill With any Age Group

The emphasis here is upon the ability to work with groups on various levels of maturity. Even though a community school teacher might have primary responsibility for a certain age group of children, it would not mean that the individuals in that group would be the only ones with which the teacher would work in a teacher-learner relationship.

Another point of view with regard to this competency is to consider the role of the teacher with parent groups of various kinds. Many of the needs of which the teacher may become aware with regard to children and youth will require the cooperation and education of parents. In a sense, the nutrition problem cited above serves to illustrate this point. The nature of parent contacts may be highly varied, but in the majority of cases, it is reasonable to assume that the purpose of the contact will involve educational objectives.

A second competency having to do with meeting the needs of all community members is the ability to adapt procedures and processes to various maturity levels. It involves the same reasoning as the one above. In other words, the teacher would not operate in the same

manner, or use group processes of various kinds in the same way with a group of adults that he would use in a fourth grade class. The amount of counsel and leadership that the teacher would need to exercise would also vary according to the maturity level of the participants in the process. This adaptation involves a skill, a competency, which it would seem lends itself to development and refinement in the student teaching process.

The Ability to Apply Problem-Solving Methods to Social Problems

This general area of competencies was partially discussed under the first heading, that dealing with the identification of problems. It may be argued that to separate the identification process from the solving process is unrealistic. However, the emphasis in the first heading was primarily upon the sensitivity the teacher needs in recognizing problems, helping learners identify problems, and, finally, in helping learners become capable in stating problems in a precise manner.

Here the emphasis is upon both the methods of solution and the solution itself. In another sense, the present section refers to the general methodology that is characteristic of the community school. The first section was concerned more with the determination of the content of the community school curriculum, whereas here the concern is with the methods used in acting upon the content. The differentiation tends to emphasize the fact that the community school is equally concerned with both means and ends, in its curriculum. While the problem-solving methods used are aimed at the accomplishment of

definite ends, the solution of problems, the method itself is also so significant in terms of community school objectives that it becomes, indeed, an end also. In other words, while the community school is using community problems as the core of its curriculum, it also recognizes that proficiency in the problem-solving methods being used is also an objective, an end.

The problem-solving methods to which reference is being made here may actually be referred to in the singular since they are largely variations of a method. In general, the approach to problem-solving is related to any objective, organized, and rational approach to a problem. It utilizes, with appropriate variations depending upon the nature of the problem, the steps of (1) identification and statement of the problem, (2) collection of pertinent facts regarding it, (3) study regarding tentative methods of solution, (4) selection of a method, (5) application of the method, (6) evaluation of results, (7) decision regarding need for further attack, or decision to consider the problem at least tentatively solved. The order of these steps may vary, and some may not be necessary, but in general some such approach as these steps indicate comprises the problem-solving method which lends itself to community school use.

Competency in using the method of problem-solving would include, then, skill in the location of facts and knowledge applicable to a given situation, skill in differentiating between pertinent and irrelevant facts, skill in selection of method to be used from among alternatives, and skill in evaluation of results.

One of the learnings that is a part of the means, the problem-solving method, and is also significant as an end is the experience learners have in identifying a base from which to begin the attack on any problem. The particular base used depends upon the problem. The base serves as a common belief or value which all accept, or it may be a pattern of beliefs. The important factor is that individuals who are in conflict need to begin the resolution of their conflict in terms of common elements in the nature of beliefs or values which they share. In the area of social conflicts and controversies, mention has already been made of the need for "universals" which may at least serve to unify individuals or groups for an approach to conflict resolution. These are what Muntyan has called "the rules of the game."[1] They are the remaining democratic values which people accept. The same principle may be applied to lesser problems. For example, a group of high school students who are about to engage a problem dealing with the best form of city government their community should adopt would need to establish the basic purposes of city government and the values it should be built around. Once this is accomplished so that the group is in agreement at least at the beginning, then the problem solving can proceed to a consideration of various forms of government. In a sense, the accepted base serves as a constant criterion with which later steps are compared. Individual biases and beliefs may spring up, but when it is shown that they are fundamentally in conflict with

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[1]See Chapter III, p. 27.

the values and criterion the individual has accepted with the group, they are much easier to resolve or dissipate.[1]

The unique expertness of the community school teacher may well reside in the general area of problem solution. The skill he exhibits will not necessarily be actually centered in his ability to solve problems but rather in his ability to guide those with whom he is working in the problem-solving process. Viewed negatively, if the teacher is to do the solving then community problems and the process by which they are solved cannot be justified in terms of learning and the educative process.

The Ability to Operate in Accordance with the Democratic Ideology

Democracy and its application in human living is the basic orientation of the community school. The methods used and the human relationships which exist in the community school are consistent with the democratic ideology.

Dewey has identified two all-important "elements" in democratic living. These two factors help to give a better understanding of what constitutes the democratic ideology.

> "The first signifies not only more numerous and more varied points of shared common interest, but greater reliance upon the recognition of mutual interests as a factor in social control. The second means not only freer interaction between social groups (once isolated so far as intention could keep up a separation) but change in social habit - its continuous readjustment through meeting the new situations produced by varied intercourse. And these

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[1]Other examples of the resolution of conflict by starting from agreed upon bases may be found in: Kurt Lewin, Resolving Social Conflicts. New York: Harper and Brothers. 1948. pp. XVIII + 230.

two traits are precisely what characterize the democratically constituted society."[1]

The "recognition of mutual interests," "freer interaction" and "change in social habit" indicate that the democratic society seeks its values and derives its objectives from what is good for both the group and the individuals in it. It is a dynamic society inasmuch as it changes and readjusts itself continuously in order to better serve its members.

Another brief reference that is helpful in identifying the meaning of democracy is a digest of the parts of the democratic value system as presented by Smith, Stanley and Shores and taken from Merriam:

"1. The dignity of man and the importance of treating personalities upon a fraternal rather than upon a differential basis.

2. The perfectibility of man or confidence in the development more fully as time goes on of the possibilities latent in human personality, as over against the doctrine of fixed caste, class, and slave systems.

3. The gains of civilization and of nations viewed as essentially mass gains - the product of national effort either in war or in time of peace rather than the efforts of the few.

4. Confidence in the value of the consent of the governed expressed in institutional forms, understandings, and practices as the basis of order, liberty, justice.

5. The value of decisions arrived at by rational processes, by common counsel, with the implications, normally, of tolerance and freedom of discussion rather than violence and brutality."[2]

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[1]John Dewey, Democracy and Education. New York: The MacMillan Company. 1925. p. 100.

[2]Smith, Stanley, and Shores. Op. cit. p. 264. From Charles E. Merriam, What is Democracy? Chicago: University of Chicago Press. 1941. p. 8.

These references provide some basis for a statement on democracy that is adapted to the needs of this study. It is submitted that a community school that is operating in accordance with the democratic ideology will exhibit the following behavior on the part of its professional staff and students:

1. All individuals affected by decisions will have a part in the deliberations preceding the decisions and a voice in the decisions themselves.

2. The relationships between all individuals in the school and others outside the school who at times become involved should be characterized by sensitivity to human dignity and self-respect.

3. The product of sincere effort on the part of either groups or individuals is accepted as a demonstration of creativity even though it may differ from what is expected.

4. Recognition is constantly given to the fact that individuals perceive and act on the basis of their unique past experiences.

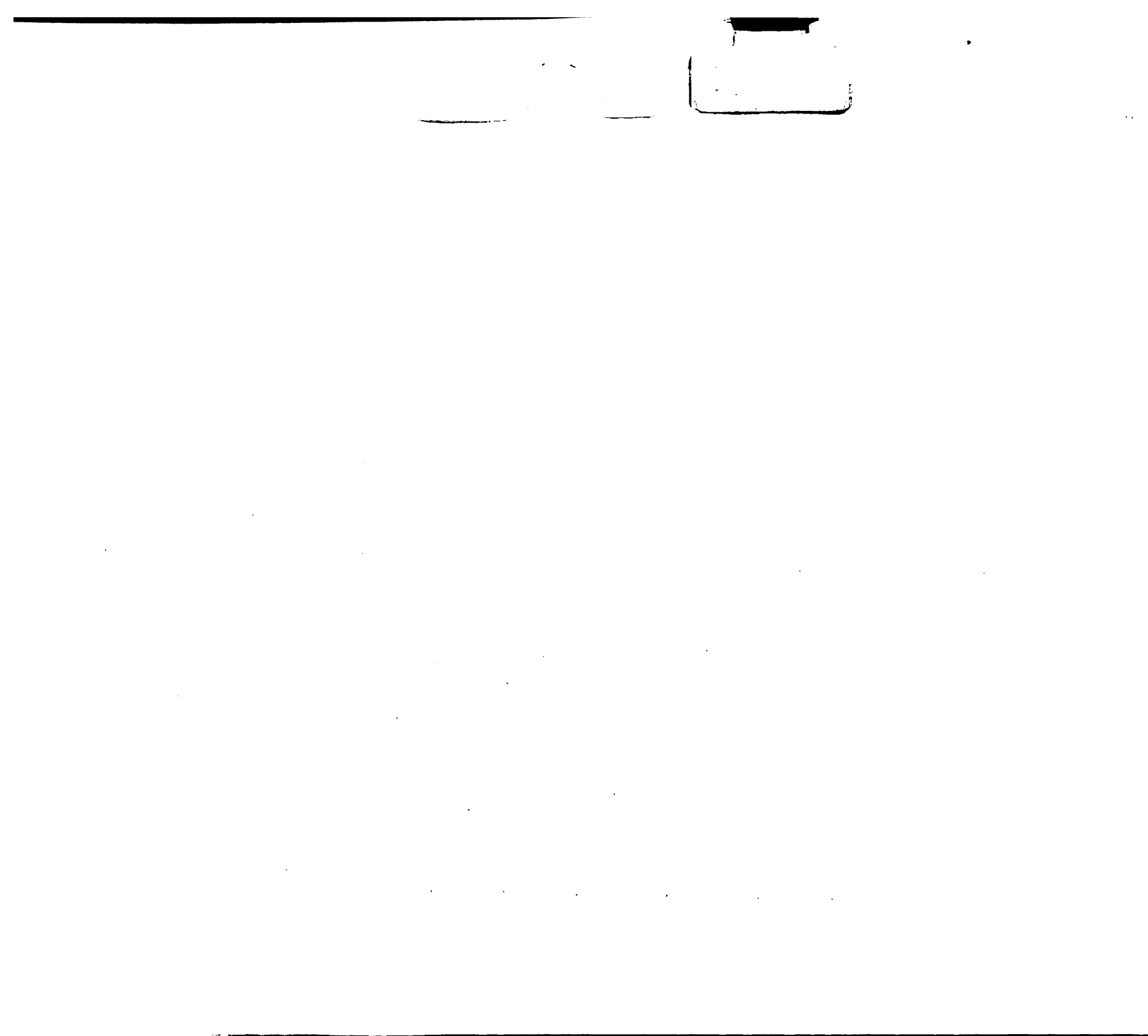
5. When at all possible, criticisms and evaluations of human performance are made positively and constructively.

