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ABSTRACT

Nine separate articles in an illustrated booklet present opinions on the evolving relationship of schools and communities in the United States and abroad. Several ideals or models of community in the past and present are described. It is noted that the concept of community, while just coming into its own in education, still faces serious problems. Utilization of community resources is promoted as a new way to "get it all together" to improve education and society in general. New perspectives on education springing from the community are reviewed and a restructuring of decision-making processes is called for in order to make community involvement, control, and participation a reality. A discussion of the effects of the community school relationship on the traditional school model and facilities is followed by an interview with an architect-planner who offers responses to the needs of teachers, children and parents to make the school a more humane place for learning as well as a community center. The concept of the year round school is elaborated in relation to better utilization of school facilities. Projects around the country are spotlighted to give an idea of what is happening, and where, in school community relations. A list of resources concludes the booklet. (Author/KSM)

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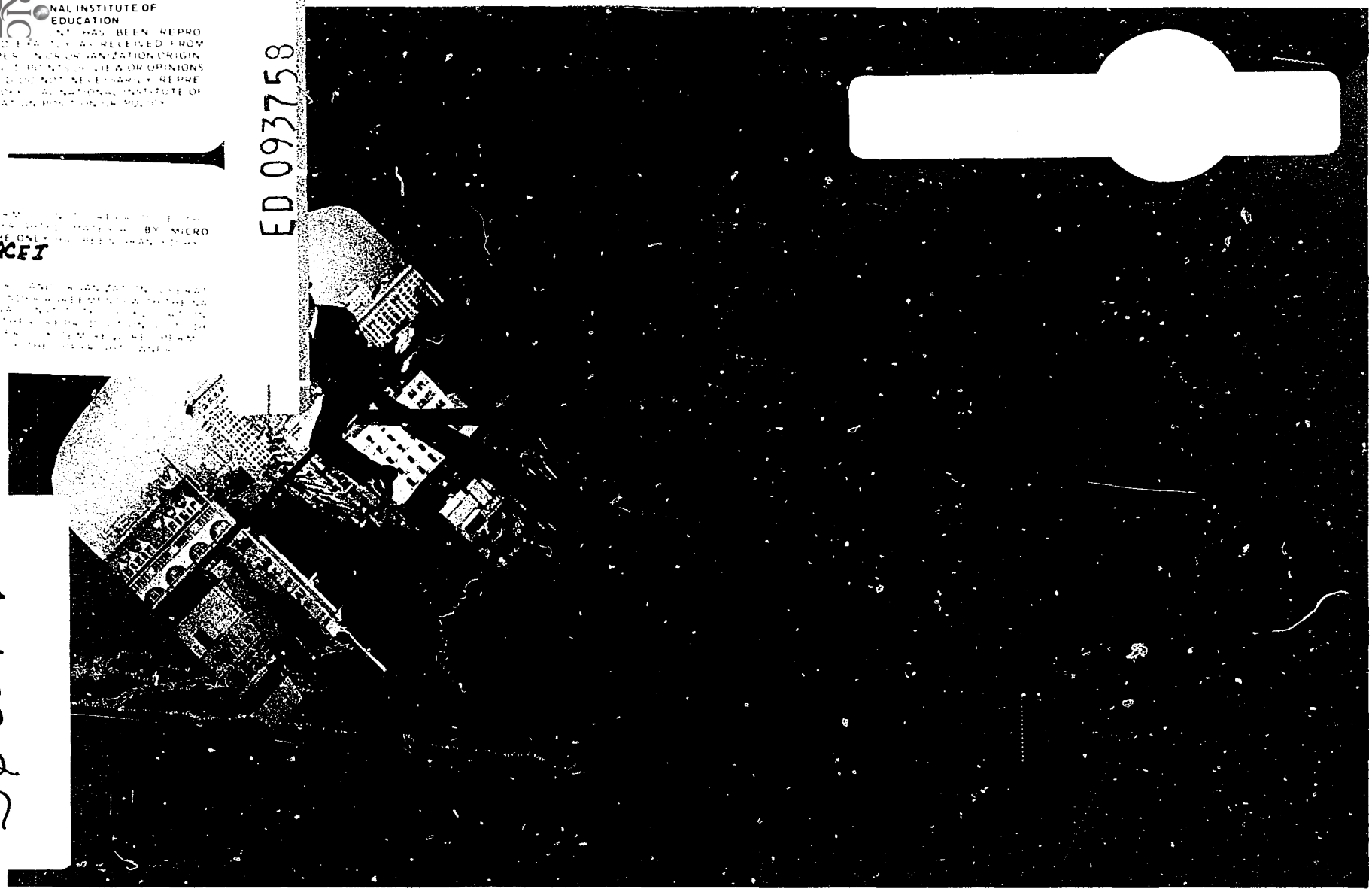

NEW VIEWS OF SCHOOL AND COMMUNITY

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THE PROBLEM OF COMMUNITY

Arthur W. Foshay is professor of education at Teachers College, Columbia University, New York City.

One of the very rare new ideas in education is that the community should participate fully in the schools. As an idea, this one has a relatively short history, though its historical context goes all the way back to the Greeks.

Before considering it, however, we must first make a distinction. By "community participation" here, we mean that everyone in the community considers children and the young as learners, and themselves as teachers. The young and the mature would be related to each other as teacher and student, in the best and most idealistic sense. Education would not be delegated to a specialized set of people but would involve everyone in an educational role. The student learning from the community would not be learning incidentally; he would be learning deliberately, and ordinarily he would be learning systematically. "The city is the teacher," Plutarch said, but we do not mean what Plutarch meant. We are not referring to the school of opportunism and hard knocks, important as that is. We are referring to an approach to one another that was talked about by the Greeks and acted on by primitive tribes and perhaps by peasantry in feudal times, but only rarely in urban, modern, Western society. For in the society most of us know, education has always been delegated to specified people, such as teachers, masters (of apprentices), docents. Rarely, in the world since the Renaissance, has the community been the educator. We deal here with a virtually untried, fresh proposal.

