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Meeting the Challenge of Problems in Education Through a Cooperative Approach.

Chadron State Coll., Neb.

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To more effectively train teachers, administrators, and other school personnel enrolled in the education program at Chadron State College, Nebraska, and to improve the educational opportunities for the students of nearby Crawford School System, the College contracted for the educational management of the school system for the 1968-69 year. Two administrator interns worked with the chairman of the Division of Education of the College, who also served as the superintendent of schools, in the planning and daily administration of the system. The trainees, who served as secondary school principal and administrative assistant to the superintendent, were involved in such duties as selecting instructional staff, budget development, scheduling, planning and conducting a preschool inservice workshop, conducting meetings with community leaders, and developing job descriptions. Other activities are also part of the cooperative project (1) college staff members conduct inservice workshops for elementary and secondary faculty members and work directly with classroom teachers and pupils, (2) undergraduate students in elementary education serve as parttime aides in elementary classrooms, and (3) students enrolled in graduate courses obtain experience in the school system. (Included is background information on the city of Crawford and the school district; publicity releases; and notes on project development, personnel, budget, and evaluation. SP 002 254 is a related document.) (JS)

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MEETING THE CHALLENGE OF PROBLEMS IN EDUCATION
THROUGH A COOPERATIVE APPROACH

Presented

To

The American Association of Colleges for Teacher Education

Distinguished Achievement Awards 1963

By

Chadron State College

Chadron, Nebraska

Summary of the Submitted Program

Chadron State College service area encompasses many small schools in the sparsely settled area of western Nebraska, eastern Wyoming and southwestern South Dakota. Each year it has become more difficult for these schools to hire qualified administrative personnel to guide the educational process. This caused great concern on the Chadron State College campus because it was having adverse effects upon the education of many children.

Challenged by Dr. Felix Robb at the 1968 AACTE Convention in Chicago, the administration of the college contracted for the educational management of the Crawford Public Schools for a period of one year. The program is being utilized to more effectively train teachers, administrators and other school personnel enrolled in the education program at Chadron State College and at the same time to improve the educational opportunities for the student population of the Crawford School System.

Two administrative interns have been involved directly in the Chadron State College - Crawford Cooperative Project since July 1, 1968. Working with the Chairman of the Division of Education of Chadron State College, who is the superintendent of schools, they assisted in the planning for the 1968-1969 school year, and they are now deeply involved in the daily administration of the school system.

To fulfill other objectives of the project the following activities are being carried out: (1) college staff members are conducting inservice workshops for elementary and secondary faculty members and working directly with classroom teachers and pupils; (2) undergraduate students in elementary education are serving as part-time aids in elementary classrooms; and (3) students enrolled in graduate courses are using the Crawford School System for meaningful experiences.

Meeting the Challenge of Problems in Education Through a Cooperative Approach

The following described program is submitted for consideration in the 1969 AACTE Distinguished Achievement Award competition. The program is being utilized to more effectively train teachers, administrators, and other school service personnel enrolled in the educational program at Chadron State College and at the same time to improve the educational opportunities for students enrolled in the Crawford Public Schools.

Description and Development of the Program

Chadron State College serves schools in the tri-state area of Western Nebraska, Eastern Wyoming and Southwestern South Dakota. In past years the college assisted area schools in locating qualified administrators for secondary and elementary schools. Each year this task became more difficult and many area schools could not fill their vacancies even with emergency certified personnel. This critical situation caused great concern on the campus of Chadron State College because it was having adverse effects upon the education of many children.

Chadron State College realized that, if the needs of the area schools were to be met, a different approach would have to be taken. While in the process of contemplating the role of the college in the solving of the problems in the area schools, it was fortunate that certain college administrators were in attendance at the 1968 annual meeting of the AACTE in Chicago. It was at this meeting where ideas expressed at the Charles W. Hunt lecture by Dr. Felix C. Robb were absorbed and digested by members of the Chadron State College faculty.

The following excerpt from his lecture was a key to solving our area problems:

To put college preparing teachers squarely into the deepest most vital domestic issue that faces our nation, I propose that each member institution of AACTE seek to enter into a contract for the operation of a new type of laboratory school. This contract would involve management not of the best school or even a mid-range school, but of one beset by problems.