6. Planning on all levels, from the total administrative level to the classroom level, is done cooperatively by all concerned.

There may be gaps in the above summary. However, it serves to provide an adequate indication of what is meant here by the democratic ideology, at least as it is demonstrated by the behavior of the human beings working together in the community school.

Ability to Utilize Resources, Human and Material, from the Entire Community

Skill in using the community as an integral part of the school is singularly a community school competency. It is a skill that would



seem to require keen insight on the part of the teacher regarding community processes and functions. Certainly it would require an awareness of the educative effects of the total environment. This competency, in another sense, represents the highest level operation of the "school-centered" community.[1]

Another way of looking at this school-community relationship is to consider the school and the teachers in it as leadership resources that serve to coordinate and make more effective all educative forces in the community. Olson expresses it in a somewhat narrower sense when he includes as his last "viewpoint,"

> "The school should lead in coordinating the educative efforts of the community. Since all life is educative, the role of the school in the total educational process is primarily a coordinating and a residual one. The school, therefore, should lead all the educational agencies of the community into an organized and cooperative program for the more effective education of youth and adults in school and out, and should itself provide only those aspects of a desirable education which people in such a program do not obtain elsewhere, or receive in insufficient degree.[2]

The purpose of this discussion is not to go further into the role of the school, but to clarify the set of skills having to do with this particular function of the school. The implications here would seem to indicate that the teacher in the community school would need more than skill in conducting field trips and excursions, or in bringing into the school resources from the community to "enrich" the program. A more significant skill is involved. It is the skill the teacher demonstrates when he harnesses the everyday environments of the learners to the learning process, when he takes advantage of the home, the

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[1]Smith, Stanley, and Shores. Op. cit. p. 534.
[2]Olson. Op. cit. p. 18.

neighborhood, the peer group, the clubs, the recreational activities, the economic activities, and a myriad of other ongoing processes. This sensitivity to the educative effects of continuous community processes was expressed by Hart:

> "Yet boys and girls play, as of old, wherever they can find or make a corner of freedom. They follow up such industries as the community has not completely hidden from them. They look in at the open doors (there are not many!) of shops and stores and factories and offices. They listen in on conversations. They take courses of instruction with hired men and chauffeurs, street-car conductors and policemen, alley cats and society poodles. They do not wait until the school bell rings to begin their inquiries into the nature of life and they do not stop getting an education at four p.m. They are fed by the streets and the movies, by the filth and the folly as well as by the beauty of city and country. They are parts of all that they have met - "[1]

One of the basic assumptions of this study is that the total environment exercises an educative impact upon the individual. What is being said here is that one of the highest skills of the community school teacher is the ability to go out into that environment and to a degree make of it a more consciously directed educative force. This role of the community school teacher was also sensed by Hart when he compared it with the role of the ancient pedagogue:

> "The pedagogue led the Athenian through the streets of the growing city, and helped him to get something of the city as a whole. With the help of the pedagogue, the child saw homes, industries, religious edifices and ceremonials, government at work. He came to see the city. He rose above the houses and the streets, the temples and the courts: these did not stand in his way. In spite of them all, by means of them all, with the help of the pedagogue, he found the city - the community as a whole. And in such seeing and finding he escaped the fragmentariness that would otherwise have been his fate."[2]

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[1] Hart. Op. cit. pp. 23-24.
[2] Ibid. p. 45.

The Ability to Teach the "Fundamentals" as Tools

The "fundamentals," the elementary skills of reading, writing, and arithmetical computation continue to be basic to the extended growth of the individual. They are tools which help the individual accomplish his objectives in many areas. The community school as defined conceives of these areas of learning as both means and ends. That is to say, these skills are introduced to the learner as he faces problems in the curriculum that are more easily solved by the learner if he is able to utilize one or more of these tools. The introduction of the fundamental skills is, therefore, done with two purposes in mind. First, the skills will be learned and used as tools, as means for better attacking problems which make up the curriculum. Second, the learning of these skills, to a degree of mastery consistent with the learner's potential for learning, will continue to represent a goal, an end.

The community school teacher will need to have skill in knowing when to introduce these fundamental skills and when to introduce increasingly difficult uses of the skills. Part of this skill will be grounded in the teacher's knowledge of child psychology and child development, and part of it will come from the teacher's ability to observe children, to become aware of their interests, and to be able to interpret to children the advantages with which acquisition of the fundamentals will provide them in terms of more effective problem solving ability.

The Improvement of Human Living is a Continuing Over-all Aim and Skill that is Characteristic of the Community School

The teacher in the community school can never forget that the community school, by definition, is directed toward the improvement of the quality of living in the community. This improvement means more than the immediate effects of school-community projects, valuable as some may be. The improvement factor is frequently a long term goal. It may manifest its most significant qualitative gains many years later. This is so because the methodology of the community school is based on problem-solving methods. Two fundamental assumptions underlie this basis. First, in the course of solving community problems, community living will be improved because of the unifying and "community" providing outcomes that problem solutions and conflict resolutions will have. Second, participation throughout the school years in continuous problem-solving experiences may result in a generation of adults who will be extremely competent in community analysis, problem definition, and problem solving. In this sense, then, the quality of living will improve because of the increased ability of the community to take intelligent and effective action in the fact of disunifying conflicts and disrupting social problems.

This aspect of community improvement poses an over-all skill that the community school teacher must exhibit. He should be able to exercise leadership and counseling efforts to the end that the underlying motivation for most of the community-school efforts is improvement of living in terms of both possibilities as discussed above.

CURRENT PRACTICES INVOLVING COMMUNITY SCHOOL FACTORS

The delimitations of the present study confine it to a particular emphasis upon the student teaching aspects of the professional education program. By student teaching is meant that portion of the professional education program in which the teacher candidate has experiences as a teacher with children, youth, or adults. It includes all parallel experiences the teacher candidate has that are directly connected to or associated with the classroom experience. The term student teaching is used advisedly, because the emphasis is to be placed primarily upon the teaching process. The position is taken that to refer to the experiences as laboratory experiences would have interfered somewhat with this emphasis. Actually, a total laboratory experience will be what is considered, but since the first emphasis will be upon student teaching, with secondary emphasis being allotted to the parallel laboratory experiences, it is considered best, for reasons of clarity, to use the term suggested.

Certain assumptions will be made regarding experiences the teacher candidate should have had prior to or should have at the same time as, his student teaching. It is assumed:

1. That the student teacher has had some professional courses and has engaged in some controlled observations of, or experiences with, children in a non-teaching capacity.

2. That the student teacher has had some introduction to the societal situation that provides motivation for the postulating of the community school concept.

3. That the student teacher has had some theoretical interpretation of the community school concept.

4. That the student teachers will be engaging in a parallel group experience during their student teaching in which their activities, problems, planning, and the evaluation of their performance will be carried on under the supervision of an institutional faculty member who understands, and is competent to interpret, the community school concept.

5. That the regular classroom teacher in charge of the learners with whom the candidate works will be at least a flexible, mature person who will allow the student opportunities to plan and operate independently providing his plans and work are reasonably soundly based and have been accomplished through consultation with the regular teacher.

The particular method to be used to suggest the kinds of experiences the student teacher should have will be based primarily upon the use of illustrations. A number of descriptions of teaching in the way of units, projects, or community operations will be presented. These will be actual teaching situations that have been reported.

Each illustration will be analyzed briefly and the possibilities for growth that participation as a student teacher in the situation would provide will be stated in terms of skills that are particularly essential for community school teachers. The illustrations are not necessarily examples of good teaching, although many of them may be excellent. Qualitative analysis and evaluation is not the purpose here. Instead, each example will illustrate a teaching situation which would give a student teacher an opportunity to practice a skill that is a community school skill. The brief discussion after each example will consist primarily of pointing out the skills involved.

This method of suggesting experiences for the student teaching

program is used because it offers in a concrete manner the kinds of teaching processes and relationships with children and community members that are consistent with the community school concept. The illustrations cited are not intended to be the kind that could be found all in one school or community. Rather, they are intended to show the kinds of processes and experiences in which student teachers can engage even in schools that are not community schools. Since the community school concept is not a common orientation as yet for the bulk of the school systems in the country, the preparation of teachers who can operate in a community school or who can be effective in developing community school practices in schools where they teach, must depend upon rather discrete experiences here and there which qualify as community school practices.

It is also submitted that the illustrations may serve as clues and suggestions to persons participating in the planning and operation of student teaching programs. In other words, these are examples of experiences student teachers may have in conventional schools that will give them practice in community school teaching competencies.

Finally, the illustrations[1] will provide significant implications for the conclusions of the study.

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[1]All the illustrations in Part I are taken from a survey made among approximately 500 Michigan teachers by the Michigan State Advisory Committee on the Instructional Program of the Community School in 1953. Teachers were asked to describe one instructional project they had done that had community associations. In some cases the instruction is quoted from the teacher's report, in other cases it is digested.

Illustrations and Analyses of Teaching Situations Which Contain Educative Experiences for a Student Teacher in Terms of Community School Teaching Skills

PART I

An Eighth Grade Approach to Soil Erosion

"The children spoke of a land slide where a tree and part of the highway had loosened and toppled into a stream, a tributary of Pine River. We discussed erosion, the cost of repair and how this might have been prevented.

"We then began to read and find anything and everything we could about soil erosion. Children brought in clippings and even a local picture of the high water along St. Clair River and Lake Huron. We planned a field trip along Pine River not only for soil erosion but for flowers, bird nests, miniature islands, peninsulas, capes and other things.

"I feel this was a valuable learning experience for members of the class, for unless these people along Pine River realize by cutting their timber they are losing their farms, McCormick district will be a lot poorer district than it is. I hoped this lesson might be carried into the home."

A student teacher working with this group would have been able to work with children in identifying a local problem and refining it for study purposes. Much cooperative planning seems to have been possible. The opportunities for the integration of the fundamentals with the activity were many. For example, reading for a purpose, writing

acceptable records of the project, and writing letters to various resources all were realistic and meaningful methods in which the children would have had practice in fundamentals. During the planning and the field trips democratic human relations could have been an objective for the student teacher.

Becoming Acquainted With a Community Agency

A senior sociology class became interested in juvenile delinquency and what their community did about it. They decided to study the operation of the regional child guidance clinic.

> "The director of the Center visited the class twice. A committee visited the Center and reported its work to the class.
>
> "Plans were made for getting the information to other students and throughout the community."

Here the student teacher could have helped the group determine the nature of the problem. Instead of solving it themselves, this group studied how its community attempted to solve it. The student teacher would have had an opportunity to grow in his understanding of community agencies.

The appropriate use of resources, the clinic, its staff, the police, and possibly the probation officer, would have been another area of skills that may have helped the student teacher be a better community school teacher.

An Eighth Grade Studies a Community Problem

"We always deal with community sanitation in the

eighth grade general science class. Sewage disposal is one of the subjects always studied intensely because of the number of rural students who must furnish their own methods of disposal and also the large number of town students requiring city facilities. This is a particularly pertinent subject now as Saline is under state order to install a sewage treatment plant before 1955. The subject was approached from the standpoint of proper sewage treatment for community health. Since we had already studied the importance of a healthy supply of water for a community it was an easy transition from there to sewage disposal.