The proposal entails several requirements. For one thing, it presupposes a community. But in suburbia, the community scarcely exists; we find instead families of mothers and children in which the fathers are absent or exhausted. People don't know each other; they have no bonds of trust; they share only the school as a meaningful social institution. Such communities scarcely deserve the name. They are random assemblies of transients, largely turned inward, forming temporary social groups as they move about. It is worth noting that the basic social skill required in urbanized America is that of affiliating quickly with temporary groups. Some people make friends quickly and easily in these groups; others do not. Those who do not are left to themselves; they are not part of a community; they are in the majority. If we are to accept our society as it is, the skill of forming and affiliating with temporary, ad hoc groups will have to become widespread as a precondition for an educative community.

Another requirement is that conventional, deeply rooted roles and functions be reordered. I have seen parents object to other parents entering the classroom regularly. They are afraid that the "helpers" will spy on their children and will know too much. They would rather have such knowledge locked safely behind the teacher's ethical code. Moreover, some teachers resent the intrusion of laymen in their classes. One teachers association has proposed a contract clause that excludes laymen from all matters pertaining to personnel.

The participation of the community in the school is an ideal, not an actuality. As an ideal, however, it remains highly attractive—an edu-

cation oriented community of people who express their love for one another through teaching and learning.

The ideal has recently been proposed in a UNESCO publication, *Learning To Be*.[1] The international group that wrote this report calls for a much less formal school structure—participation by commerce and industry in education, a revised teacher training plan, participation by learners in educational decisions, the introduction of nonconventional educators, and so on. The vision of a learning society is strongly implied.

A pamphlet prepared for the Center for the Study of Instruction, NEA,[2] called for the school and the community to "interpenetrate" each other (a term borrowed from the original Romantics of the early nineteenth century). One example of this kind of interpenetration is the Parkway School in Philadelphia, which moved a considerable distance toward the ideal when students left the school headquarters to take classes with local craftsmen in the nearby university, in broadcasting studios, and even in the nearby public high school. At the same time these students developed a new kind of relationship with their teachers, whom they had helped to select from many applicants.[3]

1. Faure, Edgar, and others. *Learning To Be: The World of Education Today and Tomorrow*. Paris: UNESCO, 1972. See especially Part Three, Towards a Learning Society, pp. 169-234.

2. Toshay, Arthur W. *Convocations for the '70's: An Agenda for Invention*. Washington, D.C.: National Education Association, 1970.

3. The Parkway Program is described in an interesting fashion by two of its students in an interview available on tape from the Center for the Study of Instruction, National Education Association, Washington, D.C.

Perhaps the best example we have in this country is the cooperative nursery school. Such schools were widespread during World War II, and some have continued to this day. An association consisting of parents of preschool children was formed. The association raised enough money to employ one full-time (trained) nursery school teacher, and the parents took turns sharing the work of the school. The benefits to the mothers and children in these settings were very substantial: The mothers learned to understand preschool children; they observed their own children interacting with other children; and they learned to carry out educational tasks appropriate for children. A large part of the teacher's role was to train the parents. Strong communal bonds were formed in such schools, and the beginnings of a "learning community" were formed. Somewhat similar communities have formed around a number of private schools, such as the Montessori schools. None of these, however, involves the external community in the widespread way required by the ideal.

The ideal has never been fully realized. A community in which everyone is both teacher and learner would be basically different from anything we in the West have known. Indeed, it may be that, with the exception of the sporadic communes of nineteenth century America, such a community has never existed here. This possibility does not deny the potential validity of such an ideal, nor does it fail to see the ideal as gradually attainable. Our experience with it so far tends to bear this out. In the United States, the ideal of community participation was most nearly approached during the days of small town America. The town meeting was not only a public decision-making forum; it was a learning society.

However, it is important to note that the learning in the town meeting was not systematic. Indeed, it is the introduction of systematic learning that has always aborted the ideal. The problem, then, appears to be this: How can we introduce systematic learning into a society without destroying its communal character? The moment learning becomes systematic—for example, when children are systematically taught to read by someone specifically selected and trained for the task—community participation immediately vanishes.

So the town meeting is not the model we seek. Nor is adolescent society—although adolescents do form societies wherever they are. These societies are mere reflections (sometimes caricatures) of the values of the larger surrounding society. They do not last; the prestige systems associated with them are fragile and temporary. They reflect the urgency of the search for identity characteristic of adolescence, and perhaps they also reflect a response to the social vacuum in which our society casts adolescents. It does not seem fruitful to base our hopes for an educative community on some improvement in adolescent society—though this or something akin to it has been proposed by some of the nostalgic education romantics of our time.

The steps that have been taken in this direction, both here and abroad, all involve members of the community, but none of them avoids the difficulty of delegating responsibility for teaching.

If we listen to the Soviet educators, it appears that they have planned (and perhaps have accomplished) a large scale, ambitious program of community participation in education. The Soviet plan involves placing students, early in life, in productive work environments, in industry or in agriculture. The reform of 1957, now superseded, was a most realistic approach to vocational education and the linking of education and life (Soviet life). Characteristically, the present plan is developed and modified from the center, the Academy of Pedagogical Sciences. While its applications are no doubt discussed and criticized locally, the basic conception is from the center. Its intent is fairly clear, to produce the kind of manpower the economy requires, allowing only as much individual choice as the central planners consider tolerable. Productive work is combined with formal schooling according to various schedules that depend on the level of schooling, the age, and the abilities of the student.

