



The Public School's Expanding Role¹

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- That the public school has a stake in teacher education is obvious.
- That the facilities of public schools are needed to augment the resources of the teacher education institution is increasingly apparent in the face of population and enrollment increase.
- That the public school has *distinctive* contributions to make to professional teacher education is an emerging concept which is being explored with vigor.

It is essential that the public image of teacher education be examined with reference to its companion institution—the public school. The contemporary atmosphere of controversy and criticism surrounding public education compounds the problem. Lack of harmony in purpose and operation between these institutions creates a vulnerability to criticism; indeed such incongruity is too costly in terms of professional morale and public support.

One of the more significant effects of recent diatribes against current programs of teacher education is the driving of a wedge of suspicion and mutual distrust between the institutions in which teachers are prepared and those in which they are employed. If one is unwilling to concede that teacher education is closed with the bachelor's degree, then the possible effect is that of deepening further the unfortunate gulf between two phases of teacher education which should be tightly articulated with singleness of purpose and with an effective delineation of respective responsibilities.

There is a tendency among college faculty engaged in student teaching supervision and coordination to take heart and breathe satisfied sighs that, among the varied and rampant criticisms of professional education, *student teaching* is rarely attacked. While it may be true that student teaching is easier for the non-professional to comprehend because of society's acceptance of the internship concept, there is need to see criticism in a broader sense. Student teaching is built upon a combination of bases: foundational studies in education, subject-area learning from the academic disciplines, and methods and materials of instruction. Any criticism which tends to degrade, distort, or create factions or schisms among the various bases upon which student teaching is built is potentially damaging to the best interests of those who work with student teachers.

The major thesis of this section is that a larger concept of the role of the public school in teacher education will benefit both the public school and the teacher education institution. Closing ranks in professional education and narrowing the gap philosophically and practically between the public school and the teacher education institution will greatly enhance the public image of both institutions. The acceptance and clarification of common goals, the nurture of an atmosphere of

¹ Ted Ward and Tony Stearns. An Expanding Role. In *Teacher Education and the Public Schools*. The 40th Yearbook of the Association for Student Teaching. (Cedar Falls, IA: Iowa State Teachers College, 1961), pp. 97-114 (chapter XIV).

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mutual respect, and the cooperative coordination of efforts will enhance the experiences which are at the heart of teacher education. A more intimate relationship will put a new vigor and vitality into the best efforts of both agencies, to the gratification of the American public and to the direct advantage of Johnny Jones in the classroom and Barbara Smith who wants, above all else, to be well prepared to teach him.

A growing awareness that teachers are more significantly *made* than *born* is focusing attention on the processes and experiences which result in a person's competence as a classroom teacher. With the awareness comes an interest in enriching the experiences and in making them more realistic. The phenomenon under discussion here is the recent and current tendency of public schools to become active and directly involved in an ever widening variety of teacher education experiences. The larger concept of the role of the public school is not seen to be an arrogation of the duties and responsibilities belonging to teacher education institutions; instead, it is a simple and logical continuation of each institution's contributions toward the other. The interlocking of contributions can be interpreted as duplication or pre-emption only when careful analysis of the appropriateness of a particular role aspect is lacking.

New Dimensions of Expansion

Several basic values of a democratic society are at the heart of the concept of the expanding role. If education is to be a positive social force and move society ahead, there must be freedom to initiate change. Such change must emerge from the matrix of the democratic society as a whole; its basic characteristics must be examined and understood.

A great teacher, William Heard Kilpatrick, once said, "He who has touched life in many places is normally the best teacher." Effective teachers today must become aware of, and share in, the forces at work in the society around them and in the world beyond their own local community. Community understanding and participation are necessary before teachers can effectively teach children about their own community, before they can adequately share experiences with parents and other adults in the community, before they can make intelligent contributions to curriculum development, and before they can make adequate and satisfactory personal adjustments.

To provide these first-hand experiences for emerging teachers, the public school and a local community can make distinctive contributions: there are almost infinite possibilities for educative field trips, resource people, local records to examine, and reading opportunities which give information and serve to clarify meanings. Experiences may be gained as students visit many kinds of classes and community functions on their own time. Volunteer service to various agencies often results from these contacts. The emerging teacher gains an understanding of the historical background of a community, its physical features and natural resources, its governmental agencies, the people, occupational and professional life, educational opportunities and facilities, religious groups and their activities, civic groups and their programs, transportation and communication facilities, cultural opportunities, health agencies and their work, and facilities for leisure pursuits.

After such experiences, a college student wrote this typical statement:

I hadn't realized how important it is to participate whole-heartedly in community affairs. Not only is one helping his community, but he is also making himself a more interesting, fully developed person. A teacher must know the community in which she will be teaching to better understand her pupils and their parents . . . I never could have had the privilege of being an integral part of a community—working through and with its agencies—had I just remained in campus classes. I realize how important this is now if we are to know a child's total personality and work with him completely in all of his environment.