"First, we studied rural methods of sewage disposal and constructed models of septic tanks and cess pools and studied the advantages and disadvantages of both. Then we approached the problem of sewage disposal for a large number of people in a small area as in a city. We studied the different methods of disposal used in many areas. Each of our students wrote to some community and asked what method of sewage disposal was used there. From this we compiled a notebook of sewage disposal methods in over 45 cities in the United States and Canada. Saline is dumping untreated sewage into the Saline River. We went down to the city dump at the spot where the sewage is dumped into the river and inspected what it was doing to the vegetation in the area. Then we went to Universal Die Casting and saw where they were dumping waste materials into the river. From there we went to the slaughter

house and saw where they dumped materials into the river. It was not a pleasant trip at best but was an eye opener to the future adults of Saline. After this, we visited the Ann Arbor Sewage Treatment Plant and saw what could be done as far as community sanitation is concerned. By contrast, the system was wonderful. The students felt ashamed for Saline after they had left the treatment center. From there we discussed other methods than the activated sludge method used by Ann Arbor and discussed what was best for Saline.

"The members of the group felt the urgent need for a sewage disposal plant for their own community. They saw how bad the conditions were in their own community and how they endangered the health of the people in the community. Then they saw how nicely the problem could be handled. They no longer felt that the state was imposing a needless burden upon the citizens of Saline but was trying to protect them. The shame they had for their own community showed that they had learned that Saline was not handling the problem adequately. They in turn went home and helped in the education of their parents on this problem. The rural youngsters went home with a new understanding on the importance of protecting their water supply from sewage contamination and how it could be achieved. Because of the visual aids used, I think these students have learned a lesson they will never forget."

This teaching situation appears to be particularly rich in providing opportunities for the student teacher to practice the skills of a community school teacher. The identification of a pressing local problem and the analysis of the problem in terms of its many subproblems appears to involve much cooperate planning, use of resources, and knowledge of appropriate local and state agencies. Here, too, it is possible that the student teacher would have an opportunity to help the learners establish a common value base such as the importance of community health and sanitation, the value of pure streams, or the basic right of the community to control the behavior of some members in the interest of all.

Much cooperative planning and many democratic procedures could take place in preparing for the various visits.

Integration of the fundamentals in a functional manner could have been provided in the course of writing letters to agencies concerning the problem, making arrangements for visits, and in preparing a continuing record of their experience.

The possibilities for further utilization of this project in terms of community involvement seem rather obvious. Parents could have been brought in easily without interfering with the learning process. They could have accompanied the students on their trips and could even have sat in on some of the discussion.

It is possible to guess that there was not complete agreement in the community regarding the civil actions taken by the state in forcing the community to build a sewage disposal plant. This potential conflict situation would have provided the student teacher with not

only practice in helping groups establish a common beginning value, but also practice in behavior which leaves him free to guide but does not generate undue resentments against the teacher for getting a class involved in a "controversial issue."

A Group Becomes More Conscious of a "Broader Community"

"The arrival of an album from a Japanese school, which was an exchange for the one we sent to their school last year.

"We promised to send one directly to their school letting them know all about our city, state and country, but mostly about our city and school. We gained information we could about industries, the Blue Water Bridge, etc. Then illustrated the album, using drawn pictures of our school, homes, stores, churches, and other places of interest. Also wrote stories describing the drawings.

"We took a trip through the Mueller Brass Company for more accurate information on our city's largest factory. We were given pamphlets to cut pictures from and other pieces of information to send in our album.

"It made the children more conscious of their city, how important our factories, homes, stores and schools were to each other. Also, in this particular project, it made the children appreciate their community to the extent they were overly anxious to tell about it to these children in Japan."

A student teacher involved in this situation would have had many opportunities to practice cooperative planning with the children. The planning for the scrap book, the planning for the visit to the factory, the evaluation of each of these, and the discussions concerning the book from Japan all would have provided opportunities for the student teacher to develop a democratic social environment and democratic group procedures. The consideration of the similarities between the Japanese and American people would have been worthwhile in terms of human values and an increased understanding of people in the world community.

A Senior Class Studies Religions

"This unit on religions grew out of a need and an interest of the class for more authoritative knowledge and information about the various religions of the Western World. We were in a unit on marriage and during that unit a discussion on mixed religious marriages brought out many misconceptions on the part of the students. They stated these misconceptions as facts which we knew had to be clarified. The springboard question was one on a Catholic-Protestant marriage contract. The student asked, "Why do Catholics believe that people who are not Catholics will not go to heaven?" The teacher-(student teacher) then skillfully brought out many other misconceptions of the group from this one question and a list was made of them. The assignment for the next day

was to bring in any questions they might have about any religion of the Western World. We had planned to only spend two or three weeks at most on the unit but it went for the remaining five weeks of the semester.

"We discovered in tabulating the questions of the students that we had questions about the Catholic, the Jewish, the Quaker and some of the major Protestant and minor Protestant religious groups as well as the spiritualists and the atheists (covered only as the artithesis of religions in general).

"We then had individuals study from the questions asked plus a comparative outline that they were to follow to acquire information on the religions listed. This was followed by class discussions, and further questions. Individuals where they were able brought in ministers of their particular religious group to give further information and clarify points of misunderstanding on the part of students. Continually we made a comparison of the religious groups to note similarities and differences.

"Resource people were a Catholic priest, a Jewish Rabbi, and an Episcopalian minister. We found that our libraries were limited in information in this area so that it meant that our students had to either discuss the problems with their parents, or their own minister or the one related to the religious group being studied.

"This was a valuable learning experience for the members of the group because it clarified their many misconceptions of religious groups per se. The students felt this was one of the most valuable, from a personal standpoint, of units covered during the entire semester. They felt that they are at the point of their lives when they are in search of what is a religion and what can they offer me. This objective study and a comparative study did answer that for many of the students. I have had few units that have carried the interest of the class with such enthusiasm."

This project was carried on primarily by a student teacher. The values the student teacher would receive from this experience are many. Involved is practice in planning with children, in developing a common value (role of religion in the abstract in man's life), in helping define problems, in locating resources and using them, in integrating fundamentals, and in fostering democratic values. The last one would seem to be a particularly rich opportunity since the student teacher could utilize it to help the members of the class become better acquainted with various religions. Such knowledge might serve at least to erase common ignorance as a cause of undemocratic human relationships and prejudice.

A Fifth Grade Debates Statehood for Hawaii and Alaska

"The fifth grade social studies deals with the United States. When the class came to Hawaii and

Alaska in the unit on territories and possessions, I raised the question of statehood for these two territories. The sentiment of the class was for statehood. However, there was not much critical thinking involved. Since the class had had a debate on the tidelands oil problem about a month ago as part of the unit on the South, it was decided that we would hold two separate debates on Alaska and Hawaii.

"The class was divided into two separate groups - the Alaskan and the Hawaiian. Everyone had a responsibility, either as a debater, a timekeeper, chairman, map expert, etc. It was also decided to present these two debates at an upper grade assembly. Since the pupils felt they knew a lot more about the problem after studying the subject, they became interested in knowing what others thought. They decided to poll their audience. Boxes labeled "Hawaii" and "Alaska" were placed at the exit doors of the auditorium so that the student body could drop their "yes" or "no" after hearing both sides.

"The class wrote to Senator Potter following the tidelands oil debate, and stated the position of the majority. The boys and girls received a letter from the Senator commending the class on the interest shown in national affairs. Inspired by this, Beverly, one of the Alaskan debaters, wrote to both Senator Potter and Senator

Ferguson for material that would help with the debate on Alaska. The response was prompt and gratifying. Seeing this, Sandra of the Hawaiian team, also wrote to both Senators. Material was sent to her, too. Besides this, the school and public libraries helped out with available articles.

"The class had to do some critical thinking on the subject. They learned that some problems cannot be answered by a quick "yes" or "no." The question of Hawaii especially brought out the need for understanding the role of the United States in world affairs. Terms such as "Congress," "Senators," "Representatives," etc. are more meaningful now. The fine response of both Senators impressed them with the idea that the members of Congress are our representatives."

The student teacher who might have been participating in this project would have had an opportunity to help children find sources of material, become aware of a problem on the national community level, find evidence of all kinds, and, as the teacher says, help the class do "critical thinking."

The previous project dealing with the tidelands oil issue would have provided many opportunities also. These two issues represent the kinds of issues about which emotions may become aroused and which involve vested interest factors. Whether or not fifth grade children can understand all the issues and factors involved may be argued.

However, as an example of a problem for a student teacher and a class to handle, it serves as an excellent illustration of a vital social problem that can provide learners with many concomitant insights and understandings. The teacher has apparently sensed most of these in her last paragraph.

Practically all five of the skills for community school teachers are involved here. Their relationship to the instructional unit may be established briefly as follows:

Identifying problems:	Why are there people opposed to the entrance of Hawaii and Alaska? What other issues are involved with the primary issue of statehood?
Use of problem-solving methods:	Preparing for debate. Location of data. Reaching conclusions.
Democratic ideology:	Fundamental issues at stake. Rights of people in Hawaii and Alaska. Cooperative planning.
Use of resources:	Letters to senators. Libraries.
Fundamentals:	Functional use of writing, reading, and geography.

Fourth Grade Children Learn About Their City Government

"After a social studies discussion on the work of our community helpers, our fourth graders visited Mt. Pleasant's new Municipal Building. This resulted in the children's decision to name their classroom "Citizen City." They elected their city officers whose jobs were similar to those of Mt. Pleasant's officers.

"Their City Manager and five City Commissioners met weekly to discuss problems which had arisen during the week. Their Street Commissioner's duty was to see that our city streets were kept clean. Their Treasurer sold Defense Stamps. (This was to take the place of collecting taxes!) The city Offices were located in the center of the room, with the officer's titles placarded on the front of their desks. On the door of the room was a sign "Citizen City." Population 35. Terms were short so that every child got a chance to hold office. Other officers were Sanitation Engineer, Engineer, and Clerk.

"Our Citizen City project has done this for our fourth graders:

1. Taught them in a personal way how a city government is elected and organized.

2. It taught them that a smoothly-running organization depends on its members working together in harmony.

3. They learned the valuable lesson of thrift through their savings. It taught them the responsibility of handling money belonging to others."

There is a great deal of substitution involved in this unit. In spite of this, there may be opportunities here for a student teacher to practice community teaching skills. He could have utilized cooperative planning procedures, and there were chances here for the integration of fundamentals, particularly arithmetic.

A Ninth Grade Civics Class Studies Minority Groups

"The unit taught dealt with minority groups in America (racial). The purpose was to discuss origins or prejudice and the race myth with the goal of objective thinking -- basing views on facts and logic -- not on conditioning.

"Current articles on inter-racial understandings were assigned after a general overview of the problem. Testing to determine ranks of prejudice were used and the results were used as a basis for a panel discussion.

"It was a problem concerning all and created free and open debate. New ideas and views were aired and if nothing else, it opened the pupils' eyes to the problem in all its aspects."