In China, as in the Soviet Union, there is a heavy emphasis on participation in work and the learning of productive skills. The Chinese appear to place more emphasis on inculcating an ideology of participation in the general good of the state than the Soviets do; however, this judgment is based on scanty evidence.

Perhaps it is worth emphasizing that in both countries the current educational planners are still in rebellion against the strict class divisions that separated the intellectuals from the productive work force—an elitist tradition that has hampered modernization of the two countries during recent centuries. Part of the purpose of these programs is to break down the stultifying traditional distinctions.

From the American point of view, both the Chinese and the Soviet approaches combine political education with vocational education. The Communists believe that the competitive Western society must be replaced with a cooperative Communist society, and they bend the educational planning to these ends. We have no way of appraising the success of these efforts. The actual productivity of the workers in the two countries does not compare favorably with the

West, but this situation is no doubt the product of factors that go far beyond education.

In terms of our ideal of community participation, the most interesting aspect of the Communist approach is the formation of tight communal sub-societies within which both the schools and the work centers function. While local control as we know it in the West is not characteristic of these communities, the fact that they are formed deliberately, and that attempts are made to make them into true communities, is of interest to us. The attempts at thought control in these communities are, of course, highly repugnant to the West, but the forms developed may be worth examining.

In Western Europe, community participation as we know it in the United States is virtually unknown. Education is wholly a delegated affair. In France, for example, the national parents association performs both as a lobbying organization and as a watchdog over the behavior of the education officials, but participation in the direct work of the schools is uncommon. The relationships between teachers and parents are sometimes cordial, but distant. In Germany, one hears nothing of parent participation from school people; however, there as elsewhere parent organizations exist.

The main thrust in France and Germany is toward systems of apprenticeship and technical training. These systems are old and well established, and they appear to be growing in importance. Their "work-study" programs are similar to those in this country but are more thorough and more widely used than they are here. Firsthand experience in industry and crafts is associated with technical training in special schools, leading to special certificates. In France, this training can lead to further education in some of the *Grandes Ecoles*, institutions of which the French are exceedingly and properly proud. Technical *Lycées*, formed during the De Gaulle period, carry this strong tradition to new heights.

In England, local control is a reality, and local participation in the schools varies greatly—much as it does in the United States. While American and English schools differ considerably, they are alike in their strong tradition of local control—though in the English case, this control is tempered by the institution of Her Majesty's Inspectors, who represent the national interest in the quality of education above local control. We have, in the United States, no equivalent to the well-known "HMI's."

What have we to learn from all this?

- The community-school interrelationship, in which we pursue the ideal of a learning community, is being discussed on a worldwide scale. If its *time* has *not* yet *come*, it may be close.
- The community-school partnership idea has never really been tried in a developed country. Its drawbacks are not known.
- The attempts to establish a community-school partnership in the United States have so far been in the nursery school and in the field of vocational education. In Western Europe, these attempts have usually taken the form of extended opportunities for apprenticeship and training.
- *One of the basic requirements of the*

community-school partnership is a functioning community. But in the United States our communities are disintegrating, and so this requirement may be very difficult to meet.

☐ In the Communist countries, direct attempts are made to build communities within which their work-study programs function. We may do well to observe closely how these community-building efforts are carried out so that we may borrow some techniques without necessarily borrowing the accompanying ideology. Such techniques might help us solve the problem of affiliation with temporary groups.

The ideal of a learning community may be unattainable in the short range. But some U.S. projects, such as Parkway and the cooperative nursery school, may be worth extending.

Attainable or not, however, the ideal requires examination and implementation. No more fundamental area of leadership is open to our professional associations than this. A concerted effort should be made by educators to produce educative communities in a number of locations in the country. We could, if we wished, create such garden spots, where because the educationists took the initiative, a new quality of human relationships would be developed—where the teacher-student relationship, at its best, would enter into the family, the commercial enterprises, the local government, the places of worship—everywhere. It is monstrously ironic that we have created such relationships only during wartime, and only then with difficulty. For if there is a way to peace among us, a peace that will lead each of us to fulfill himself, the educative community is the way.

GETTING IT ALL TOGETHER

Vito Perrone is dean of the Center for Teaching and Learning at the University of North Dakota, Grand Forks.

public confidence in our schools continues to decline at an accelerating rate. The growing and serious public discussion of educational alternatives such as voucher plans, free schools, and deschooling is only one of many indications. A decade of promise, in which billions of new dollars have been expended for education, has borne limited fruit for large numbers of Americans. Not only have too many schools failed to assist children in their learning of basic skills, they have failed to provide a vision of a humane and sensitive life. The need for change in public education is acknowledged quite broadly. Yet the typical response is to suggest a little bit more of the same thing: a new reading series, more time for mathematics, more tracking. Few people are questioning the assumptions that underlie our existing modes of schooling,[1] but to do less may not bring about the kinds of changes that are demanded if schools are to regain significant public support and serve the needs of young people.

I would certainly acknowledge that some of the contemporary critiques of schools are exceedingly harsh. Expecting the schools to remake the American society may well be unrealistic. On the other hand, the issues that critics most frequently raise are quite basic and far short of remaking the American society. What could be more basic than the nine-year-old girl who appeared before the Illinois State Superintendent of Public Instruction during one of a series of public hearings on education and said: "I usually receive good grades from teachers I like and poor grades from teachers I don't like. Why can't I have the right to choose my own teachers?"[2] No one could answer the question. Illinois State Superintendent Michael Bakalis asked recently, on the basis of one year of public hearings: "Can we say that education is adequate when so many of our young people find unenjoyable an experience that should be among the most meaningful in their lives, and [when] most of our older citizens [cannot return to elementary and secondary schools and] are deprived of the chance to understand our fast changing world?"[3] He also related that the depth of discontent, the overwhelming feeling that the schools were not working, came as a surprise to the educational leadership of the state.