After studying the situation thoroughly, a decision was made to work out an agreement with at least one of the area schools whereby the college would assume the educational management of the system. An agreement was developed between the Crawford Public Schools in Crawford, Nebraska, and Chadron State College, whereby, Chadron State College would assume the educational management of the school system on July 1, 1968. The agreement was to be in effect for at least one year. (Supporting documents No. 1, 2, 3, 4, 5, 6.)

The Chadron State College administration designated Dr. Harold H. Koch as the college staff member who would serve as the Superintendent of the Crawford Public Schools. Prior to July 1, 1968, the college representative worked closely with the outgoing superintendent and the Board of Education in developing plans for the 1968-1969 school year. Included were the selection of administrative trainees who were to serve as secondary school principal and administrative assistant to the superintendent of schools. During the months of April, May, and June these two trainees were involved in the process of selection of instructional staff, development of instructional plans, plans for facilities improvement, and preliminary budget development. (Supporting document No. 7.)

After July 1, the first major responsibility assumed by Chadron State College was the finalizing of the 1968-1969 budget for the Crawford Public Schools. During this detailed process the administration trainees worked closely with the superintendent of schools in the development of the budget, and they took an active

role in the explaining of the educational needs of the school system to the Board of Education at the budget meeting.

During the months of July and August the superintendent and administrative trainees worked as a team to (1) develop a daily class schedule for junior and senior high school students, (2) work with the Board of Education in revising school policies, (3) develop handbooks for the instructional staff and students, (4) work out instructional and co-curricular assignments for teachers, (5) plan for a pre-school inservice workshop for teachers, (6) supervise the improvement of facilities, including the renovation of the boys' physical education locker and shower room and the remodeling of facilities to house a centralized K-12 library, (7) conduct meetings with community leaders and church leaders to acquaint them with the educational program and to develop a cooperative approach to the educating of the children of the community, (8) develop a job description for each trainee so that coordinated efforts could be utilized to perform all administrative duties.

During the pre-school workshop the trainees assisted the superintendent in providing two days of inservice training. In addition to the local administrative staff, Chadron State College staff members conducted inservice meetings. (Supporting document No. 8 and 9.)

With the start of the regular school year the trainees assumed the regular duties of a secondary principal and an administrative assistant to the superintendent. The two trainees have cooperatively supervised the instructional staff, conducted faculty meetings, supervised student activities, supervised the maintenance and custodial staff, assisted the instructional staff in the disciplining of students when needed, and established a centralized K-12 library. (Supporting document No. 10 and 11.)

Working with the superintendent of schools the trainees have worked co-operatively with Chadron State College in the placement of student teachers in the system, in orienting elementary staff to utilize undergraduate college students as aids, and in establishing an inservice program. They have planned monthly inservice meetings to upgrade teaching methods, to formulate committees for evaluation and curriculum development, and to instruct staff in the utilization of video-tape equipment in self-evaluation, and the instructional process. (Supporting document No. 12.)

The trainees attend all Board of Education meetings and they are active participants. In addition, they have joined community organizations and they are taking an active part in community activities.

To supplement the training they are receiving on the job, both trainees are enrolled in educational administration courses on the Chadron State College campus. Included in their course work is a Practicum in Educational Administration which is so designed to allow for extensive visitations to excellent school systems. A three day visitation was carried out in the Omaha, Nebraska area. Included were the following: (1) visitations to the ghetto areas, (2) meetings with educational and lay leaders, and (3) the viewing of exemplary programs in operation.

Objectives

1. To familiarize participants with the proper procedures necessary for carrying out specific duties in educational administration by having them serve as interns in the Crawford Public School during the 1968-1969 school term.

2. To train participants to use modern approaches and techniques in the educational process even when the school district has limited financial resources and deprived children.

3. To provide educational leadership to the Crawford School System in order to bring about the upgrading of the educational program through inservice training of teachers and the development of a curriculum to meet the needs of the students enrolled.

4. To improve instruction in the Crawford School through the use of college facilities, resources personnel from the Chadron State College faculty and the use of instructive materials from Chadron State College.

5. To provide assistance to the Crawford faculty through the utilization of undergraduate students as teacher aids.

6. To provide real experiences for both graduate and undergraduate students enrolled at Chadron State College by allowing them to work with pupils in real situations.

7. To provide Chadron State faculty members who are involved in teacher preparation with opportunities to perform in a public classroom as well as to consult with those who are in the classroom.