Providing the problem of minority groups and prejudice were real interests of these students, this represents an opportunity for the student teacher to practice certain community school teaching skills. It would appear that the student teacher could have helped the class members clearly define the problem or problems. Although resources used appear to be few, the situation lends itself to the use of many. Members of minority groups could become involved. Movies dealing with the problem could be shown and discussed. Positive steps toward alleviating the problem in the community (if it exists) could be developed. All of these would engage the student teacher in the practice of many skills. Cooperative planning, problem-solving, use of resources,

development of positive solutions, integration of fundamentals, and association with many different age groups are all possibilities. The latter would indicate that the class might take its problem out into the community and involve many different individuals in its solution.

A Project Geared to the Main Economy of the Community

"Science is a big part of the environment of our students because of Dow and Dow-Corning. We have a big project that is the Science Fair which is sponsored by the two chemical companies, The Midland Daily News, and the Midland Chapter of the American Chemical Society. The purpose of the fair is to give an opportunity for young people to do work in science and to become interested in science. This offers much assistance in the classroom and helps to get children going into science by the way of projects. Some projects grow out of classroom activities. Others as individual interests. It is not a particular teaching situation but cuts across the entire school year.

"Work for the projects is done in class if the project is appropriate for the unit. Also a science club facilitates those who are not in regular science classes, and for those projects which do not fit the regular classroom work. The balance of time needed is done by students at home.

"In the planning for the fair, teachers and men from the factories work together with ideas from the students. In our future plans we want to have students as members of the working committees.

"We have had our third fair. The enthusiasm is growing and the quality of scientific work on the part of students is getting better. Those who participate are beginning to see the need for science, the problems of science, and seeing a group of people from Education and Industry on the high school here teaming together to help solve the shortage of scientists by getting people started at an early age."

Assuming that the student teacher would be doing his teaching as a science teacher in this high school, the opportunities to practice community school skills would center around the interaction of the students, the company representatives and parents. Many possibilities would be here for delving into the processes of the community, and the extent to which the large corporations control these processes.

The planning for the fair and the operation of it could involve much cooperative planning among students, teachers, and company individuals.

A Seventh Grade Class Attacks a Group Problem

"A few of the boys in our class were drawing obscene pictures. Mrs. Jardine found out about it and we had a

discussion of what we should do. She then asked our opinion on having a woman from the Muskegon Child Guidance Clinic to speak to us on boy and girl relationships. The majority of the class thought it would be a good idea. We then had to get our parents' approval. The secretary of the class invited Miss Half to come and speak to us.

"Mrs. Jardine had the pupils in our class write questions of which we were curious about. She then gave them to Miss Half. Very few were left unanswered. She stayed for an hour. She started out talking on dates and boys and girls in general. She ended up talking about marriage and married life. She then asked if there were any other topics we were interested in. No one had any further questions.

"We feel this was a valuable learning because it prepares us for the future. It is better to get it straight from someone who knows rather than get the wrong impression from other sources. The discussion ended all pictures and we felt free to talk over problems with our teacher."

This report was written by three members of the class. The problem of sex adjustment and information revealed by the drawing of obscene pictures is one often found at this age level. The fact that the pictures served as a clue to the real problem would have been a learning experience to the student teacher. Following the recognition of the real problem - the need for sex information - the situation

would have provided opportunities for the student teacher to plan with the children regarding how they might find the answers they needed, how to determine their questions (the student questionnaire), and what resources to use.

The contact with parents could easily have matured into a worthwhile parent education project. The use of the child guidance staff member was an example of resource use.

A Sixth Grade Class Helps Parents Understand the Issues Involved in a School Bond Election

A sixth grade became interested in the local campaign for a bond issue to finance new schools. They began their project by determining what they needed to know: how much it would cost, how would it be repaid, who could vote, and why the new buildings were needed.

The children prepared materials answering questions such as those above. They involved parents and presented their material at a P.T.A. meeting. In summarizing, the teacher reported:

> "Children felt the urgency of informing the voting populace on a vital issue. Developed close relationship of parent-child and better understanding of other school groups. They also saw how important it is to have flexibility in long range planning (schools which had once fit needs did not now, and conditions will continue to fluctuate)."

As a result of experience in this teaching, the student teacher would have had practice in helping learners gain a better understanding and appreciation of such civic responsibilities as keeping informed regarding the facts pertaining to public issues, the sources of

community revenue, and the need for individual participation in ventures of this kind. He would have had many opportunities to work closely with parents. If possible, it would have been well if he could have worked with the children in an attempt to determine what reasons people had for being opposed to the bond issue. From this, it would have been still more desirable if the student teacher could have had some actual experience as a member of a campaign committee where he might have been able to participate in attempts to reconcile opposing positions regarding the bond issue. Ideally, a common value base would have been sought. In this particular case such a community of values might have been oriented around the need for public education and the needs of youth. Whatever the outcome, the experience, it would seem, would have been one in which the student teacher would have had a chance to practice one of the fundamental and unique skills of the community teacher, that of reducing conflict and helping various factions approach a resolution of their conflict by starting with the values they still share.

A Student Council

"The Student Council was organized several years ago by the principal. Two pupils, a boy and girl from each room, are elected by each room, to represent that room on the council. The council elects its president and secretary from its members.

"Luncheon meetings are held the third Thursday of each month. Special meetings are called when necessary.

The business is carried on by the council.

"All playground rules, building rules, etc. are made by the student body through the council. The council is the clearing house for any school trouble.

"The children learn to govern themselves. It makes for uniform building rules and regulations and less friction between grades."

A student teacher should have many opportunities to participate in ongoing activities in the school outside his particular area of teaching. In this example the student teacher could have the experience of serving as advisor to the council. As reported, there are several possibilities for effort on the part of the student teacher which would provide him with practice in the skills of a community school teacher. He might help the council evaluate itself in terms of how much influence it really has, the degree of interest there is in the council, the amount of participation it enjoys, the reflection of social status of families on the council, and finally, how the council could become a better example of democratic government. Here the student teacher and the students would be attempting to identify problems. They would be evaluating in terms of functioning democracy.

A School-Neighborhood Problem

"Children at Sugnet School were quite concerned about our school lawns as well as neighbors. Reports were coming to our principal as well as to the Council and individual students that children were cutting across lawns. Our neighborhood is a new area of Midland, and

many people are starting new lawns. Thus, the problem is even more severe. The boys and girls said they wanted to do something about it.

"The president of the student council, a sixth grade boy, asked the group for suggestions as to what could be done to improve the situation. Children responded freely and these ideas were forthcoming:

1. Organize committees.
2. Make posters.
3. Younger children could write stories about lawns and care of them.
4. Make lapel pins and slogans.
5. Produce a marionette show.
6. Give talks in each room.
7. Have the conservation man (at high school) come and talk with the groups.
8. Make pictures for the opaque projector to be shown to each group.
9. Have a campaign for two weeks.
10. Give an assembly during the campaign to tell what boys and girls have been doing to help promote the care of lawns.

"We feel this was a valuable learning experience for the members of the group because the following objects and aims were set up:

1. To teach boys and girls that lawns should be beautiful.
2. To always use sidewalks.

3. To help keep the lawns in our community and city looking as nice as possible.

4. To be more conscious of keeping lawns nice all year."

Here is represented an opportunity for a student teacher to have helped children solve a felt problem. The significant factor in this situation, it would seem, is the nature of the problem and its relationship to one of the distinguishing values of our culture: the sanctity of property rights. At the same time, the student teacher should be familiar with the maturity level and ability to assume responsibility of the average youngster in an elementary school. The problem as presented represents a conflict situation which could seriously disrupt the school-community relationship.

The student teacher, if he had a chance to work with these children on this problem, could help them to determine some values that were child values and were sufficiently common that they could be used as a starting point in attempting to reach a satisfactory solution. Possibly such values would lie in the home lawn situation. By this is meant that discussions could begin by considering only the children's individual lawns. From this beginning it might have been possible for the children to have developed broader values of a higher order than those reflected merely in "rules."

A Senior Government
Class Sees Governing Being Done

"One of the activities of our American government class this year was a visit to the City Hall to observe a council meeting of the aldermen of Ann Arbor.

The class voted for this activity and thus it was made a class activity in connection with a unit on city government which we were studying.

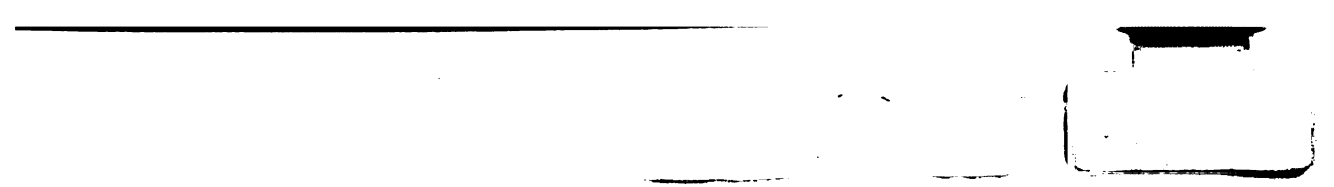
"In way of preparing for this trip, we read about the functions, powers and duties of councilmen, how they are elected to office, who they are responsible to and what compensation they receive.

"Next we had a councilman come into the classroom and speak to the group about his own personal experiences. The council meeting was held in the evening. The students were able to identify the principal members of the council by name and they were also familiar with their own ward representatives. The day after the meeting we discussed the activities of the council meeting we had observed, bringing out important points.

"In our reading of the duties of the councilmen we used the booklet put out by The Ann Arbor League of Women Voters entitled, Ann Arbor City Government.

"Next, we made use of the booklet compiled by Luella Smith entitled State-County-City Township and Village Officers of Washtenaw County Michigan, which lists the names of men currently serving on the council.

"Through preparation and finally the trip, the students learned of the actual working of the legislative branch of their city government. They came to know the part they will eventually play in local government, and



also become familiar with the people who are serving their community."

The project as reported would have provided a student teacher with practice in helping a group plan democratically and effectively.

In terms of community school theory, the activity suggests that the student teacher in such a situation could have attempted to work with the group in such a way that the work of the council was evaluated in terms of certain pressing community problems. Possible problems might have been parking facilities, housing facilities for juvenile offenders, public housing, or tax appraisals. The experience then would have had a chance to penetrate deeply into such community phenomena as in-group control tactics, favoritism, social status structure and its effects, and the use of compromise decisions. By doing this the class would have been led to examine the more serious disunifying conflicts within the community. This is a use of community processes that is typically related to the community school concept. Such deep probing is seldom discovered in a non-community school.

A School Newspaper is Produced by Sixth Grade Class

"The larger part of my group is composed of children transported from a township school. In a general discussion during a planning time, the children commented on the fact that in a school as large as this one, it is difficult to know what is going on in other rooms. It was true that except for art displays, we did not know about

interesting activities being carried out with different units of work. A day later, a group suggested that a school newspaper would make a connecting link and in the next breath suggested we publish one. Some time was spent discussing what we might need to know, etc. A committee was delegated to approach our principal on the subject. We have had the fullest cooperation from both the principal and our school secretary throughout this unit.