Those who look at education nationally are finding a similar depth of discontent. A day does not pass for me without a letter or telephone call from student or parent groups, black, Indian, and white, across a broad socioeconomic spectrum, who want assistance in organizing an alternative school—if necessary, apart from the public school system. The concerns raised by these large numbers of student and parent groups have little to do with remaking the American society. Their concerns revolve around the quality of teachers; their relationship to children, their life style commonality; their racial background (mostly white); their sex (note the dominance of women in the elementary schools and men in the secondary schools, colleges, and universities); the practice of uniform instruction, testing, and tracking; the preoccupation with order and control, credit hours and courses, routine and schedules; and the lack of interest in creativity.

Schools and school people are on the defensive. And they should be. They have been less than open in the conduct of their enterprise. The desire to keep parents at arm's length, safely within the confines of the PTA, is only one expression. Because schools have been essentially closed institutions they have survived, but they haven't prospered. They have often tinkered with change, but they have remained the same.[4] I am becoming more convinced that they will change only as they become more accessible to varied human resources, materials, and environments and to fresh ways of looking at teaching and learning as well.

I will briefly outline several dimensions of accessibility that have the potential of promoting significant changes in schools. In general, they call on schools to affirm in practice what most educators acknowledge in the vast literature of education and human development.

Schools are dominated by teachers who come out of middle class backgrounds, have wanted to be teachers since the third grade, and are typically white. There is a need to bring into the schools more minority peoples—black, Chicano, American Indian—in order to provide a sense of personal identification to large numbers of minority children and give positive support to political and cultural pluralism. But we need more than ethnic or racial minority peoples. We also need individuals from more diverse

1 *Is Education Ill: The Search for Imperatives* (Midland, Mich.: Pendell Publishing Co., 1971). Vasil Fotinelis and Ernest Melby argue quite effectively that education as we know it is obsolete, that we must create Education II, an education based upon new assumptions, new goals, new programs, and new attitudes on the part of both lay and professional participants (p. 12). They suggest that the common assumptions of schooling in America (and they outline twenty) are false and that false assumptions inevitably lead to failure (p. 9).

John Goodlad has made a similar case, suggesting that today's schools are obsolescent—designed for a different culture, a different conception of teaching and learning, and a different clientele. *The Future of Learning and Teaching* (Washington, D.C.: Center for the Study of Instruction, NEA, 1968), p. 4.

See also Martin, John Henry, and Harrison, Charles. *Free to Learn: Guiding Your Child through Elementary School* (Englewood Cliffs, N.J.: Prentice-Hall, 1972).

2 *Action Goals for the Seventies: An Agenda for Illinois Education* (Springfield, Ill.: Office of the Superintendent of Public Instruction, May 1972), p. 1.

3 See footnote 2, p. 7.

4 See Goodlad, John I., Klein, M. Frances, and Associates. *Behind the Classroom Door* (Worthington, Ohio: Charles A. Jones, 1970) for a convincing report about how little schools have changed in spite of the rhetoric. Charles E. Silberman (*Crisis in the Classroom*, New York: Random House, 1970) comes to the same conclusion.

economic, social, and academic backgrounds in schools.

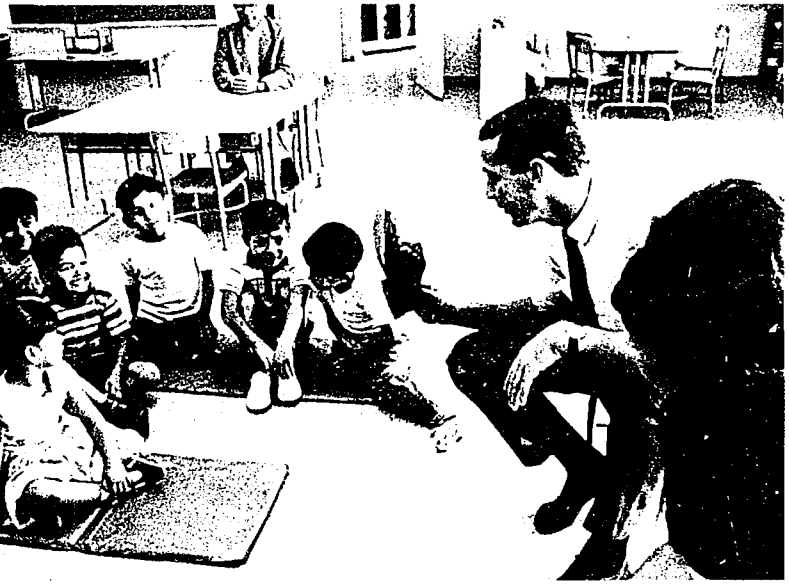
How many individuals with outstanding preparation and experience in mathematics, engineering, medical sciences, or various laboratory sciences are not available for teaching in schools because they lack traditional credentials; for example, the *required* courses in education? How many practicing dancers, actors, painters, sculptors, musicians, writers, artisans, and craftsmen can one find associated with elementary schools? Such people cannot only bring some *new life* to schools because of their particular experience, but they also have the potential of adding an enriching cultural and intellectual dimension.

Teachers need intellectual stimulation and fresh—if not unorthodox—perspectives to grow personally and professionally. Schools typically offer little support for such growth. Accessibility to a more diverse teaching population, part-time or full-time, can be such a support system. The Teachers and Writers Collaborative in New York City, for example, has stimulated writing among elementary school children who "were not supposed to be able to write." Two recent publications—*Imaginary Worlds* and *A Day Dream I Had at Night*—are examples.[5] A number of school personnel, after having seen the quality of writing materials produced by the Teachers and Writers Collaborative, have said to me: "They *should* get that kind of writing from children; after all, they are professional writers." And they often say it without thinking about the implications for themselves.