Variety of Experiences

Significant characteristics of the expansion of the public school's role in teacher education can be seen in cooperative teaching experiences, administrative internships, school observation and participation sequences, cooperative guidance and counseling, and joint councils for the administration of scholarships.

The variety of experiences that teacher education students gain in public school classrooms before, during, and after student teaching is myriad. Public school contacts need not be confined to the specific period of student teaching.

The following information from the National College of Education illustrates a typical variety of activities performed by students before student teaching:

1st year – *Human Growth and Development*, both semesters including scheduled observation for a minimum of an hour a week at levels from nursery through eighth grade.

2nd year – *Childhood Education*, a two semester course, with scheduled participation for two hours a week during the second semester.

It is our belief that understanding of child growth and development is basic to all successful teaching of children. It is accepted that such understanding is not quickly nor easily acquired, and that it requires early and continuous contact with children. For this reason, some professional work is included in each of the four years, and some form of contact with children is included each year, beginning with guided observation in the freshman year in the human growth and development course.

The sophomore course attempts, not only to further acquaint students with individuals and groups of children in a school setting, but also to discover the functions and operations of the school as a whole and of individual classroom activities which are planned to meet the needs of children. A few suggested types of activities include:

- Meeting with different personnel and becoming acquainted with their services and relationships.
- Observing the function and types of services of the principal's office.
- Assisting in class activities which do not require intensive teaching, as storytelling, playground games.
- Developing bulletin board displays.
- Sharing travel experiences, collections, and music or art skills.
- Assisting the teachers in various rooms of different age levels.

Since 1952, a September Field Experience has been required of each student. This gives the student needed background for his own first days and helps him to understand more fully the school and its program. He attends opening faculty meetings, grade and building meetings, and he may occasionally observe parent conferences. The two students assigned to one room for the semester remain with this room for the week or more preceding the opening of their college classes, when one remains in the room and the other returns to the college.

The participation phase of the program is carefully planned with the students and the principals involved. A group of 8 to 12 is assigned to each principal. He serves as coordinator and guide. A student chairman is selected for each group; his main function is liaison between the college and the public school. He keeps student records of each period, works out a time schedule with the principal, and holds conferences with the principal and the instructor in order to make the total experience of maximum value for all participants. He also prepares a summary report of his committee's work. The participating students leave a daily record and questions. They record,

summarize, and evaluate their total experience in a paper given to the instructor and the principal at the end of their assignment.⁴

Teacher Education Demands Expansion

In addition to the apparent interest and appreciation which is characteristic of the public school's participation in teacher education, there are the factors of necessity. Colleges are facing ever greater and seemingly insurmountable problems related to enrollment and facility utilization. The burgeoning school population resulting from the surges in national birth rate during and after World War II creates a demand for classrooms and teachers. The problems of teacher supply are known only too well by the school administrators of the land. The potential hazards under these pressures of a breakdown in the quality of new teachers are beginning to be sensed by the citizenry. If for no other reason than a forced response to the pressures and problems of enrollment, the colleges would have had to turn to the public schools for assistance in the education of teachers.

One of the keenest needs has been for additional classrooms in which the prospective teachers could gain observation and participation experiences. Because of larger enrollments campus laboratory schools are no longer able to absorb the necessary number of visitors and participants. Public schools have been asked to fill the gap.

Coupled with the pressure for more facilities has been a parallel interest in enrichment of the teacher education curriculum through wider contacts with children. The contributions of the AACTE⁵ and NCATE⁶ toward a more functional use of laboratory experiences have been noteworthy in the past decade. It can reasonably be assumed that the evaluation criteria developed by these professional organizations have been instrumental in hastening this enrichment.

There seems to be a growing realization that the artificial barrier between "reality" in the public school and "idealism" in the college of education can be minimized through increased public school participation. Although a dichotomy of theory and practice may be seen in the assumptions and behaviors of some participants in teacher education, it is clearly spurious and incongruous with the real needs for direction and skill in teachers. Much is to be gained through a clarified, unified approach to theory and practice as being functional aspects of each other.

The perception of a dilemma by teacher education students has been reflected in their writing on this topic, as in the case of a student enrolled in Michigan State University's experiment in community-centered teacher education at Marshall, Michigan, in 1950:

The discussion of curriculum this afternoon was a thought-provoking one. It would seem that educators feel the need to educate the child to live; however, there is still the great clamor for people to learn the 'R's.' In other words, the business world doesn't seem to care if people can think or not as long as they can place a comma in the proper place. I find myself feeling so helpless in the face of the huge set-up of education as it is today. I'm confused in that I can't quite grasp my part of it. I've been educated for the past three years in idealism. I'm not sure at this point how to compromise my ideals with the demands of reality. All too many 'new' teachers lose their enthusiastic ideals and become complacent followers . . .