"Editors were selected and plans were made for our first edition. A committee of editors was selected to make a tour of the rooms giving short talks explaining our plans and asking for their cooperation. The rooms were asked to each select a reporter and to save original stories or poems for our paper. Our group set up standards which we felt we should hold. Punctuation, capitalization, sentence structure and paragraphing "came alive" as immediate use for such became necessary. There was purposeful language activity in the gathering, selecting and rewriting. No "copy" desk could have been busier than our library table cleared for the purpose. Paper was ruled in columns and careful rewriting was emphasized after the organization was planned. Grade news, Student Council, Junior Red Cross, Safety News as well as a Story and Poetry section came into being. Our first edition was simple and we invited criticism. Some children volunteered

and some were selected by the committee. Almost every child participated, for there was work down to cover-making, stapling and delivery.

"We planned a trip to the Saginaw News where we were graciously received and shown the various departments in our modern city newspaper. Through this tour, the children gained much understanding and appreciation of the great amount of work necessary to carry on a big newspaper and its services to the community. Samples of type, matrix and the newspaper we saw composed and printed were given us. We had been prepared for this trip by research in early printing, paper making, kinds of type and machines. We used the Encyclopedia, supplementary readers, pamphlets and all the materials we could.

"We enjoyed the movies "Printing Through the Ages," "Making Books," "Paper Making." We have a bulletin board and exhibit of materials which we have collected. We are now engaged in an experiment in making paper from rags. Our second edition has been made complete with riddles, jokes, puzzles and cartoons. A third and final edition is being planned.

"I feel that this has been a valuable teaching experience for the following reasons:

(a) The children have had the opportunity to gain a knowledge of community services and have become acquainted with various workers as well as an awareness of materials necessary to the production of a newspaper.

(b) This has been a motivating experience for the language arts including usage, punctuation, capitalization and spelling.

(c) The children have been given the opportunity to serve the school and have developed a sense of "belonging."

(d) Research has been motivated--many "extra" things learned.

(e) The room has had the experience of working "together" as a group with genuine eagerness."

Two elements here have significance for the student teacher who might have been in this room. First, the project grew out of felt need in the school community and it was attacked and solved. The planning and problem-solving involved would have provided a great deal of experience in democratic planning and appropriate use of problem-solving methods.

Second, the project involved rather widespread use of the fundamentals in an integrated manner. Children were writing and reading, criticizing and being criticized for real purposes.

> "The camping program, here in Dearborn, is as much a part of the curriculum as Arithmetic, Reading, Writing, and all the other vitally important parts of the school program. Camping involves a wide variety of learning, therefore it was a simple matter to integrate camping in all of our regular studies. Since all phases of the program could be related to camping, we began this integration approximately six weeks before our camping date.
>
> "Using science as the core of the entire learning

experience, we became interested in the out-of-doors in relation to man. Conservation was the main thing under study and all of our work pointed toward this. Aside from it becoming a part of the regular class work, we also encouraged bringing in certain plant specimens and later on some animal life such as crayfish. This was carried on at camp and we came back with several plant specimens, some frogs, and crayfish. These animals have since died and this proved to be a valuable learning experience in itself.

"The children were without parental protection. For many this was an entirely new situation. They learned the importance of group processes and became aware of the concept of cooperation and how it actually operated. They became familiar with the out-of-doors in a way which is only possible in a camp-type situation."

This activity would provide the student teacher with experience in helping children plan democratically. Although the emphasis in the activity as reported seemed to be largely on the science and nature study aspects of camping, the emphasis could have been placed upon how people live together and the skills and responsibilities that are involved in satisfactory group living. The development of democratic inter-personal relationships at camp would have been a possible area in which the student teacher could have had practice.

The teaching illustrations in Part I have all been classroom teaching situations in more or less conventional schools. The

activities described and briefly analyzed, however, have been activities that either did possess or could have possessed acceptable opportunities for a student teacher to practice skills that are particularly a part of the general competency of a community school teacher. The observations regarding each attempted to point out what appeared to be the more obvious possibilities in terms of the needs of a student teacher preparing for community school service.

There are many other possibilities, however, in the existing pattern of conventional schools for student teachers to have experiences that are broader and more typically characteristic of the community school. Particularly would this be so in some of the activities that go on in communities outside the school but which have a connection or association with the school. Part II of the illustrations will attempt to provide some of these kinds of examples.

PART II[1]

A school system has several committees organized, the membership of which is made up of both teachers and citizens. In some cases the committees are system-wide and in other cases they work primarily in a relationship to one school building. They are advisory in character, although it is reported that the policies they suggest are, with few exceptions, adopted by the school. It is pertinent here to consider the titles and purposes of some of those committees and analyze the learning opportunities each might offer a student teacher who might

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[1]The illustrations used here are from: Birch Lodge Conference on the Community School. An unpublished report, dated October, 1952, Michigan Department of Public Instruction, Lansing, Michigan

be assigned to one or more of these committees as a functioning member during his connection with the school system.

One such committee is the "Cooperative Organization for Resisting Attacks on Education." It was reported that the main reason for the organization of this committee was to have a group available that understood the development of the school program, what its objectives were, the supporting data for the program, and the results being achieved by the program.

Although this committee is in a sense a negative committee because it has been organized primarily to be <u>against</u> something - unwarranted attacks on the school program - nevertheless a student teacher serving as a member of this committee might conceivably have some experiences that would be educative in terms of community school teacher skills. For example, it was reported that one of the activities of the committee was to be aware of the nature and composition of any opposing groups. The committee apparently recognized that many opposing groups or individuals would be sincere people whose views and values did not agree with the policy of the school program. If the student teacher had had some background in community school theory, and if he had, while he was doing his student teaching, a parallel laboratory or course experience under competent faculty supervision, he might be able to help the group work with opposing factions in such a manner that they would attempt to define what common values they shared. Operating from this base of common values that both sides could accept, the chances of a more successful outcome to factional strife might be enhanced. Such an experience on the part of the

student teacher represents activity in a process that is part of the very core of the community school concept. Here, as in the many illustrations provided in Part I, the student teacher could gain valuable experience in practicing a community school skill in what would be, relatively speaking, a non-community school.

Other committees operating in this same situation would provide similar opportunities. One would be the "Curriculum Planning Committee." This particular committee operates as a neighborhood committee advisory to the staff of the neighborhood elementary school. Its membership includes both teachers and parents. It is reported that this committee works rather intensively on details of the school program. Participation as a member of this group would again provide the student teacher with insights and understandings that are essential to a community school teacher. The curriculum of the community school, by definition, grows out of the problems and conflicts existing in the local community and the broader communities. Such a curriculum, it is logical to assume, cannot be developed in isolation from the citizens in the community. Here, then, is a committee of lay people whose function it is to participate actively and realistically in the development of the curriculum of a school. The student teacher would be able, therefore, to make suggestions as a member of the committee regarding not only what should be included in the curriculum but also suggestions as to the manner of operation the committee should employ. As a future community school teacher he might be able to interpret to the group the significance of using community problems as the core of the curriculum, the responsibility of the

school in the area of parent education, and the role of the school in not only cultural transmission but also cultural synthesis, criticism, and reconstruction. He might be able to participate in many discussions dealing with the mutuality of ends and means in curricular methodology. He might be able to become more sensitive, as a result of his committee membership, to the delicate balance the community school concept seems to imply between conceiving subject matter as means while at the same time admitting the use of both dialetic and scientific methods in the achievement of growth and learning among students.

The above discussion appears to emphasize the contributions to the work of the committee that the student teacher could make. Actually, however, he would in many ways gain in understandings and competency only as he attempted to contribute. His active participation might mean oftentimes that he would find himself in untenable positions for the moment. Such positions could be analyzed in the parallel course or laboratory experience and the student teacher given help in identifying his errors or the mistakes in technique he may have made in the course of his participation. The extreme importance of constant guidance of this kind cannot be over-emphasized.

Another school reported a concerted effort to make of itself a neighborhood center. A parent committee had been formed for the specific purpose of determining the needs of the area that the school facilities might help meet. One immediate outgrowth of this activity was the decision to study ways of developing family types of recreational activities. Program or details are lacking as to the approach

used or the specifics of organization or procedure. For present purposes, however, it is possible to assume that if a student teacher were to be assigned to this school and could have the experience of participating in the work of this committee he would have an opportunity to practice certain community school teaching skills. Particularly would it offer him a chance to take part in planning community surveys or other forms of social analysis procedures. This in turn would lead to the identification of needs on the basis of facts, followed by a problem-solving approach to ways by which these needs might be met. Such experience might add to the student's skill in making surveys and in analyzing data. It would also provide him with increased knowledge regarding community needs in general.

In the process of studying the needs of the school area, this committee might turn up some unanticipated findings. For example, an apparent relationship might be indicated between delinquency rates and housing areas. Another possibility that may be projected is that the data might reveal a serious discrepancy between the location of recreation facilities and population concentrations. These are merely guesses, but they serve to illustrate the next point. This is that if such conditions were revealed, the committee might be faced with some rather fundamental conflicts in values. Attitudes of real estate boards and community housing advocates are not necessarily similar. Private recreation interests might become involved. These possibilities all suggest that the student teacher might become involved in experiences that touch upon conflicts and problems that are much deeper and much more basic than the original problem that produced the committee.

His activities in assisting individuals to reach a community of thinking with regard to basic values would be helpful practice to him in preparing to function in this manner as a community school teacher.

Another school reported the accomplishment of three projects in its community that are particularly valuable as examples since the projects illustrate activities that resulted in the improvement of community living. It was reported that the school through its staff and students had actively participated in each of the following projects:

1. A project to finance, build, and equip a community health center.
2. A project to develop an agricultural product that could serve as the base of the agricultural economy of the area.
3. A project to finance, build and operate a community cannery.

It was reported that all three of these projects have been successfully completed. The significance of the projects for the purposes of this analysis lies in their origin and the kinds of experiences that efforts to complete them would provide for a student teacher in the school. The need for a health center became critically apparent when the community lost its physician. In order to get a new doctor, it became increasingly evident that some incentive for him to come would have to be provided. The community found out that it is much easier to get young beginning doctors to locate in a small community if office space, equipment, and clinical facilities are available. The community committee that worked on the problem reached these conclusions after considerable study. The relationship with the school is not clear

except that staff members made up part of the membership of the committee.

If a student teacher had been in the school and could have been able to work with the committee, it is possible that he would have gained in the skills of problem analysis and attack. He would have been able to learn better the processes involved in attempting to fill a community need. Participation in the various activities used to finance the project would have involved many organizational and planning skills.

The project to obtain a more secure agricultural economic base was distinctly a community-wide problem involving the entire trading area. The land was worn and could not compete with better farm areas with regular generalized products. Unless the obvious impoverishing conditions were to be changed, the community faced increasing losses in population and values. The school, through its agriculture classes and agriculture teacher, the county farm agent, and various farm organizations had committees that worked from several angles on the problem. As a result, soil and climate conditions were found to be ideal for growing dahlias and gladiolas. There followed efforts to get farmers to change their crop practices. Later, once the new crops were established, more community efforts were initiated to secure uniform marketing and grading agreements.