To speak about new people in teaching raises the issue of certification. It seems clear that changes in the education and employment of school personnel can be brought about most economically and rapidly by changes in licensing requirements. Because social institutions, such as schools, reflect their membership, changes in personnel represent the most lasting and direct way to change the character of institutions. The laws that govern the certification of teachers do not protect children from incompetent teachers and administrators and do not provide incentives to attract the most able. Furthermore, they tend to keep out many persons who might do a better job than the professionals.

I described to some educators recently the New School's experience at an Indian community in the Southwest where an elder was

5 The address of the Teachers and Writers Collaborative is 244 Vanderbilt Avenue Brooklyn, New York 11205



taking walks each morning with small groups of primary-age children. He told them stories of "other days," described the vegetation and its religious significance, and also related to the children some of the historical background for various place names. Among the questions I received was: "But the man isn't a qualified teacher. What about the school's liability?" What is a teacher? The Indian elder's real authority (as opposed to the more typical vested authority) is unquestioned. Not a single certified teacher in that community could match his credentials!

A Sioux woman who has been on our staff has no formal credentials, but she is an outstanding teacher of Sioux language and culture. The school district adjacent to her reservation has long desired formal courses in Sioux language and culture, not only as a way to give support to Indian students in the schools but as an activity that might assist non-Indian students in gaining a greater understanding and respect for their neighbors. Could the Sioux woman be employed as a teacher to organize such a program? No, she lacks the necessary credentials.

To speak of accessibility to new kinds of teachers at a time when a teacher surplus supposedly exists raises additional questions. Many are advocating that fewer individuals be admitted to teacher education programs, that academic standards be raised, and that certification requirements be made more stringent. While such advocacy shows good intentions, it supports "where we are," not "where we ought to be." Already sufficient evidence shows that present practices of selection, college requirements, and credentialling keep many people out of the teaching profession. To add other obstacles only intensifies the problem, making schools even

more inaccessible to minority peoples for whom traditional selection measures and requirements are still discriminatory, and favoring those who come from middle class backgrounds. And such advocacy does not face the issue that large numbers of people who do not now have the required background and will not engage in a credentialling system built around required courses in education, have the qualities to help revitalize the schools.

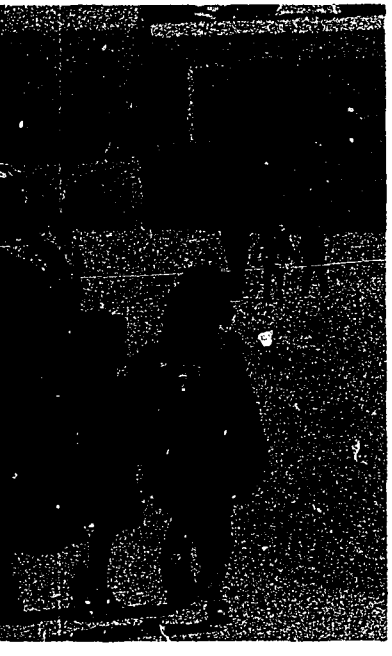
Closely related to the issue of accessibility to culturally diverse people as teachers is accessibility to parents, to other community people, and to the environment beyond the schoolhouse. Schools that have depended on teachers alone have always been limited by the experience base that teachers bring to their classrooms. Every community has persons with experience who could further enrich the life of the school.

I discussed this point recently with a young teacher intern who was employed in a small community of 175 people. The young man had a good academic background in mathematics and psychology, but he knew considerably less about grains than the local farmers did. He knew far less about machines than the man at the garage. And he did not have the access to the riches of the wildlife refuge that the conservation officer possessed. While he could organize for the baking of cookies, he lacked the style and the knowledge of national cuisine of the Japanese woman who had married a local man during his tour of military duty in Japan. This young teacher was in a small rural community; it takes little imagination to see the educational potential of the large human resource base in larger communities.

Opening the school to parents and others in the community increases the opportunities for children to interact with a broader range of

adults. It also provides young people more meaningful contact with various life styles. Jerome Bruner addressed that question, contending that schools were isolated and were not dealing effectively with the growing reality of life style and diversity. He said:

"Could it be that in our stratified and segmented society, our students simply do not know about local grocers and their styles, local doctors and their styles, local taxi drivers and theirs, local political activists and theirs....I really believe our young have become so isolated (in school) that they do not know the roles available in society and the variety of styles in which they are played. I would urge that we find some way of connecting the diversity of the society to the phenomenon of school, to keep the latter from becoming so isolated and the former so suspicious." [6]



Seeking broad participation may also provide a more realistic view of the world of work. Vocational choices are limited for large numbers of young people because of the attitudes that schools often foster; for example, that lawyers are more important, more skilled, than mechanics. It just isn't true. But while schools often invite lawyers to visit schools and share their knowledge, mechanics are not often given the same opportunities or shown the same level of respect.

Accessibility of the schools to "outside people" also provides increased opportunities for individualization. For example, parents and community volunteers can undertake such activities as reading to children, listening to children read, preparing and assisting in the use of manipulative and instructional materials, supervising small groups on field trips related to children's interests, assuming responsibility for various learning centers, and sharing unique cultural backgrounds, hobbies, and work. It clearly enlarges the potential for parents to relate the home to the school and the school more directly to the home. Schools typically lack this quality. The separation of home and school, the isolation of one segment of a child's life from the other, has contributed significantly to our educational malaise.

Another important dimension of such accessibility is the increased possibilities for creating a more responsive educational community in which individuals can gain a deeper understanding of schools, become participants in decision making, and develop more intense commitments to the process of schooling. In many communities, as schools have become more accessible, parent-teacher-student councils are becoming active in shaping the direction and practice of individual schools. It is surprising that such developments are taking so long. For a nation committed to the practice of participation—democracy—we have shown little capacity to establish the mechanisms to nurture it.