As the degree of specialization required by various educational positions increases, there is need for a new variety of observation and participation experiences. Sometimes the teacher education institution must go far afield to provide these opportunities; sometimes they can be created "in the back yard" with the cooperation of a public school.

⁴ Agnes L. Adams, Director, Department of Student Teaching, National College of Education, Evanston, Illinois, in a letter to the Yearbook Writing Committee.

⁵ American Association of Colleges for Teacher Education

⁶ National Council for Accreditation of Teacher Education

Students in elementary education and exceptional education have engaged, through the help of the college agency, in work experiences in camps, nurseries, and schools for the blind, hard-of-hearing, and mentally handicapped as far away as Vermont and New York. In the exceptional education course, we make at least one field trip to the Alexander Graham Bell School for the Deaf and Hard-of-Hearing in Cleveland.

This winter, our elementary education students are conducting a class for crippled children in the education building of a local church. It was done at the suggestion of the local school superintendent, the head of the Association for Crippled Children, and the supervisor of elementary education. I called upon a capable senior student to act as Head Teacher to plan the program, and to set up a staggered schedule of students who would teach. We supervise and check with them regularly, as does the Association. This is an example of what can be done by a county agency, the public school system, and the college working together to give children and our students an educational experience.⁷

Teacher education needs the stimulus of leadership by the professional staff of the public school. The old concept of the teacher education institution's responsibility to forge ahead and to "plow the new ground" ahead of the public school is threadbare, if not actually passé. Many institutions are reporting excellent results from planning conferences and workshops whose burden, unlike that of former conferences for explaining the college's beliefs and programs to the public school, is to combine the best thinking of public school and college people in order to explore new possibilities in cooperative teacher education.

Teacher education, which exists to influence the *behavior* of teachers, should itself be a model in applying what is known about learning and teaching, conceived in terms of the permanent modification of behavior. In actual fact, it has not generally been regarded by its students as offering a particularly good learning situation; all too often they have assessed it as dull, banal, wordily and repetitiously theoretical, and out of touch with reality. Furthermore—and this is more truly important—it has not been notably effective in generating the very behavior patterns which constitute its central purpose.⁸

Reciprocal Advantages

Extension of cooperation between public schools and teacher-educating institutions obviously would have little future if there were not also advantages for public schools inherent in this extended relationship. Undoubtedly, there is at the base of the cooperative effort of every sincere and dedicated public school administrator and teacher, the certain knowledge that the ultimate welfare of the teaching profession and of public education demands public school participation in teacher education.

Beyond this basic professional allegiance there are, however, certain specific additional advantages which alert school administrators are quick to recognize. Public schools are finding it in their own best interests to become vitally identified with teacher education institutions. Superintendents and boards of education realize the advantages in terms of a more ample supply of new teachers, increased attention and recognition by the professors and placement personnel who affect the decisions of graduates seeking positions, and the more advanced degree of preparation which is possible through localized phases of the teacher education program.

⁷ Mildred D. Babcock, Professor of Education and Director of the Elementary Education program, Lake Erie College, Painesville, Ohio, in a letter to the Yearbook Writing Committee.

⁸ *An Experimental Program*. San Francisco State College, Teacher Education Project, May, 1959, p. 1.

In a utilitarian sense, expansion of the public school's role in teacher education results partly from successful participation in progressively complex activities. In other words, there seems to be a tendency to seek more aspects of interrelatedness as soon as one experience, cooperative student teaching, for example, is perceived to be mutually advantageous. The records and experience of colleges and universities which have pioneered in cooperative teacher education consistently support the thesis that public schools approve and support such arrangements. At Michigan State University, for example, where cooperative teacher education contracts are maintained with 35 separate school districts (13 of which host resident student teaching centers with off-campus university coordinators,) never has a cooperating school district asked to sever the relationship. Recognizing the pressures and problems which face public schools in this era, it can be assumed that their enthusiastic support is not altogether motivated by a desire to be helpful. The public school which enjoys a cooperative teacher education function with an institution of higher education gains distinct advantages.

The material and personnel resources of a university can be of substantial assistance to a school system. The stimulation of working in a team relationship with the college faculty can work to the advantage of individual teachers and administrators as well as to the school system they comprise. Intellectual development and increased concern for good community relations and human relations are often reported as concomitants of cooperative relationships.