Involved here is a clear example of a community threat and the cooperative efforts that were developed to meet it. It is reported that much of the leadership came from the school and that boys in the agriculture classes were particularly involved. A student

teacher living in the community would have had ample opportunity to become familiar with the critical significance of the economic base in a community. He could have observed and participated in the various efforts that were carried on to solve the problems.

One of the most prominent aspects of this problem is the manner in which it typifies the community school's role in improving the quality of living in the community. It is an example, furthermore, of improvement both as a result of the solution of the immediate problem but also the improvement that will be reflected much later perhaps in the ability of a succeeding generation to solve problems of a community nature. It may be assumed that a student teacher, providing he would have competent parallel guidance in a laboratory situation, could more firmly establish the many essential insights and skills involved in this problem-solving activity.

The third project reported from this community, that of building and operating a community cannery, was also spear-headed by the school. Here the leadership apparently was originally exercised by the home economics teacher. The girls in these classes and their mothers assumed much of the work of planning for the cannery.

A student teacher might have been able to contribute much in the way of helping to organize the project, determine the need for the cannery, and evaluate the cannery's contribution to human living once it was in operation. The elements of diverse interests and conflicts resulting from threats to certain interests was present to some extent here. The reason for this was that many surplus and inexpensive foods

available in the community were to be canned cooperatively at the cannery and used to enrich the school lunch program. People who had traditionally sold foods to the school and to local housewives might have felt threatened by this project. The report does not indicate how serious this factor was.

If a student teacher had been involved in this situation, however, he could have practiced skills in resolving this kind of conflict. A common value might have been acceptable to all concerned, such as agreement on the general principle that a tax-supported enterprise like the school should obtain its supplies as inexpensively as possible.

Many opportunities existed in connection with this project for concomitant learnings on the part of people involved. Nutrition education, budgeting for home economics, and the values of cooperative efforts might be among such learnings.

The examples provided in Part II have primarily been illustrations of the kinds of school-community activities that involve many members of the community outside the school. They serve to show the possible origins of basic conflicts and the possible role of the teacher in such situations. Each of the illustrations could have afforded the teachers in the school with a wealth of curriculum material. The work of students could have been integrated with the ongoing community projects as they were developed. Certainly the need for the projects, the solution of problems through such projects, and the procedural methods used among the organized groups could have been real functional learning material for students. A student teacher would have had many

opportunities to carry out such learning and the experiences would have been equally valuable for him in terms of vital community school teaching skills.

THE IMPLICATIONS OF THE ILLUSTRATIONS FOR STUDENT TEACHING PROGRAMS

In order to make the argument which follows as clear as possible, it seems desirable to restate the basic problem of the study and to recapitulate its development up to this point. The study seeks to orient the nature and organization of student teaching experiences in terms of their optimum contribution to the preparation of teacher candidates for community school teaching. The study attempts to do this by developing from the basic concept of the community school as defined certain imperatives for student teaching. Since the societal situation provides the underlying basis for the community school concept, the nature of the contemporary society was reviewed briefly and the position was accepted that the society is characterized by an increasing trend toward social segmentalization, serious social cleavages, and a decreasing fund of common values and universals. The community school concept was then defined and its purposes established in relation to the nature of the contemporary society. Some of the available literature which bears directly on the education of teachers for community school service was reviewed.

The portions of the study summarized in the preceding synopsis are helpful in setting the stage for the rest of the study which deals specifically with the problem of planning student teaching experiences in such a manner that they will provide the student teacher with opportunities to practice at least some of the skills required of community school teachers. Examples of such skills were logically deduced from

the community school concept as defined. Following this, a number of actual instructional units and community projects that have been reported were cited and briefly analyzed in terms of the potential possibilities they would have afforded a student teacher for practicing skills or observing processes that would resemble skills and processes in a school program completely and consciously planned as a community school.

The significance of the illustrations that were cited grows out of the fact that they were carried on in school systems that are essentially like most school systems found today. Most of them do not consider themselves community schools. They are conventional schools. This characteristic of "normality" on the part of these schools suggests an assumption that has considerable import for the concluding portions of the study. It suggests that it is possible to find within the existing patterns of school operations units of instruction and occasional school-community cooperative inter-relationships that are consistent with practices that would be found in a community school. Obviously, these units and inter-relationships are distinctively a part, in most cases, of school programs not generally oriented to the continuous use of such practices. For example, many of the illustrations analyzed required projected suppositions in order for them to serve present purposes. However, the fact that even a reasonable analogy with community school practices could be established, has a virtue here. It follows that if there are opportunities to practice community school skills available, then the lack of community schools

as such need not mean that realistic experiences in community school teaching skills are impossible. In fact, they would appear to be eminently possible.

The analyses that have been provided and the assumption just stated suggest some imperatives for teacher education, with particular reference to the student teaching program. These imperatives may be considered as strong inferences and may be stated as principles. The inferred principles, with the interpretation to be made for each, may serve to give direction to the planning of student teacher programs where the provision of experiences that offer practice in community school teaching skills represents one of the primary objectives.

The first inference or principle that may be stated is that a teacher education institution that hopes to prepare teachers for community school teaching should identify a number of schools within its practical service area which have sufficient flexibility within their curricular structure that teaching examples resembling community school processes may frequently be found or developed. The number of schools needed would depend upon the number of student teachers the institution needs to place. The examples mentioned would be the kinds of teaching illustrated by the descriptions given in Chapter VI.

It should be emphasized that the examples provided in Chapter VI are not part of complete community school programs. Each may actually represent but a small portion of a school program that is distinctly non-community in its character. As such, the examples frequently take on a superficial complexion. Furthermore, it is doubtful whether schools that only establish temporary and casual contacts of this kind

with community processes can make of such contacts the rich, revealing, and worthwhile educational experiences required by the needs underlying the community school concept. The latter demands a central orientation of the entire school program to the sociological processes of which the school itself is a vital part.

The above reservations need not detract from the usefulness of the kinds of teaching examples cited. The qualifying remarks are intended to establish clearly that the present study recognizes the limitations of the examples in terms of community school processes. Moreover, the reservations make more imperative the provision of adequate faculty guidance for student teachers so that the limitations and artificiality of experiences such as the examples illustrated may be interpreted to the students. If such guidance is not present, the inexperience and lack of background of the student may very likely prevent him from growing beyond the limitations toward the more comprehensive conceptualization of the sociological role of the community school.

The methods used to identify possible schools for the purpose suggested by the above principle would depend somewhat upon the resources of the institution. The details of the identification process need not be developed here. However, some suggestions may be made. First, the institution may have extensive contacts through its extension and adult education services. As teachers and administrators are met in the field who appear to possess philosophical and competency backgrounds that indicate flexibility and adaptability, their names and locations might be referred to a central resource file. Over a period of time, certain schools and systems might begin to show up in this file often enough

to indicate that they may serve as acceptable centers at which to locate student teachers.

Another suggestion for identifying centers might be through the media of conferences sponsored by the institution for the purpose of acquainting school administrators in the area with the needs of the institution and the kinds of centers it hopes to develop. The administrators themselves might have valuable suggestions to make. The institution personnel at the conference could watch for evidences of particular interest and willingness to cooperate on the part of certain administrators.

It is possible that the contacts the institution has in the field might include opportunities for institution staff members to serve as consultants in various phases of school operation. This area of service would also provide the institution with insights into the nature of the teaching programs in many of the area schools.

In selecting school centers the criteria used would have to be flexible. It is doubtful if all criteria would be satisfied by any one school. The criteria would be oriented around the extent to which the school being considered allows individual teachers freedom to build the curriculum in terms of the needs of children and the community, the extent to which individual teachers take advantage of this freedom, the degree of cooperative interaction between the school and community, and the extent to which the school appears to be willing to cooperate with the institution.

One other factor should be considered. The use of a school as a student teaching center is a service that is provided by the school to

the institution and, therefore, the school should feel that the service it is providing is being reciprocated in some manner. How this is accomplished would appear to depend on many factors that are individual and that relate to the resources of the institution and the kinds of field services it is already making available. Financial remuneration might be one answer, although it is suggested that a higher level of reciprocity might be achieved if the service were rewarded with services. This may be more clearly developed later in the discussion concerning the functional operation of the center.

A second inference that may be made is that the student teaching experience should be accompanied by a parallel laboratory experience where groups of student teachers may work together with a faculty member from the institution. Several contributing qualifications regarding this laboratory experience seem to be indicated if the student teacher is to derive the utmost benefit from it.

The laboratory experience should be both a group and individual experience. This would have two important advantages. First, it would allow student teachers to contribute to the solution of each others' problems, and, second, it would give them experiences, under competent leadership, in the very processes and methods that are at the heart of the community school concept. By contributing to the solution of problems encountered by fellow student teachers, each student should grow in certain skills that are essential for a community school teacher. The ability to become sincerely concerned with the problems of other people and to see the relationships between the problems of colleagues and his own professional role are part of

the developmental process toward professional maturity that appear to be clearly implied for the teacher candidate by the community school concept. Another way to state this idea is to say that the problems that arise during the course of the student teaching experiences are problems that any member of the group might have sometime. They are professional problems. The opportunity to bring to the attack on such problems the effectiveness of multiple intelligences and backgrounds represents an essential experience for community school teachers.

The process to which reference is being made here may also be viewed as a clinical procedure. The community school staff, together with appropriate resource individuals frequently approach professional problems as a staff. Drummond says, regarding this aspect of community school after functioning:

> "No single individual, furthermore, is expected to possess all the competencies which may be deemed essential to acceptable service in a community-school program. Through cooperative pooling of abilities, the professional staff of the community school makes the best possible use of each individual's capacities."[1]

It is logical that student teaching for community school service should include experiences in these kinds of professional functions.

It may be well to inject at this point a caution that should be observed. Group activity does not mean the loss of individuality nor does it mean that all problems encountered by the members of the group become group problems. On the contrary, many are solved by individuals without requiring group assistance.

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[1]National Society for the Study of Education. Op. cit. p. 106.

The number of student teachers in each laboratory should be adjusted so that the group is small enough for the staff member to get to know each student well and have time to work with students and their individual classroom supervising teachers on a frequent and continuous basis. On the other hand, the group should be sufficiently large that it comprises an adequate group for cooperative problem-solving purposes. The size, conditioned by these factors, would appear to be flexible and to depend upon the abilities of the faculty member and the degree of geographical dispersion of the students in the group. It would seem likely, however, that the ideal size would tend to number about twenty students.

The laboratory experience, in order to be sufficiently integrated with the teaching experience, should meet fairly often. Since its purpose would be to deal with the problems that arise during the students' teaching, it would seem logical to have the laboratory meet often enough so that problems could be handled while they are pertinent and fresh. This suggests that ideally the laboratory experience should meet every day or possibly three times a week.

The laboratory group should be provided with those resources that any group seeking to work with social problems should have available. That is to say, appropriate library resources, consultant services, and at least minimum clerical services would be needed. A continuous brief record should be maintained with copies for each member. Consultant services from staff members in many related disciplines should be available if problems arise the solution of which could be hastened by their assistance. The resources would need not be located at the

center necessarily. Adequate communication with the institution should make it possible to secure needed resources with short notice.