And what about the outside? The school as a fortress is not only metaphor; it is real. In too many cases the school has become an institution with a life of its own, rarely impinging on the world outside. Philip Jackson observes that:

"There is a social intimacy in schools that is unmatched elsewhere in our society. Buses and movie theatres may be more crowded than classrooms, but people rarely stay in such densely populated settings for extended periods of time. While there they usually are not expected to concentrate on work or to interact with each other. Even factory workers are not clustered as closely together as students in a standard classroom.... Only in schools do thirty or more people spend several hours each day literally side by side. Once we leave the classroom we seldom again are required to have contact with so many people for so long a time." [7]

The environment beyond the school is clearly too rich to be ignored. Not only can the outside community serve as an excellent base for children to gain significant skills in observing, recording, and interpreting what goes on in their world, it can provide teachers with increased opportunities for personal and professional growth. Liza and Casey Murrow, in a marvelous work entitled *Children Come First*, commented on a variety of

6 Bruner, Jerome S. "The Process of Education Reconsidered." Address, 26th Annual ASCD Conference, 6-10 March 1971, St. Louis, Missouri.

7 Jackson, Philip W. *Life in Classrooms*. New York: Holt, Rinehart and Winston, 1968, p. 4.

schools they visited in England that were no longer "inward looking" regarding the use of space:

"They now look beyond the walls of the school itself, and beyond the grounds....Teachers want their children to participate fully in firsthand experience and feel there is a limit to the firsthand experience that can be brought into the school. They also realize that the child has another life outside the building which is equally important to his growth. For schools which have opened themselves to learning more about children, the natural step beyond is to take the children into the community." [8]

The movement toward schools without walls in several American cities is an attempt to use the local environment more fully and to develop higher levels of personalization. While it would be good to report that such schools are increasing rapidly, the reality is that they are looked on principally as experiments.

It is becoming increasingly evident that children's learning is enhanced if it is centered on a child's own experiences, needs, and interests, and if children participate in the direction of their own learning activities. Most schools do not function on the basis of that understanding. The provincial government of Ontario reported in their recent study of schools that:

"At the present time, in most schools, many controlled stipulations must be accepted by everyone who enters their portals. Basically, the school's learning experiences are imposed, involuntary, and structured. The pupil becomes a captive audience from the day of entry. His hours are regulated; his movements in the building and within the classroom are controlled; his right to speak out freely is curtailed. He is subject to countless restrictions about the days to attend, hours to fill, when to talk, where to sit, length of teaching periods, and countless other rules." [9]

Critics of American schools concur. But schools can be more than that. They can be places where children are given back, as Bruner has said, "initiative and a sense of potency...the desire to learn." This does not call for any radical thinking. In part it asks only for schools to put into practice what educators commonly assent to intellectually; namely, that learning is a personal matter and varies for different children, proceeds best when children are actively engaged in their own learning, takes place in a variety of environments in and out of the school, and is enhanced in a supportive environment where children are taken seriously.

Many schools are attempting to respond to the criticisms that relate to teaching-learning relationships by "individualizing" instruction. Such programs are usually more flexible with regard to the student's point of entry, pacing, and sequencing. In contrast to more traditional programs, they often provide students with more alternatives regarding how they are going to learn; however, what is to be learned remains typically predetermined. It is still a one-dimensional model.

I had the occasion recently to read some school district proposals that had been submitted to the U.S. Office of Education. One described the three years of effort in developing an individualized program. It had reached, as the proposal stated, a high level and was supported by a rather extensive library of instructional packages. The proposal, after describing in great detail the foregoing program and the ways teachers and aides functioned, discussed the school district's principal problem: "It is taking so much effort just to maintain the system (all the paper, recording, and so forth) that the teachers don't have the time to interact personally with the children." A reassessment of the teaching and learning relationship must clearly bring us beyond this.

Capitalizing on the creative initiatives that young people bring to the learning environment is the teacher's task. Children's initiatives are critical starting points and open up broad learning possibilities, especially in a setting in which they are encouraged to ask their own questions rather than waiting to find out from the teacher what questions they *ought* to ask. This is particularly important if we are concerned about children having sufficient opportunities to achieve success. To achieve a success experience, Arthur Jersild suggests that children need to be reminded more often in school of their ability to be successful. While he believes that in learning more about themselves young people should come to understand their limitations and shortcomings, such learning needs to be real and not what grows out of artificial school experiences. [10]

To understand the lack of dignity afforded to children and the continued nature of failure, all one has to do is look at the labeling, the separating of children into "Bluebirds and Buzzards," the A's and F's, the large numbers of second- and

8. Marrow, Lyza and Casey, *Children Come First*. New York: American Heritage Press, 1971, p. 205.

9. *Living and Learning*. Report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario. Toronto: Department of Education, 1968, p. 54.

10. Jersild, Arthur. *In Search of Self*. New York: Teachers College, Columbia University, 1952, p. 91.

11. Peter Schrag has written an insightful article that touches on the point. See "Growing Up on Mechanic Street." *Saturday Review*, 21 March 1970.

third grade children—especially the children of the poor, the Chicano, the Indian, the black—who have closed themselves off to learning and hope.[11] Many educators have said to me that I make too much out of starting points, children's questions. Yet it seems clear that they are not ends. As Bob King has said, they are interests that end somewhere, "either in the area of self-enjoyment, appreciation, or self-development, or in practical results such as the learning of a craft or perhaps the achievement of a desired social action. The interests of the people (students) are not the enemies of real education, they are the essence of it."[12]

Children's potential for extended learning also increases in an environment where the distinction between work and play is not so sharp.[13] Those who write about the need for informality in schools—from Charles Silberman to Joseph Featherstone, Lillian Weber, and George Dennison—take quite seriously the often quoted statement from the Plowden report: "The distinction between work and play is false, possibly throughout life, certainly in the primary schools."[14] Parents have generally and quite intuitively looked on their children's play activities as central sources for learning. Developmental psychologists such as Piaget also give support to the direct relationship of play and learning. Yet the school syndrome is: "Stop playing. We have to get back to work (learning)."