Personnel Involved

Chadron State College

1. Superintendent of Schools - Chairman of the Division of Education
2. Two educational administrative trainees

In addition to the personnel listed above, resource people from Chadron State College are utilized frequently.

Budget

| | |
|---|--------------------------------|
| I. Allocated to Chadron State College by Crawford School District for educational management of school system | \$11,000.00 |
| A. Salary of administrative assistant trainee | 7,500.00 |
| B. Replacement assistant at Chadron State College for superintendent | <u>3,500.00</u> \$11,000.00 |
| II. Salary of Principal trainee paid by Crawford School District | <u>7,500.00</u> |
| Total | \$18,500.00 |

Contributions to the Improvement of Teacher Education

This project could have a terrific impact across the nation because it is the first one of this magnitude to be undertaken cooperatively by a college and a public school. It has provided the financial backing for the trainees to enter the field of educational administration and at the same time it is giving them the practical experience they need to perform effectively in a small school upon the completion of graduate program in administration. The real impact should come when the project is ready to release trained administrators to other small schools where many young men and women should be able to realize the fruitfulness of its intent.

The college staff members who participate in the project have every opportunity to use this project as a means of evaluating their classroom effectiveness by being in close contact with teachers and pupils in real situations. Future teachers trained by this college should benefit by the college staff involvement in the project.

The planned inservice program for the faculty of the Crawford Public Schools is really a continuation of the teacher education program. Pupils enrolled in the Crawford Public schools will benefit from a curriculum revision designed

to meet the diversified needs of the student population. In addition, the upgrading of classroom teaching techniques should have a positive effect on pupils now and in the future.

As more financial resources are acquired for the project the above mentioned factors can be expanded to a great extent. Our goal for the future is to train at least fourteen administrators and specialists each year with this practical approach. When this is a reality we will have the opportunity to help many more schools solve their administrative and supervisory problems.

Evaluation

The following affects of the impact of this cooperative project are observable:

1. Publicity given to the project caused interest among many excellent teaching candidates for teaching vacancies and appointments in the Crawford Public Schools.
2. The well organized pre-school workshop and the well developed plans for the school year established a climate in which the instructional staff could function at a high level of efficiency. This has been exhibited in excellent morale of the staff and in their willingness to join with the administrative staff in an effective inservice program to upgrade instructional techniques and to revise the curriculum.
3. The student body has exhibited the following:
 - a. An excellent attitude toward the school and the instructional staff.
 - b. Discipline problems are at a minimum and no vandalism has occurred. This is a great change from preceding years.

c. School pride is being exhibited in many ways including the following: support of school activities, good conduct at school activities, and in an active student council which is in the process of developing a student handbook.

4. The community has been very responsive to the project. This has been conveyed to members of the Board of Education and to the President of Chadron State College by citizens in the community. Very few complaints have been directed to the administrative staff, and not one patron has appeared at a meeting of the Board of Education to complain. (Supporting document No. 13.)

5. The reception of the trainees as educational leaders has been well accepted by the faculty and community. At first it was necessary for the superintendent to be in close contact daily with the school, but as weeks have passed he has been able to withdraw behind the scenes. Community acceptance of the two is exhibited by the willingness of patrons to discuss problems with the two young trainees instead of carrying problems to the superintendent of schools.

6. According to comments of the Board of Education, the school janitorial staff is functioning at a level here-to-fore never achieved. The school building is very clean, in good repair, and projects an environment conducive to a good learning situation.

7. College staff working with the faculty and student body have been well received and look forward to future experiences in the Crawford Public Schools.

Progress Report
Chadron State College - Crawford Public School
Cooperative Project

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| February, 1968 | AACTE Meeting in Chicago. Speech - "Teachers: The Need and the Task" By Dr. Felix Robb |
| March 7, 1968 | Dinner for Crawford School Board and Chadron State College Officials |
| March 8, 1968 | State Department of Education approved and supported Chadron State College - Crawford Cooperative Project. |
| March 8 - 14, 1968 | Intensive search conducted to locate funds to support project. All agencies contacted indicated that this was a great idea but funds were not available at that time. |
| March 15, 1968 | State Normal Board approved Crawford Project in meeting at Chadron |
| April 1, 1968 | Meeting of college and Crawford City School officials. The Crawford Board of Education entered into a contract with Chadron State College for the operation and management of its city schools for 1968-1969. Funds to the amount of \$11,000.00 were approved by the Board to be paid to Chadron State College for management of the school system. |
| April, 1968 | Educational administration trainees selected |
| July 1, 1968 | Chadron State College assumed management of the Crawford School System. |