The college students, who are primary beneficiaries of such programs, are often the primary benefactors, as well. The direct advantages which student teachers can bring to the classroom are discussed in Chapter IV. Sometimes the experiences which student participants bring to their pupils are of a very timely sort. In this day of concern for international understanding and world awareness, the new opportunities which are coming to our college students can result in important up-dating of educative experiences for our children. Consider the implications of future expansion of such a practice as that following, reported by Lake Erie College:

Our juniors in the college go abroad to study and live with families in Europe during the winter term. Our centers are located in France, Spain, Holland, Switzerland, Germany, Austria, Italy, and Denmark. This experience is invaluable to teaching; our students return more mature and with a better appreciation of people—their traditions and culture. Our students use this material in their teaching. They call upon one another to present lessons on their respective adopted countries. They also use the language of the country in their work with the children. Occasionally a student will be conversant in two languages, teaching both to the same children. Such interest has been aroused that now several of the elementary majors with minors in languages have begun student teaching assignments which include two days of language teaching on a rotated basis throughout the building, applying the other three days to contacts with a regular supervising teacher in a regular classroom.⁹

Two paragraphs from the summary of James C. Stone's report on the University of California's study of their experimental cooperative graduate intern program indicate two of the more frequently cited motives of the public school:

The Graduate Program is based upon a concept of teacher education as a shared responsibility of the University and the school district. There is considerable evidence pointing to the growing acceptance of this new role by cooperating school districts. Most of the schools which cooperated during the pilot year have continued to do so. As the Program has continued, many others are taking part in the Program. Not only do they participate, but they do so wholeheartedly. Whereas districts originally may have been motivated through a desire to 'work with the University,' they now see obvious benefits accruing to them through the employment of competent teachers from this source. Thus,

⁹ Mildred D. Babcock, *op. cit.*

many districts now seek interns early in the spring rather than wait to compare the qualifications of interns with those of other applicants.¹⁰

The waiting lists which exist at many colleges and universities, consisting of formal and informal requests by school systems to participate in the various cooperative teacher education projects, bear additional testimony that the public schools are well aware of the advantages to them. It would seem that the public school perceives its expanding role in teacher education and is eager to rise to the challenge.

Most significant among the contributions offered by the public school is the opportunity to build upon a community-oriented base. Relationships, which a local school system has developed with its community, are among the essential determiners of the quality of the teacher education potential in that community. Merely placing the student into school buildings located away from the campus does not necessarily mark the optimum utilization of these new resources. The student must experience a real identification with the community, both as the supporting environment of the school, and as the locale of all that residual learning which goes on outside of the school.

Implicit New Relationships

The expanding role of the public school in teacher education demands adjustments in the relationships which have existed between the two institutions. Other chapters in this volume discuss some of the fundamental changes which are being required. Characteristics of the idealized relationships will be considered here:

Characteristics of a Good Relationship

The cornerstone of any cooperative human endeavor is mutual respect. Only a house of cards can be built upon bases which are fraught with pride, greed, and suspicion. Exploitation has no place in the frame of things. Even the accusation of these motives, whether spoken or silent, ultimately results in ruin to the most carefully laid plans.

Unfortunately, we must begin this analysis on a negative tone as a realistic concession to the antagonisms and battles which, on occasion, have brought to grievous ends otherwise notable attempts to improve teaching and teachers. It would seem reflectively that there have been times when professional education has presented a divided front. This is too costly for today.

Sympathetic understanding of the problems faced by the other institution is necessary for both the public school and the teacher-educating college. The apparent haste of the college in moving, as it seems, pell mell into advocacy of bizarre and questionable practices must be seen for what it optimally is—boldness to push back the frontiers in American education. The apparent slowness and bumbling hesitancy of public schools to implement properly what is already known about learning and teaching must similarly be seen for what it optimally is—caution and self-protective patience resulting from the dangers in moving ahead of the readiness of community acceptance, pupil adjustment, and teacher skill.

The public school has its problems; the teacher education institution has its problems as well. The problems arise from rather different environmental conditions. The public school is close to the people—in many cases the people control the purse strings directly. The college serves a more diverse, regional population; it is not quite so susceptible to the whims of transitory circumstance, and yet it must nonetheless be sensitive to the feelings of the public which supports it. Seeing

¹⁰ James C. Stone, *"The Graduate Internship Program in Teacher Education."* Berkeley: University of California, 1959.

another's problems is always difficult when one's own concerns habitually are narrowed to self-interest.

In any good social relationship, there is recognition of the mutual benefits of that relationship. There can be no feeling that "the other fellow gets all the credit." Nor can it be rationally defended that one or the other partner receives the bulk of the benefit. So closely identified are the purposes that the benefits are gained essentially in common.