An example of the use of resources can be given. If a student teacher is working with a group of children on a project to determine the need for a health unit in the county, the total laboratory group could help him in his planning so he could better help the children. However, the laboratory coordinator might be able to suggest someone from the sociology department at the institution who had studied the need for and growth of county health units throughout the state. He might have bulletins and visual aids of various kinds that he could recommend. The coordinator might also suggest resource people and materials from the state health department. It is important to note that in most cases these resources would be brought to bear upon the entire laboratory group, not just the student working on the health unit project. The purpose here would be to cultivate an atmosphere in the laboratory group that would help the entire group feel a group responsibility for the problems of individuals in the group. The continuous participation in such a group should provide the student teachers with experiences in working as a staff that would be completely consistent with the mode of staff operation suggested by the community school concept.

Another aspect of the laboratory experience would be the possibility of involving the immediate supervising teachers with whom the students would be doing their teaching. It is rather obvious that the coordinator cannot ignore these individuals. They are in positions where they can

significantly condition the value of the students' teaching experiences. The coordinator could not very well consider an individual student teacher's problems in isolation from the regular classroom teacher. As far as it is practical, the problems should be considered jointly with the student and the supervising teacher.

It should be possible to involve regularly a number of the supervising teachers in the laboratory experience. This would necessitate a flexible schedule for the laboratory so that it could be adjusted to the convenience of the supervising teachers. Furthermore, it would seem to follow that some laboratory sessions could be attended by supervising teachers only. Since one of the objectives of the program is to develop the ability among the student teachers to proceed independently, it should be possible to get the supervising teachers together in the laboratory occasionally while the student teachers are carrying on by themselves. Such sessions could be used somewhat in the manner of in-service training sessions for supervising teachers, or, at times, as evaluative sessions for the purpose of appraising the students' growth, the effectiveness of the program, or, indeed, as ways of providing the student teachers with experiences more clearly consistent with community school operation.

One other function of the laboratory should be discussed. This function grows out of the fact that the parents and other citizens in the community should understand the purposes and methods of the cooperative program between the institution and the school. As a matter of fact, they will be persistently involved in school-community activities in which student teachers are participating. They should

understand the program and have a share in it. It would seem quite proper, therefore, for the coordinator to involve parents in some of the laboratory sessions. Frequently they might be brought in as resource persons with reference to some problem. At other times they might be brought in as part of various evaluation sessions. The latter type of involvement seems particularly appropriate in view of the fact that the crucial factor in any evaluation of teaching is the degree to which learner behavior has been changed. Ideally, parents should be able to contribute much data regarding growth manifestations among their children. As the laboratory experiences parents might have of this kind continue and are successful and satisfactory, it follows that this manner of evaluating learning outcomes might become more generally a part of the policy of the entire school.

This latter suggestion provides a partial answer to the problem raised earlier concerning the reciprocity of services between the institution and the school. It would appear that the best kind of service the institution could render to the school would be in the nature of the in-service education by-products that would grow out of the school-institution relationship. This, in turn, tends to infer that the in-service aspects should not be left to chance, but that they should be planned as a definite part of the institution-school agreement.

Up to this point the argument has presented two inferences that may be drawn from the illustrations of school and school-community activities and projects. The first one dealing with the need for the institution to identify appropriate schools for use as centers, and

the second dealing with the parallel laboratory experiences student teachers should have as a part of their teaching experience. The third inference seems equally clear. The student teachers should live in the school community during their student teaching experience.

The kinds of activities that were illustrated above are not activities that may be carried out by student teachers who come into the community by bus for half of each day or even for a whole day and then return to a college dormitory. In order to become realistic experiences, these activities obviously demand some of the student's time outside of his assigned classes, and this time needs to be spent in the community. Such experiences might frequently require cooperation with other staff members which would involve planning and conferences at times other than when the bus schedule allowed the student to be present.

Another reason for this principle is that the laboratory experience suggested above is equally obviously best carried on in the school community or at least at a place central to a group of proximate schools or school communities. If it is to be truly a laboratory that deals with school, community, and social problems, it would seem imperative that it function in the community. Furthermore, as has been pointed out, the laboratory experience demands participation on the part of community parents and resource people. It also needs to include supervising teachers rather frequently. This makes it mandatory that the laboratory experience be located in the community.

A further and more fundamental premise that supports the inference regarding local residence is that community analysis and study, and

the accomplishment of receptivity on the part of student teachers to community processes require continuing associative relationships with the community. Another way to put the same idea is to say that the community school teacher candidate cannot adequately acquire the understandings, sensitivities, and skills he needs unless he becomes an integral, functioning part of the complex social matrix from which community emerges.

In terms of the factors that make up the ideal residence experience, the student teacher should be considered a member of the faculty of the school. He should participate in many community affairs and observe and participate in various group proceedings. These participations should be more than casual visitations and courtesy memberships. It would seem to be desirable to build in the community feelings and attitudes of acceptance for the student teachers, even though they might be there for a relatively short while. Moreover, the experiences the students have in the community as residents should also become a part of the discussions and procedures of the laboratory. Thus the student teachers should be able to bring collectively to the laboratory sessions somewhat discrete items of culture, values, mores, traditions, prejudices, myths, and evidences of class structure, power group pressures, in-group dominations, and tensions. By means of the laboratory processes and the skill of the coordinator, these elements of social phenomena could be synthesized into a more complete whole. At the same time, the whole should be considered constantly, since to accept the whole as being the result of its parts, without also looking

at the whole in its completeness is to run the risk of getting an incomplete picture. As Kelley and Rasey say

> "In the past, when we have made an approach to any problem, our first impulse has been to take it apart, so that we could see it better. We were able to see the parts better, but this did not enable us to see the whole. This is such a common practice that we are unskilled in synthesis, most skilled in analysis. We come to see now that we never find out what the whole is like by looking at its parts. Part examination has led to abstraction, based on a sort of reconstruction which does not bring back the entity we started with. We need to come to learn that the whole is not the sum of its parts, but more, because it has entity of its own. This entity is destroyed by analysis, revealed by synthesis."[1]

This element of synthesis, then, constitutes one of the convincing arguments for residents in the community. The synthesis actually includes more than insights and portions of information, it includes a synthesis of the total experience the students have in the community both as a group and as individuals. The group synthesis will take place largely in the laboratory, while the individual synthesis can be an unconscious process that molds the individual and affects his personality structure in a subtle and profound manner. Thus the foundation will be established for what may develop into a community school teacher after further experience together with opportunity to grow in the skills that are particularly essential to such teachers.[2]

The three principles presented in this chapter point a logically valid direction for the teacher educator. Many of the associated and

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[1]Earl C. Kelley and Marie I. Rasey, Education and Nature of Man. New York: Harper and Brothers. 1952. p. 13.

[2]For a more complete discussion of the over-all impact group situations of this kind may have see: George Sharp, Curriculum Development as Re-education of the Teacher. New York: Bureau of Publications, Teachers College, Columbia University. 1951. pp. VIII + 132.

unanswered questions that the principles raise will probably be answered for some time by the exigencies posed by the limits to the resources of institutions and by the realities of the current teacher shortage. On the other hand, ways of achieving the application of these principles appear to be areas of needed research. Ideally, this research might be action research in which hypotheses might be developed from the inferences made. The testing and validation of the hypotheses should be done by institutions interested in determining the best solutions to these and related problems.

Problems Related to the Implementation of Student Teacher Programs for Community School Service

The principles for student teacher programs that have been developed in this chapter represent essentials for any such program having as its objective the preparation of community school teachers. They also serve as a broad basis upon which to plan programs of this kind. The essential nature of the principles is apparent when any one of them is omitted. For example, a student teaching program aimed at developing teachers for community school service would be severely handicapped in the achievement of its objectives if the teaching experience were to be planned without the accompanying laboratory experience. This parallel phase of the program is so significant that without it there would be a strong likelihood that the educative impact of the kinds of experiences suggested would be considerably weakened if not totally negated. This same observation can be assumed for the other principles. They represent, then, minimum imperatives for student teaching if the latter is to have a significant influence upon the student by

developing in him certain skills, attitudes, and insights necessary for a community school teacher.

The general outlines of a student teaching program were suggested by the principles inasmuch as three necessary organizational requirements were established: (1) the student teachers should be assigned in groups to teach in selected centers; (2) the teaching should be accompanied by a parallel laboratory experience; and (3) the student teachers should live in the community and be active participants in local affairs and social processes. Obviously these requirements comprise organization structure.

The principles or imperatives and the structural framework, indicated above, constitute the objectives of the present study. They are the outcomes of the prior analyses of the study. The delimitations of the study would not seem to indicate an extended discussion of the implementation of these principles nor of the predictable problems that may be connected with this implementation. As has been suggested, much of the determination of desirable procedures for instituting these student teaching programs rests with institutions and must be developed experimentally over a period of time. Furthermore, within the framework suggested, there is room for considerable flexibility that should allow for adequate integration and adjustment with the unique and singular resources and characteristics of individual institutions and areas.

However, failure to recognize these problems and the need for coordinating the student teacher program with the total professional education planning might leave the study open to criticism on the grounds that it assumes a rather naive point of view by implying that

the student teaching aspects alone can produce qualified teachers for community schools. Put in a more positive manner, the study should go beyond the imperatives and point up some of the factors and problems that might develop which would have the effect of making the implementation of the kind of student teaching program suggested above difficult to achieve.

It would seem that most problems of this kind that might arise grow out of two general characteristics of the situation teacher educators would face today in attempting to initiate a student teaching plan in accordance with the principles developed above. First, the program must be developed within the over-all organization of the institution. Any one phase of professional education cannot be developed in isolation from the total program. Articulation with it would appear to be absolutely necessary. Second, the particular approach to planning student teaching programs expressed in this study is somewhat different both in method and underlying objectives from conventional programs. This is not to say that student teaching programs may not be found that incorporate all three of the basic principles. It is implied, however, that the combination of the structure the principles outline and the purposes inherent in the community school concept and analyzed in terms of competencies, attitudes, and values is not common.

These two characteristics of the situation are interrelated and it is difficult to identify specific problems as coming from only one or the other. The combination of the two actually create most of the problems.

One of the most difficult problems teacher educators might face in attempting to implement the principles could be the normal and expected rigidity and inflexibility of institutional practices. These practices are not by themselves undesirable. Colleges and universities must plan and operate according to policies, programs, and schedules. These are in most cases the result of years of development by the administration and faculty. The procedures are accepted and recognized as being part of the academic tradition. Indeed, it might be argued that the very blocks that these characteristics of institutionalization may present for new ideas or procedures are, in another sense, examples of their function. The structures and patterns of habit and custom stabilize the institution. They protect it from sudden or ill-considered innovations.

On the other hand, this inherent conservatism of institutional patterns may serve to frustrate and discourage change that may be desirable. This would appear to be particularly true in a dynamic society where the culture is characterized by confusion and disunity and where shifting values and new cultural alternatives cause insistent pressures for changes in social institutions.

These remarks serve to introduce more specific problems that might require solution if the principles developed by the present study were to be implemented.