Background Information of the City of Crawford
and the School District

The Crawford School System is located in the sparsely populated area of Northwest Nebraska. The city of Crawford has a population of 1,520 according to the 1960 census, but since that time there has been a slight decline in population. During the 1967-1968 school term the average daily membership was 426 pupils in the kindergarten through twelfth grades. There were eight full time and one part time elementary teachers, and twelve full time and one part time secondary teachers (grades 7 - 12). The salary base was \$4900 per year, which was \$500 under the average beginning salary paid in most of Nebraska. The limited number of staff members made it necessary for all secondary teachers to teach at least six periods out of a seven period day.

The assessed valuation of the school district is \$1,905,915.00. During the 1967-1968 school term the budget for operation of the school district was \$192,047.00, which cost the taxpayers \$77 per \$1000 of assessed property. In addition, each taxpayer was assessed \$7.99 per \$1000 of assessed property for retirement of school bonds. The total tax bill for patrons of the city of Crawford was in excess of \$120 per \$1000 of assessed property. This assessment was one of the highest in the state of Nebraska.

CHADRON STATE COLLEGE

EDWIN C. NELSON, PRESIDENT
CHADRON, NEBRASKA 69337

Chadron -Crawford Cooperatrive Project

On April 1 the attached eight-page description of the Chadron-Crawford Cooperative Project was reviewed by Dr. Edwin C. Nelson, President of Chadron State College, and Dr. Larry Tangeman, Dean of Instruction, with the Board of Education of the Crawford City Schols. Action was taken by the board to approve the project and to inaugurate it on July 1, 1968, on a basis limited by financial circumstances. Funds appropriated for the salary of the superintendent will be used to compensate for released time of Dr. Harold Koch, Chairman of the Division of Education and Psychology at the college, to act as Superintendent of the Crawford Schools and to employ a graduate intern to serve as resident administrator in Crawford. Efforts will be made to develop a more comprehensive plan for the second year.

On April 8 a community "town hall" meeting was held in Crawford to hear a presentation by the parties directly involved and to answer questions of parents, teachers, and friends in the community. The project seems to have favorable support at all levels.

Crawford is a rural community with a town population of about 1,600. The assessed valuation of the school district is approximately \$2,000,000 and the levy is 75 mills. There are 450 students enrolled in kindergarten through the twelfth grade. The town of Crawford is 25 miles from Chadron, its nearest neighbor with a complete school system.

CHADRON STATE COLLEGE

EDWIN C. NELSON, PRESIDENT
CHADRON, NEBRASKA 69337

Chadron-Crawford Cooperative Project

In February, 1968, Chadron State College was one of ten schools of higher education recognized by the AACTE for a program of Excellence in Teacher Education. The college received a Certificate of Special Recognition for its program of innovative approaches.

The 1968 Annual Meeting of the AACTE in Chicago may well have provided something even more important than a certificate to Chadron State College. It was at this meeting where ideas expressed at the Charles W. Hunt lecture by Dr. Felix C. Robb were absorbed and digested by members of the Chadron State College faculty. By the time the group returned to Chadron there were thoughts about attempting to implement the following relationship which had been suggested by the speaker:

"In my judgment, we are soon to see a few trial arrangements consummated by local authorities for the management and operation of public schools by profit-making organizations in the so-called "knowledge industry." Where results of traditional management of schools have been poor, perhaps this radical approach deserves a try."

If industrial corporations can enter into contracts with school boards for the conduct of schools, so can universities and colleges.

The latter already advise schools on how to conduct their business, so presumably they have the know-how to execute as well as to consult. Recently a contract was signed between Antioch College and the Washington, D. C., school system for the operation by Antioch of the Morgan Elementary School "in consultation with a community school board."

To put colleges preparing teachers squarely into the deepest, most vital domestic issue that faces our nation, I propose that each members institution of AACTE seek to enter into a contract for the operation of a new type of laboratory school. This contract would involve management, not of the best school or even a mid-range school, but of one beset by problems."