What are the possibilities for peer teaching? Can children share with each other in ways that are productive to learning? Can older children assist younger children? The evidence is overwhelmingly positive. For peer teaching to function, children need to have access to other children. Mobility and interaction must be valued and facilitated. Closely related to mobility is the degree to which storage systems are accessible to children. It is important that children know what learning materials are available, where they are stored, and that they have open access to them. If children must ask for permission, which usually means waiting, and do not know what is available, they may well lose interest or have limited opportunities for exploring new learning areas.

Teachers have too long been intermediaries between curriculum developers and children. Decisions about what subjects will be covered in a given classroom, what books will be used, the nature and style of the evaluations, and the organization of the day are often made by persons outside the classroom. It is little wonder that teachers' enthusiasm for teaching, and for children, tends to decline with experience.[15] Classroom teachers need to be decision makers about learning. They need to be free from standardized curriculum and basic textbooks, free to respond to the individual interests that children bring to school, to actively participate in the making of a learning community.[16] Needless to say, giving support to the creative initiatives of teachers is also a plea for a relaxation of the pressures of growing numbers of achievement and intelligence tests. That they are instruments that contribute to the malaise in schools, characterized by children's growing loss of self-esteem and by self-fulfilling prophecies, is reasonably well documented. That they are in the way of teachers establishing the kinds of personal relationships with children that make creative learning more possible becomes quite clear as one interacts with teachers.

Another impediment to the creative initiative of teachers is the roles we have defined for them. Those roles have been authoritarian and call for significant detachment. "Don't smile until Christmas" is a common admonition that greets too many new teachers. Richard Foster, superintendent of schools in Berkeley, California, commented that teachers often ask him: "When I start to teach, should I start tough and get easy, or should I start easy and get tough?" Foster replies, "Why don't you start? Why don't you be you?"[17] It ought to be as simple as that! Teachers need opportunities to be different, to risk alternative directions in the ways they meet children and the community. Teachers find it easier to be themselves as they move off center stage and create more open learning environments.

One experienced, less-than-degreed teacher who had returned to the New School expressed her first month's frustration in this way: "People around here continually ask me about my personal interests. Of course I have interests, they are things I engage in after five o'clock. I came here to learn more about teaching reading, writing, and arithmetic." Such an attitude is not uncommon among teachers pursuing advanced work or inservice training. A teacher's personal interests ought to be integral to his life in the classroom. Classrooms that are not accessible to

12 King, Bob. "Creative Heresies in Education." Address, Southern Oregon College Festival of Ideas, October 1971, Ashland, Oregon.

13 George Dennison makes an excellent case for reassessing the distinctions in Curriculum: A Plea for Play. *College of Education Record*, University of North Dakota: 56-105-109, March 1971, and *Insights* 4:13, November 1971. Social Hawkins, David. "Messing About in Science." *Science and Children* 2:5-9, February 1965.

14 The Plowden report was published by the Department of Education and Science and is officially titled *Children and Their Primary Schools — a Report of the Central Advisory Council for Education*. London: Her Majesty's Stationery Office, 1967.

15 A number of persons concerned with the economics of education, especially in relation to human capital development — a rather nonhuman concept but one that is providing useful descriptive data — have documented the decline of interest and productivity of teachers. See Hector Henry. "Teacher Deprecation." Unpublished doctoral dissertation, New York: Teachers College, Columbia University, 1973.

16 At a practical level, teachers should be entrusted with keys to the schools in which they teach. It seems wasteful, if not disgraceful, to prevent large numbers of teachers from being in their workshop except at prescribed times.

17 *A Bridge of Icons*. Report of the Fourth National Conference, USOE/University Project in Elementary Education. Minneapolis, Minn.: the Project, September 1968, p. 40.

such interests will not sustain the continued extension of a teacher's learning. And teachers who are not learners will not foster the kind of learning in classrooms that is possible and demanded if schools are to survive.

Much of what I have said about teachers is also true of principals. If they are not active participants in the life of the classrooms, maintaining their enthusiasm for children and learning, they will not be in a good position to exercise educational leadership. Educational leadership is not promoted in settings in which the principal is outside, acting as an intermediary between a central administration and teachers and between parents and teachers. The organization pattern of many school systems is such that principals cannot be decision makers. Establishing a unique school that adapts itself to the particular community it serves rather than the district as a whole, is unusual. To the degree that principals have such limitations, their potential for educational leadership is diminished, and the potential for school reform is blunted.

One of the primary tasks of a principal is to create a climate in which teachers, children, and parents can make significant contributions to the life of the school. In this sense he is a facilitator of group process. His goal is to assist teachers in their personal and professional growth, to provide support and encouragement for their efforts at change, and to be a disseminator of ideas, which means staying alert to what is happening educationally beyond the school.

Surveys relating to how principals use their time continually report that "administrative-managerial tasks" are dominant. Yet human leadership is more critical; it provides encouragement to children, parents, and teachers, while managerial leadership promotes discouragement.

Goethe wrote, "Everything has been thought of before, but the difficulty is to think of it again." As our knowledge about learning increases, much of the long standing education literature, based largely on a variety of personal experiences, feelings, and intuition, is finding legitimacy again. To affirm in practice what we now know, or feel to be true, will not be a simple task in our overly organized, curriculumized schools, but some new beginnings can surely be made. The plea for accessibility is a plea for some fresh beginnings—a base for educational renewal.