In teacher education, mutual benefits can most easily be perceived as contributions to the insights of young teachers. The following statement was written by a prospective teacher who had been strengthened in an experience cooperatively provided:

I have learned many things: that a child's background and home atmosphere may greatly influence his behavior and progress in school; that the teacher must become a part of the community to understand each child's background; that experiences before coming to school may greatly help or hinder him when he comes to school; that parents, if encouraged to help, may be the best help, may be the best help a teacher can have; that children reflect the teacher's mood; that every child is different, with quirks all his own; that teaching is an art which must be learned by practice; that every community has a wealth of places to see, resource people and places to go, and that it is up to the teacher to see that her children have the opportunity to learn from these things; and that first-hand experience is the best teacher possible. I'm sure that every member of the group has discovered all these things, and there are many more. Many of these things I'm sure I've been told in the classrooms on campus, but now that I've found them for myself, I really know what they mean.

But mutual respect does not deny the right to disagree. In dynamic human institutions there will always be the prodding of difference of opinion. The determining question asks, "Is there freedom to discuss differences objectively?" If so, analysis and re-examination of one's stand will usually lead to an effective solution. The integrity of the other party's role in finding mutually desirable solutions must be presumed. Many of the differences of opinion between public schools and teacher education institutions can be found to lie in definitions of one another's role. As we begin to define the vast areas of identity and complementary similarity in these roles, mutual respect can flourish.

There are common purposes in teacher education. The vital link of each institution to the other, and each to the community to which it serves, binds them in common purpose. The dimensions of an evolving program of teacher education are determined largely by the philosophy underlying the program, by the participants' sensitivity to the environment in which they are working, and by the degree to which adaptable participants are able to make contributions to the community in which they are working. Minor variations in philosophical detail, in the nature of the working environment, and in the degree of adaptability of individuals are to be expected, but in a democratic society, a vastness in common purpose is to be expected of the institution providing the education for the children and the institution providing the education for the teachers.

Who is to take more satisfaction in a young teacher with mature and significant perceptions—the public school that helped educate him or the college that helped educate him? The mutual benefit is clear: it is the *profession* that gains stature.

The Significance of Good Community Relationships

The expanding role of the public school in teacher education implies a new closeness of teacher education activities to the people of local communities. One of the most significant contributions a public school can make to teacher education is the good will which it has built within the community. A good community relationship with the school fosters a good community relationship with the teacher education program. Community acceptance of its schools is a prerequisite of

community acceptance of a cooperative teacher education program, and without such acceptance many of the potential values in the educative experiences are lost.

Reflecting upon the choice of Marshall, Michigan, as the site for Michigan State University's experiment in community-centered teacher education in 1945, it seems important that the coordinator began by consulting a representative cross-section of community leaders. The interest and enthusiasm shown resulted in the coordinator's appearance at a meeting of the community council at which representatives of 33 organizations were present. The nature and purpose of the work to be done by student groups was presented, reasons for selection of the city as the off-campus center were indicated, a statement of the anticipated requirements involving resources, facilities, and cooperation were enumerated, and the benefits to be derived by the city through its sharing in such a plan were outlined. The community council discussed the matter and then voted unanimously to extend an invitation to the University to send its first student group. It was believed then, and more fully known after the subsequent years of experience, that careful planning with representatives of all the community forces is vital if the potential for the students, the community, and the schools is to be realized. The trust and interest upon which such planning is based is itself a product of good school/community relationships.

To provide quality experiences for its students, the college can build upon the cooperative spirit the school system has built up with its citizenry. Consider the case reported by West Virginia University:

Rural education will be a problem in West Virginia for many years to come. The nature of the terrain, the industries, and the mode of living necessitated by the environment all unite to make complete consolidation impossible. For this reason, it is essential that the small rural school be made an active institution capable of preparing rural youth to meet the problems of childhood and adolescence of future education and, finally, of life in a complex society. The Brandonville Project is one step in the search for better ways of utilizing school and community resources to meet these problems.

The idea of improving the instructional programs in the small rural school through a curriculum based upon individual needs grew out of a particular graduate course at the University. Two students in the modern school practices course studied the idea and volunteered to conduct such an experiment. The Preston County school administration indicated need for such a project in Brandonville.

Parents and teachers in the community were active in the planning, as well as county school administrators and University personnel. Community resources, local problems, and the parents' ideas concerning their children's needs were studied by interview and questionnaire.

The curriculum which was developed was characterized by flexible grouping, highly individualized teaching, and emphasis upon useful skills and knowledge. The children were always busy. Either they were working on skills needed by the entire group, or they had independent work to do. Plans were made in advance so that there was no time lost in moving from one activity to another. Every day had its goals, and every child knew what he must do to meet those goals.