Dr. Harold Koch, Chairman of the Division of Education; Eugene Hughes, Administrative Assistant; Dean Larry Tangeman; and President Edwin Nelson discussed the thought of developing a cooperative arrangement through which Chadron State College could contract for the management of the Crawford, Nebraska, Public Schools. This preliminary discussion lead to the belief that such a contract could provide advantages to the college and to the Crawford Schools. There was no other arrangement known where a college had a laboratory as real as this one might be. The contracting school would be an entire school district offering a complete program of education for all of the children of all the people in grades kindergarten through twelve. The

contract would be made between the Board of Education of this local subdivision of state government and the Chadron State College for the administration and supervision of the schools. The college administrators would be responsible to the local board of education for the management of the schools according to the established policies of the Board. The college project director would act as superintendent of schools.

It appeared that such a real laboratory system could offer opportunities which could be unparalleled for internships for graduate students in secondary administration, elementary school administration, guidance, and counseling, and teaching all levels. It would provide facilities for the development of innovative practices to improve the college program of teacher education. With a working relationship between the Crawford school and the faculty at the college there loomed possibilities for the evolution of an exemplary program of educational opportunities for the children of the Crawford community.

There was an immediate recognition that such a program would require added finances. Funds would be needed to support the interns, to provide released time for the project director and for other college professors who might be involved in the evaluation and the improvement of the school curriculum in the various academic areas, to provide added resource materials, and to support the costs of transportation for individuals and groups traveling the twenty-five miles between the two communities. Of course a proposal could not be developed nor funds

requested unless the plan was acceptable to both parties.

It is difficult to know how closely such plans should be guarded during the developmental stages and how the steps should be logically built. It was decided that the thoughts should first be reviewed with the superintendent of the Crawford Schools, Mr. Frank Parish, who had accepted another position for the following year. Mr. Parish was receptive to the idea and suggested that it be presented to the president of the Crawford Board of Education. The president of the Board, Dr. Vernon C. Rockey, asked if the plan could be reviewed with all members of the board two days later. A dinner meeting at the college was attended by the following individuals: Mr. Henry Freed, Mr. Gerald Christoffersen, Mr. Eugene Hughes, Dr. Harold Koch, Dr. Larry Tangeman, Dr. Edwin Nelson, Mr. Frank Parish, Mr. George Foldesy, and five members of the Crawford Board of Education. Great enthusiasm was generated by all attendants and further advantages were listed for the college and for the schools.

The next logical step seemed to be the acquiring of approval by the State Department of Education to further proceed with the plans and to explore possibilities for financial support. A discussion with Dr. Floyd Miller, Commissioner of Education, gained added support and approval for the idea but brought awareness to the critical shortage of time and the slim chances of acquiring the financial support estimated to be approximately \$50,000 for the first year.

Telephone conversations were held with Dr. Felix Robb; with Charles F. Kettering, CFK Lmt., Denver; with Dr. Don Davies, who had been appointed to the USOE; with Dr. Don Wickline, Director of Title III in the USOE; and with Jack Kruger, Director of Title III in Nebraska. All of these individuals indicated that this was a "Great Idea" but funds were simply not available for an immediate project of this type. Each suggested that the contract be initiated if at all possible on a limited scale and complete plans be developed for adequate financial support and implementation for the following year.

At the March meeting of the Board of Education of the State Colleges the plan was presented and permission was requested for its approval if ways and means of implementation could be acquired. The members of this board and the administrators of the other colleges gave the project idea enthusiastic support.

Implications for Personnel

Inherent in the cooperative as it develops are opportunities for personnel. Initially these opportunities will not be as extensive as they will be as development and financial assistance to the project occurs. Nevertheless, some opportunities will take place early; others will occur as the efforts progress.

One generalization undergirds the whole concept of the cooperative. It must, first of all, improve instruction and opportunities to pupils of the Crawford community. Secondly, but equally, it must improve the

the experiences and opportunities to prospective teachers enrolled in the teacher education program at Chadron State College. The cooperative possesses this potential. Implications for various types of personnel include those which may be reached early in the cooperative as well as others which may not be realized for some time. Naturally, there are many implications which cannot be envisioned at this time, but which will become apparent as the project develops. The listings below represents only a few of the positive implications for personnel inherent in the project:

I. Implications for Pupil Personnel

A. Improved Instruction through

1. Improved student personnel services from guidance personnel in training at Chadron State College and who will be working in the practicum phase of guidance preparation at Crawford.
2. Enriched offerings and experiences through periodic use of Chadron State College facilities.
3. Enriched experiences from resource personnel who are on the faculty at Chadron State College.
4. Improved media for utilization in instruction, if a grant can be realized for use on the project.
5. Use of teacher aids of various kinds which may be college students in the "Observation and

participation" phase of their preparation or students preparing to be teacher aids.