The student teaching program that has been suggested accepts the position that learning takes place best when the learning process is closely integrated with and is a realistic and functional part of the materials and substance about which the learning is concerned.

It is partly because of the acceptance of this premise that the principles dealing with the parallel laboratory experience and student teacher involvement in the community processes were inevitable. These two aspects of the student teacher's experiences involve him closely and realistically with important materials and substances of importance to the community school teacher: the practice of group procedures for conflict resolution, and the sociological processes of community living. Furthermore, any student teaching program is an attempt to give the prospective teacher an opportunity to work with the most basic material of the profession: children and youth.

If this phase of the student teaching program is to be valuable, then, in terms of the purposes that underlie it, there emerges the problem of attempting to increase the number and quality of such functional experiences in other areas of the professional education program. In other words, it may be possible that the student teaching program would be much more educative if the teacher candidates could bring to the program a variety of experiences they had had, under competent guidance, which involved them with the materials and substance of the teacher. It would seem that the professional education experiences exclusive of student teaching could be integrated with the actual processes of teaching. This suggests parallel laboratory experiences where candidates observe or work with children, field experiences where candidates can assume a direct part in the carrying out of such activities as community surveys, and other studies of various kinds.

The kinds of activities suggested above would require flexibility in scheduling and curriculum organization. It would be necessary to involve departments other than the education department. These are the kinds of problems that may loom forbiddingly large before the staff seeking to develop teacher education programs that may be philosophically and logically related to the student teaching program suggested by this study.

The placing of student teachers in community centers as residents depends upon whether or not they can be released from the campus for the period of time. Closely related are problems of housing expenses for students and financial demands posed by the need for highly qualified faculty coordinators.

The manner in which these problems are solved may vary. Surely it would seem to be logical for institutions to develop solutions consistent with their resources and the area they serve. Actually, patterns may be emerging in student teaching programs now being experimentally tried. Stinnett reports the apparent increase in the number of new kinds of programs of student teaching in which parallel laboratory experiences and many different variations with regard to curriculum placement are observed.[1]

The expansion of these experimental programs toward greater recognition of community school teaching competency appears to be a logical development that is consistent with the assumption stated in the

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[1]T. M. Stinnett, "The Backward Look, The Forward Look," Improving Standards for the Teaching Profession. Report of the 1953 Series of Regional Conferences on Teacher Education and Professional Standards, Washington, D.C.: National Commission on Teacher Education and Professional Standards. 1953. p. 5-21.

introductory portions of the study, that education has become increasingly aware of the educative influence of the total environment. Indeed, it may be said that student teaching programs may be evolving that are potentially akin to the kind suggested by this study but which do not necessarily present themselves as being designed for the preparation of community school teachers.

It is possible that the kinds of experiences for prospective community school teachers suggested by the principles developed by this study may be provided by means of some type of internship or externship program. In many ways such approaches are similar to the program suggested by the principles. They take teacher candidates out into communities where their teaching experiences may be more realistic and where they might be able to increase their insights and understandings regarding community processes and the societal role of education. On the other hand, this study has persistently emphasized the two elements of faculty guidance and peer group analysis of common problems. Providing competent and professionally mature guidance were offered by the receiving school (or was available from the institution) and providing frequent and well-directed group experiences in attacking the problems student teachers face were part of the program, then the internship or externship might result in values similar to those of the student teaching center program suggested by this study. In other words, the logic of the present study attributes imperative significance to the essential nature of the principles stated.

Perhaps the student teaching experience in a community center could be followed by an internship period. Such a pattern would appear to

allow teacher education institutions a procedure for making less abrupt the transition for the student from the rather closely guided center experience to full teaching responsibility.

Another area that cannot be ignored and which influences professional education programs is the general area of legal teacher certification requirements. These state licensing standards may make demands upon the institutions in the way of courses, sequences and length of training period. Deviations from the established pattern for meeting these requirements in any given state may be difficult due to a certain amount of inflexibility imposed by the certification standards.

Institutional accreditation by various professional groups may also influence the degree to which institutions may adapt their programs to the emerging need for preparing community school teachers. This is not to say that accreditation policies are necessarily opposed to changes. On the contrary, they may exert strong pressures for the improvement of teacher education programs. The point is, however, that at any given time, the standards for accreditation may not provide for some of the innovations an institution may wish to develop. During the period that would elapse during which the accreditation agency came to recognize the appropriateness of the changes the institution might possibly feel certain restricting effects of accreditation sanctions. For example, it is interesting to note that the evaluation of student teaching experiences by certain accrediting agencies treat the community aspects of both student teaching and teacher education rather casually. The evaluative criteria used currently by the American Association of Colleges for Teacher Education devotes only one item of one section

to experiences that have some identity with the kind of teacher-community relationship suggested by the community school concept. The seven criteria under this item refer to such community participation activities as Boy and Girl Scout work, Parent Teacher Association activities, and the work of the local professional education unit. One criterion alone can be interpreted as touching a community school activity:

> "Sharing in studies of the community to understand better learner needs and backgrounds and how the school may contribute to and work with the community."[1]

The possible blocks and problems briefly suggested above require much more intensive study than they have received here. They have been mentioned in order to give proper recognition to the magnitude of the task teacher educators face in adjusting teacher education programs, particularly the student teaching phases, to the needs of the schools and the society. It is possible that one significant hypothesis that can be drawn from these problems is that the student teaching program is an area of teacher education which lends itself well to experimentation for improving the preparation of community school teachers. Providing the total program can be adjusted so that students may be released to live in the community centers as residents for the duration of their assignment, the actual operation of the student teaching activities in the center should be able to reflect any degree of creative experimentally inclined planning. Moreover, the close relationship that would be established between the institution and the center schools

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[1] Recommended Standards Governing Professional Laboratory Experiences and Student Teaching and Evaluative Criteria, American Association of Colleges for Teacher Education. 1949. p. 23.

would offer a means by which the institution could have a significant impact upon the teaching practices prevailing there. When the number of student teachers who would be going into centers each year is considered, the full significance of this approach becomes greater. Many centers would be required in each state. These centers could serve as focus points for demonstration projects of many kinds. Curriculum study and improvement would actually be a part of the expected activities of the student teachers and their supervising teachers. It would seem that the limits for such activities are impossible to identify.

The increasing involvement of local schools throughout a state in an important phase of professional preparation could serve to make teachers in service become more aware of the responsibility a profession should assume for the education of highly qualified members. The institutions, certificating agencies of the state, and accreditation organizations now share such responsibility. The suggestion may be appropriate that teacher education is an area of effort in which the profession, both through its individual members and its professional organizations, should participate more actively. It is possible that this could be another outcome of the wide use of community-centered student teacher programs.

The factors, problems, and suggestions that have comprised this section have been included in the study in order to imply during their discussion the many areas of needed research that exist. Furthermore, it is hoped that the discussion has served to show the possibilities

for vision and creative development that exist for teacher educators, particularly those involved in student teaching programs. The characteristics of teacher education in the future may be quite different from those observed in current programs. Indeed, the encouragement of experimental programs and improvements in evaluation techniques could result in the professional education of teachers assuming drastically different methods that may more closely represent a kind of professional education designed especially for the unique needs of teachers in schools that seek and find their purposes and much of their method in the social situation obtaining in the communities of which their students are a part.

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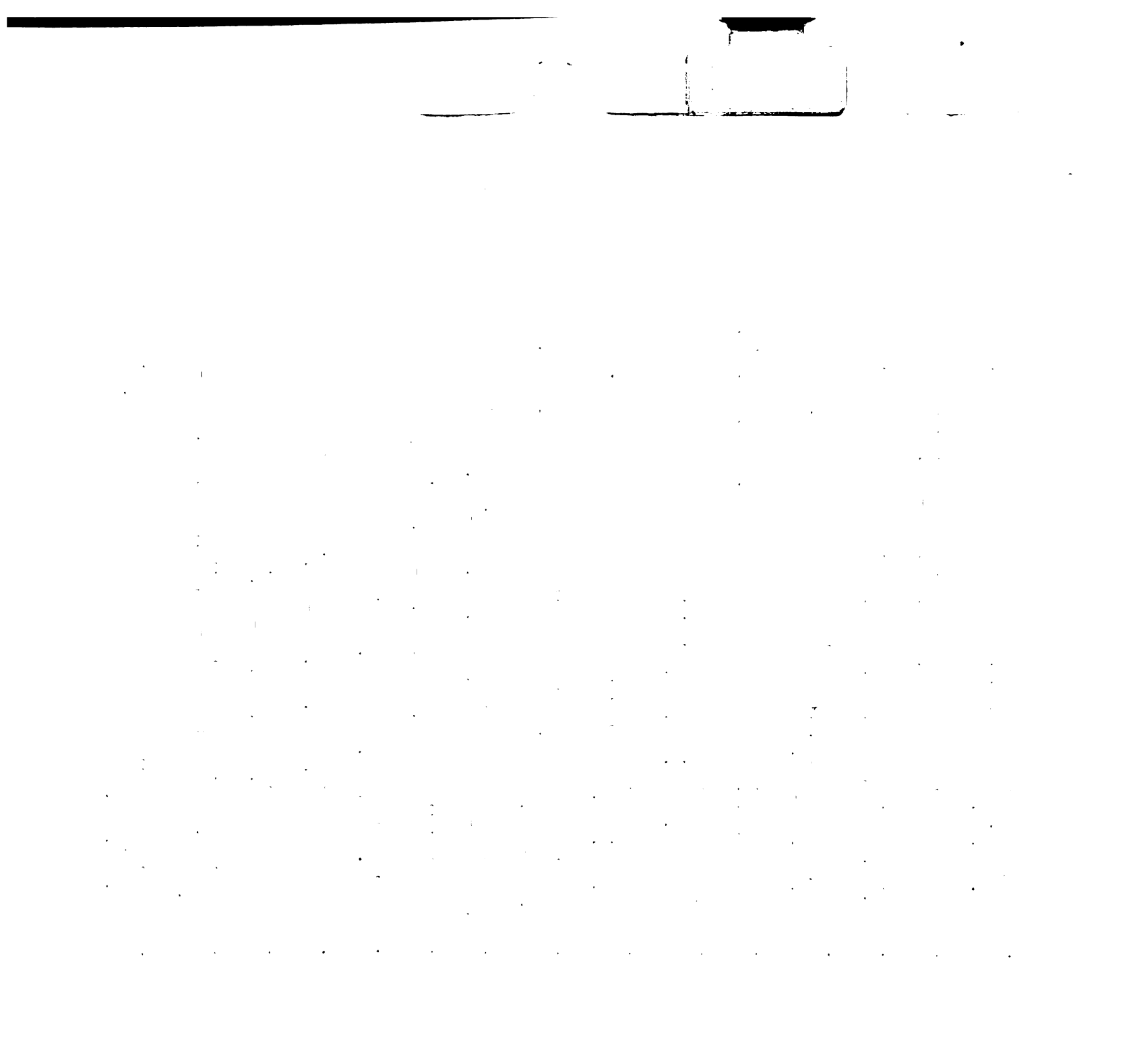

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