The close working relationship with parents made it possible to establish a system of reporting that resulted in a much better understanding of the child's progress. Improvement was noted in every curricular area. Parents expressed the feeling that the program had been better than they had anticipated. Administrative personnel considered the program successful in all aspects. University personnel believed that the foundation had been built for even greater gains in the future. Parents voted to maintain the PTA during the summer months to keep the school/community spirit alive.¹¹

¹¹ Eddie C. Kennedy, Director, Elementary Education, West Virginia University, Morgantown, in a letter to the Yearbook Writing Community.

The Brandonville experience illustrates the relationships necessary for good cooperative teacher education. The community wants to see educational progress keeping pace with community needs; the school system has the confidence of the people, the college stimulates the thinking of its students (graduate students, in the case cited here;) the students become actively engaged (employed, occasionally, as in the case cited) in learning through the school/community experience; and the university and the school board support with resources and leadership. Everyone stands to gain.

The School's Responsibilities to the College

That nothing is free is rapidly becoming a folk axiom. Even the rights of freedom carry with them several forms of responsibilities and duties. A study of the concept of the public school's expanding role in teacher education demands consideration of the responsibilities of each institution toward the other.

Among the assumptions undergirding the University of California's graduate internship program is the following:

Assumption – Professional education is a shared responsibility between schools of education and school districts.

Implication – School districts should provide the 'learning laboratory' as a continuous and integral part of the entire professional program, and the supervision of this experience should be a joint responsibility of school district and institution personnel.¹²

There is a growing awareness that as its role expands, and as it reaps the benefits of such expansion, the public school must shoulder more of the responsibilities. In the past, the college assumed almost all responsibility for selection and recruitment of public school participants, initiated the actions which were to result in program development, and served as the basic evaluating agency. Today, many cooperative ventures exist wherein the public school performs a substantial portion of these functions.

Personnel Development Responsibilities

Providing the necessary specialized education for the teachers who work with observers, participants, and student teachers poses some knotty problems.

Teachers can hardly be accused of disinterest or professional irresponsibility when they seem hesitant about participating in workshops or conferences which are scheduled at the end of the school day or in the evening. If it were not for the various certification stipulations and increment inducements calling for advanced credits, participation in such activities might become even more rare.

Experiences in college/public school cooperation in a student teaching program illustrate an emerging pattern of public school support for in-service teacher education. During three years' experimentation attempting to solve the problem of adequate preparation of the supervising teachers in one of its resident centers, Michigan State University tried a number of standard approaches with varying success. Credit courses in supervision were offered tuition-free. Many supervising teachers attended; many didn't. After-school orientation and periodic discussion sessions were planned. Most supervising teachers attended, but the University's resident coordinator was reluctant to continue such sessions long enough to accomplish what really needed to be done. So on

¹² James C. Stone, op. cit.

it went—supervising teachers, student teachers principals, and the resident coordinator all agreed that additional time for appropriate in-service education was needed.

Where was the time to be found? When a supervising teacher proposed the solution which eventually solved the problem, it seemed so illogical that it was summarily dismissed and almost forgotten: “Why not have regular weekly seminar sessions for the supervising teachers, just like you have for the student teachers?” The real issue was tied up in the phrase, “. . . just like you have for the student teachers,” for their seminars were held one day each week, during regular school hours. How could full-time, employed teachers be away from their classrooms on such a basis?

Almost a year later, this “forgotten” idea was brought to the attention of the assistant superintendent in charge of personnel. His enthusiasm for seminars on school time encouraged the University to develop a tangible working proposal. Administrative approval was granted for a trial term. There were to be five weekly seminar sessions beginning in the fourth week of the term, each consisting of a regular school morning and the lunch hour. The experiment was completely voluntary: each principal affected was free to allow or disallow participation of the active supervising teachers in his building; subsequent to the principal’s approval, each teacher was free to attend as many or as few sessions as he chose. The voluntary provisions served as the mutual protection against extrinsic motivation and also provided an indicator of interest level during the course of the trial term.

The distinctive element in the experiment was the use of student teachers as replacements for their respective supervising teachers during the seminar sessions. Although state codes vary, and even interpretation of “the letter of the law” is subject to considerable disagreement, it is evident that there will be (and probably should be) certain occasions in any student teacher’s experiences when he will be left alone in the classroom—even if it is only so that the supervising teacher may take a recalcitrant pupil to the principal. By the fourth week in a full-time student teaching program, all but the most unprepared or hesitant student teachers are able to carry the classroom load for the half-day during the supervising teachers’ seminar.

It is only incidental to the purpose of this chapter to note the success which has characterized the supervising teacher seminar during the years since its first trial. Not only has it become a routine aspect of the experimental program; it has given rise to similar seminars in other cities where the University sponsors cooperative teacher education.

During the first two terms of work with the supervising teachers in these seminars, the emphasis was upon materials and methods of work with student teachers. The continuance of a substantial corps of supervising teachers who serve in the program about once a year has made possible a more advanced series of studies in the more recent seminars.