II. Implications for College Students Preparing to be Teachers

A. Improved Instruction through

1. Real experiences in a school system where deliberate cooperation exists, for example:

- a. Observation and Participation phase; undergraduate level.

- b. Practicum phase (not student teaching) for students preparing to be guidance, counselors, principals, outdoor education and camp directors, etc.

B. Many challenges will exist for college students under faculty direction and sponsorship to plan and to effect plans which possess learning potential for both college students and Crawford pupils.

III. Implications for Crawford Faculty

A. Improved media and facility should eventuate.

B. College student aid and assistance should assist teachers in their work. (These students are an added responsibility to teachers, but one which should bring cooperative rewards).

C. Inservice assistance should be available from interns in administration and guidance and from college personnel.

- D. Guidance and administrative service should be available at an improved level largely because of the time and effort allowed for them.

IV. Implications for College Faculty

- A. An opportunity exists for college faculty to perform in the public classroom as well as to consult with those who are in the classroom.
- B. An opportunity exists to provide real experiences to college youth as they work with pupils in real situations.
- C. An opportunity exists in terms of actual responsibility for the improvement of a specific school system.
A real chance exists to effect the "know how" of faculty in higher education.
- D. Opportunities for research exist.

Report of a Curriculum Expert

Background

Chadron State College currently requires of all graduate students the course The Secondary Curriculum. In the past, much of the course content has revolved around a curriculum study based upon a hypothetical school system, e. g., "Cornhusker High School." This hypothetical school was usually designed on the basis of "average" data from the class (number of students taught, size of community, and size of school system, etc.).

While this hypothetical approach was generally satisfactory, it always seemed there should be a better way to make curriculum studies more concrete, meaningful, and significant to students enrolled in the class.

Therefore, the idea of using an actual school system and community evolved with two thoughts in mind: (1) an actual setting would add realism to the class, (2) Crawford administrators and faculty may find the study valuable as a recommended guide. The outline below chronologically presents the steps of the curriculum study.

1. May, 1968--Idea of using Crawford for a curriculum study presented by course instructor to Division Chairman for reaction and approval.
2. May--Idea presented to Superintendent of Crawford Public School for reaction and approval.
3. June--Idea outlined to 34 students in Educ. 634--The Secondary Curriculum.
4. Class organized into eleven Faculty Curriculum Committees to conduct the study.
 - a. Science--6 graduate students
 - b. Math--6 graduate students
 - c. Social Science--4 graduate students
 - d. English--3 graduate students
 - e. Business--3 graduate students
 - f. Health and Phys. Educ.--4 graduate students

- g. Drivers Education--1 graduate student
 - h. Industrial Arts--1 graduate student
 - i. Music--2 graduate students
 - j. Guidance--3 graduate students
 - k. Library--1 graduate student
5. Instructor and class received orientation by Dr. Harold Koch.
 6. Class visited the Crawford High School to receive further orientation by high school officials and to observe and tour the facilities.
 7. As a result of the orientations and the first hand observations, the class now had specific data to use in constructing a curriculum in relation to:
 - a. Proposed budget
 - b. Anticipated enrollment, 7 - 12
 - c. Anticipated course offerings, 7 - 12
 - d. Program schedule
 - e. Classroom facilities, supplies, materials and equipment
 - f. Basic texts and supplemental texts
 - g. Staffing
 - h. Curriculum problems as identified by school officials
 - i. Community attitudes, as identified by school officials
 8. With the school and community data being used as guidelines, each curriculum committee began the task of constructing a curriculum handbook. At the same time, the course instructor periodically attempted to identify curriculum considerations which needed to be taken into account during the planning stages:
 - a. Philosophy in curriculum planning
 - b. Societal demands
 - c. Basic Issues in Curriculum Planning
 - d. Factors and forces that influence the curriculum
(legislation, accrediting agencies, federal aid, etc.)
 - e. Articulation (K - college)
 - f. Balance
 - g. Continuity
 9. Our campus curriculum specialists were utilized to help identify recent trends and innovations in the curriculum.
 10. The curriculum committees first carefully analyzed their subject areas to identify existing practices, including significant trends.
 11. Following the analysis, actual construction of the curriculum handbook got underway. Emphasis in the handbook was to be on alternatives. It was the instructor's desire that the class propose or suggest curriculum ideas that would help to improve the learning experience at CHS.

Assessment

Based on a sampling of the written comments (attached) by students in the class, the instructor feels that, in general, the experiment proved satisfactory.

A View of the Future

Since all curriculum plans are tentative, and by their nature, continuous, it cannot be said that any curriculum proposal is "final." The course instructor would hope that the Crawford faculty would examine and evaluate the handbook carefully, making appropriate additions, changes, or deletions. All the while it would be serving only as a guide.

Then in the summer of 1969, the 1968 curriculum handbook could be given to a new curriculum class for analysis, review, updating, etc., thereby continuing the planning process. Or, if approved by college and school officials, another school in the local area could become the setting for a curriculum study.

At the same time, if the schedule permitted, the students in Secondary Curriculum could meet periodically with students in Elementary Curriculum to construct a K-12 curriculum plan.

Student Comments

"I feel it has been advantageous to plan a curriculum for a specific school situation such as Crawford. It seems one planning a curriculum on this basis can be more realistic since obvious factors such as facilities and advanced registration can be considered. The long range curriculum planning efforts can be coordinated from year to year."

"I believe that by using a real school situation like Crawford allowed us to work within realistic goals. If you can use an "ideal" school you are not as concerned to make something workable. I enjoyed working on this project."

"I believe that 'specific school approach' to planning the class is by far the best possible method. In this manner each student has an opportunity to view an actual school situation. The theory to any course is good but actual practice makes it even better. In this specific case we had a chance to work around actual problems concerning the schools in this area. Many of us will

probably take jobs in this area and this could really be a help in understanding all the problems a small school as well as a large school must face."

"The idea was worthwhile. As teachers we often think of the curriculum which we would like to have in our area. While 'dreaming' of this curriculum, we are prone to depart from the limitations which circumstances often impose. By dealing specifically with Crawford, we were brought back to reality. The idea of using Crawford as the subject of our efforts was also a practical one. Someone in their high school may receive some help or ideas from this, while this would not be true if we simply used a fictitious school."

"Using a real school as the basis for the curriculum study seems, to me, more beneficial than having a hypothetical one. This way, the class must make a curriculum around what materials there are, not what would be ideal. The situation for the class members was real, we could see what there was to work with, the type of community in which the school was located, the shortcomings and anticipated problems we would probably meet. I feel I learned quite a lot."

"Planning the curriculum for Crawford proved to be very interesting. I felt it was a very good idea because it gave the members of the class material that was realistic. Where if we were planning for 'Mudville' Nebraska, we would have used our own imagination and made it as flowery as possible. Crawford gave us something to work from not toward. Very interesting class."

"I feel the selection of a specific school in which to set up and study the curriculum was a tremendous idea. It gives a broader scope of areas: you are limited in certain things. You have only so many facilities, etc. It makes a person realize that to set up a curriculum in a specific school cannot be set up as an ideal situation."

Examples of Local Reactions to the Chadron-Crawford Cooperative Project

The following remarks were given to Dr. Edwin C. Nelson, President of Chadron State College, by board members and a patron of the Crawford school district.

1. Mr. Floyd Hissom, a Crawford board member, reported to Dr. Nelson that there was nothing but praise for the project in the community. He stated that teachers were reporting to him their pleasure in having everything so well organized when the school year opened.

2. Mr. Kermit Brashear, a patron of the Crawford school district and a former board member, reported that all was going very well in the Crawford schools. He had visited with one of the present board members who told him that the board was highly pleased with the way board meetings were now being conducted. The meetings were short and purposeful.

Also, he felt that students were conducting themselves well because they knew what was expected of them. He indicated that one could tell immediately upon entering the clean buildings and walking through the halls that the school was in good hands.

3. Mr. Gene Ramsey, President of the Crawford Board of Education, reported that he was quite pleased with the progress of the Chadron State College-Crawford Project to date. He added the following comments which I quote:

"As president of the board, I really want this thing to go and you and Harold have really been wonderful. The community may not see the full potential of the project yet, but from a personal standpoint, it is the best thing that has

happened to Crawford in the five years I have been here. Harold has done a wonderful job for us and I want you to know that I will do everything I can as a school patron and board member to make this idea a success."