Although student teaching is still the primary focus of the seminars, they are becoming a basic tool in the development of increased competence among the experienced teachers. Local school supervisors and administrators frequently serve as resource staff; school buses are provided for community study, and space for seminar meetings is furnished by the school system. Most important, since the sessions are held during school hours, the Board of Education is actually paying the supervising teachers while they attend.

Although the illustration here is drawn from student teaching it is included because of the many possibilities it suggests for other kinds of in-service education for public school participants in a cooperative teacher education program.

A Variety of Opportunities

It is in the public school that some of the most significant research in education is conducted. Inasmuch as advanced degree studies are one phase of teacher education, recognition should be given to the increasing role of the public school in both cooperative research and as a field for

student research. School systems and colleges may discover the possibility of jointly hiring research coordinators in order to gain the maximum benefit from integrated studies, to help identify problems and design appropriate research, and to protect their teachers and pupils from potential dangers in being over-researched.

As in-service education continues to move from its former status as a campus-centered activity into the field in the form of extension courses and local area workshops, the trend toward more attention to local and individualized problems in curriculum and instruction may be expected to continue. Examination of certification procedures in the several states reveals specific instances where the awarding of permanent certification for the acquisition of a certain number of college credits beyond the baccalaureate has become obsolete. The continuing education concept of teacher education will place a heavier burden upon the resources of public schools, but it will also allow new salients in the public school's role in teacher education. This does not suggest any abandonment of carefully designed theoretical and foundational study—rather, the theoretical phases of the new in-service education would have *more meaning* because of a more easily perceived significance and applicability to specific known problems.

The immediate future will doubtless reveal new and exciting approaches to the sharing of professional manpower by public schools and teacher education. Already there are many instances of principals, superintendents, supervisors, and classroom teachers serving as resource people and consultant to college classes and to groups of student teachers. As the instructional approach in teacher education becomes more intimately associated with the public school's activities, this need for personnel with dual responsibilities will increase.

Similarly, the tasks of scheduling and of administrative routine such as record-keeping, assignment-making, and permission-seeking—which accompany visitation and participating experiences—will be compounded with the increases in cooperative activity. The public school must be called upon to carry an increasing share of these duties. Already there are cases of college faculty members devoting inordinate portions of their time to arranging and scheduling individual visits for students—work which could more effectively be handled by the secretarial staff in the public schools.

Shared Evaluation Responsibilities

An interesting example of the public school's contribution to evaluation services within a teacher education curriculum is found at Lake Eric College. This development provides a distinct opportunity for in-service education for the administrative and supervisory personnel and teachers in the schools participating:

After the student teaching experience, during the second or third term of the senior year, our elementary education majors take their final oral examinations. When we were first asked to give oral examinations to our seniors, I decided to go into the community for help. We invited a superintendent, a principal, and a teacher, each from a different community, to serve along with the members of our department on the examining committee.

No one knows what questions will be asked. It is interesting just to hear the *questions!* They usually concern some phase of the elementary education program which holds particular interest for the person *asking* the questions. There are usually questions on reading instruction, using groups in teaching, using various resources—community, textbooks, enrichment, and occasionally such issues as the place of religion in the schools. Problems of individual differences, conformance to school patterns, parent relations, and the place of the teacher in the school system are also discussed.

We expect our students to give candid answers. They are encouraged not to answer according to the bias of the questioner, just to make an impression. After the examination is over, the

student leaves the room and we evaluate her performance. Most students take the examination very seriously, reviewing carefully for it.

We have found that this activity gives educators in this region a better idea about our program and the general quality of our students. This has led to a more whole-hearted cooperation at other times.

After her examination, the student has a conference with the members of our department. Students are eager to hear the reactions of the examiners. We may have discovered weak areas in which the student needs more study, so we take this opportunity to outline with the student what she might do to become stronger.¹³

Responsibility for Good Public Relations

The public school must educate its entire professional staff to understand and respect the significance of its contributions to teacher education. In too many instances, administrators enthusiastically support a cooperative program without first carefully exploring with the teachers the role they are to play in the experience. The problem is particularly acute because many of the teachers gained their teaching credentials through experiences devoid of vital public school contacts. It may, therefore, be difficult for them to view with professional esteem the contribution they are being asked to make to their emerging colleagues.

The public school must assume a large share of the responsibility to communicate to the public the values and objectives of the cooperative teacher education endeavor. Relationships between the college and the local community and its teachers can be no better than the enabling efforts of the school administration.

Responsibility for Quality Experiences

Recruitment problems range from the “future teacher” stage in the secondary schools through the selection of schools and teachers within the system who have the most significant contributions to make. The quality of teacher education candidates is closely related to the kind of students aimed toward a career in teaching by the high school. The quality of experiences the teacher education student gains is closely related to the kind of people who work with him in the cooperative teacher education experience.

Discrimination is needed in selecting schools—and situations within the schools—for the various types of observation and participation experiences. Since college students generalize on the basis of their experiences, no matter how limited or specialized these may be, it is necessary both to select wisely and to give aid in the interpretation of experiences. There is a tendency to imagine that most schools are “like the one we visited last week.” Was this meant to be a presentation of a typical school, or, more likely, an isolated example of an exceptionally good school? The public school, perhaps through its central supervisory agencies, should provide the visitor or participant enough descriptive background on the particular school in comparison with standards and practices in other schools in the system so that he will not make faulty generalizations. Perhaps a descriptive catalog of the various schools in the system would allow better analysis of the observation made in any one of the schools.

Discrimination in selecting personnel to work with the teacher education student is also a responsibility of the public school. A debate currently rages over the practice of extra compensation for supervising teachers. Chapters I and II develop this subject to an extent. Considering expanding costs along with the realization that paying supervising teachers does little to assure getting the kind

¹³ Mildred D. Babcock, op. cit.

of teacher who *should* do this work, it seems likely that the years ahead will reveal a continued tendency to see the job of supervising student teachers, participants, and observers as a regular phase of the master teacher's basic assignment. Accepting this concept, the public school will be taking larger responsibility for encouraging, recruiting, and then modifying schedules for the teachers whose skills, abilities, experiences, and interests are appropriate to the task. This happy condition would remove from the decision-making process inconsistent and irrelevant considerations. Can seniority and "pull" be justly heeded when the professional development of an emerging teacher is at stake?

It may be necessary for the public school to examine the issue of workload for the master teacher who assumes responsibility in a cooperative teacher education program. If the premise is accepted that the public school has a role in teacher education, it is difficult to escape the conclusion that the public school has a responsibility to assume some of the costs, for example, a reduced classroom teaching load for the cooperating master teacher.

The College's Responsibility to the Public School

Foremost among the institution's responsibilities is the preservation and strengthening of a good relationship between the local school and its community. Almost all other responsibilities of the institution can be related to this one. The community expects its children to be taught by competent teachers. The college must insure against violation of this right through realistic standards in admission of candidates, careful screening before contacts with school children are begun, and thorough campus teaching/learning in preparation for the teaching experiences in classrooms.

Responsibility for High Quality

Danger to the cooperative teacher education concept lies in any cut-rate teacher education experience which imposes upon the good offices of the public school. Mediocrity has no place in teacher education. Students must be competent, their preparation adequate, and the cooperative experiences in the public school carefully integrated into the whole fabric of their curriculum. The institution has a deep responsibility to see that it devotes an adequate staff to supervision of the off-campus experiences; this adequacy is to be measured in terms of competence, interest, and quantity. Standards are being raised in the public schools; can the cooperating teacher education institution do less than keep pace?

While the college has no right to demand or manipulate curriculum change within the cooperating public school, it must take an active part, willingly, patiently, and constructively in the on-going curriculum developments under study by the school itself. Helping a public school evaluate achievement of its own educative purposes is a role to which the resources of the college or university are particularly adaptable.

Responsibility for Respect of Integrity

Personnel policy of the local school system should be respected as an exclusive right and responsibility of the public school. When a matter of contradictory or incompatible personnel policy (between the beliefs of the college and the behavior of the local school system,) or any other basic issue, becomes an irreconcilable conflict, the teacher education institution should not enter the cooperative venture. There are times when dissolution of a relationship is the only answer; rarely should the college become embroiled in personnel decisions within the cooperating public school. Even a university coordinator's practice of reporting his perceptions of principals and teachers to central administration figures in the public school can lead to suspicion and conflict. Teachers have

difficulty working freely and voluntarily with a supervisory person who can adversely affect their status. Only mutual trust and respect can lead to the kind of working relationships which are so necessary in the education of teachers.

Because college students are encouraged to think critically, they have a tendency to be careless about making derogatory statements “out of school.” The institution has a responsibility to develop ethical sensibility within students before their contacts with the public school. Certain remarks concerning the public school observation and its subsequent analysis on campus should not be repeated for public hearing. Students must understand and adopt professional standards of conduct and conversation. They have no right, even in the college classroom, to belittle individual schools or teachers. No school or teacher wants to be wide open to vocal criticism by beginners.

Because it is most important, the concluding emphasis is given to the teacher education institution’s responsibility to assure that the welfare and education of children is in no way impaired or jeopardized. Teacher education experiences which are cooperatively designed and carefully implemented have great potential for the mutual advantage of all participants—including the children, whose need for education has caused our society to create both public schools and institutions for the educating of teachers.