LESSON XXXVIII.

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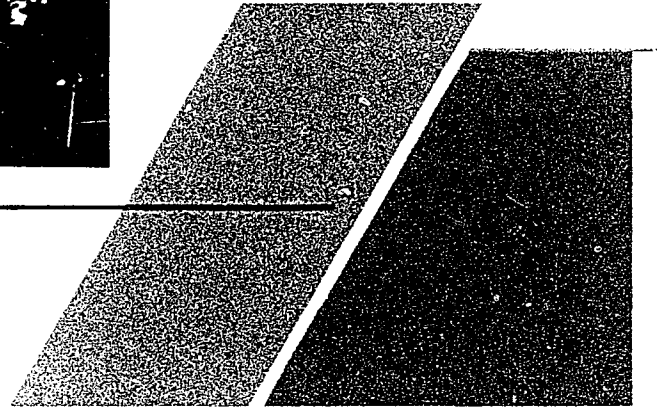
THE NEW SCALES.

T YOUR MIND FLOAT FREE

Thelma Adair is associate executive secretary of the general Department of Health, Education and Welfare of the Board of National Missions, United Presbyterian Church in the United States



Circle the correct answer:

1. A (school/community) is for all persons, persons of every age, sex, and color.

2. A (school/community) is not a place apart.

3. A (school/community) is a part of all of life's experiences.

4. A (school/community) is concerned with all of life—especially those things that make fuller, richer lives for all.

5. A (school/community) is continuous—its activities cannot be completed in specified years, months, weeks, days, or hours.

6. A (school/community) is always responding to life's important W's—Who am I? What are the basic essentials of life? The where's, the when's, the why's of life.

7. The (school/community) is able to use the wisdom of all—past and present.

If you substitute school or community, either term transmits to the reader a similar message. Communities and schools often serve the same persons. Communities and schools are a part of the search for solutions to the same common problems. Communities and schools seek to maximize the strengths of each for the good of all.

So you can state it in any form: School and community change; school and community have changed; school and community are changing; school and community are capable of being catalysts for change.

School and community are for persons of all ages, since learning is a lifelong process that begins with or before the birth cry and continues until death.

Let us look at the school in a new light. Schools have traditionally provided learning experiences for specific age groups; they now serve a multiage clientele. The same needs occur for different persons at different ages and stages of life; the pupil-teacher role is interchangeable.

Two-year-olds, on any of the six continents, are capable of helping mothers, grandmothers, even great-grandmothers see things from different perspectives. Look at life and you see many instances of multiage teaching/learning experiences.

"Pupils learn from each other," is another old truism so accepted that it is often overlooked. The fact that learners can be of all ages is important. Sixes, for instance, learn from sixes; they also learn from those whose ages are multiples of six—twelve, eighteen, and so forth, and, to our own relief, the inverse is equally true. The older members of the community can learn from the younger. So we have reached a point at which one can think of the school as a multiage agency. Look, for example, at a course in world history that is open to all persons who could come from the widest spectrum of age groups—teen-agers to older adults. (The life experiences of many older people would doubtless be a valuable oral history resource for the course.) People of all ages can share the resources of the school in the search for solutions to life problems.

The school can now be thought of as one unit within a complex of agencies providing a variety of services. In such a complex, there could be a place for services to meet educational needs, medical and health needs, opportunities for legal experiences, and all kinds of life concerns. Those needs relating to consumer education, rent, jobs, career building, mental health, counseling, and guidance could be met within the school complex. It should offer services for the total family.

Schools in many cases could become multifaceted information centers. Perhaps this is just a timid step toward overcoming the fragmentation of human service agencies, removing for some people the sense of alientation and relieving others of the frustrations of the underutilization of physical, fiscal, and human resources.

The community is a school. Facilities and staffs of agencies and institutions serving a community are adjunct resources of the school system. In some cases it would be possible to get a commitment from community agencies for the continuous utilization of space within their facilities. For example, within a bank there might be space available for student classes. Many bank boardrooms are often underutilized. Thus, tellers and various bank personnel could be readily available to help students understand, in a realistic way, bank transactions.

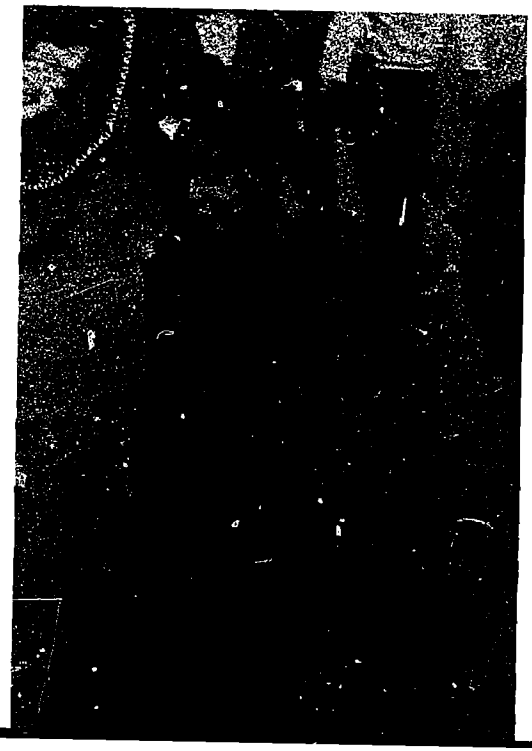
Many agencies could be co-opted as adjunct school resources—department stores, factories, institutions, or groups of persons that perform the various services so vital for the maintenance of a community. Hospitals are another example of a promising school site. The hospital is a city within itself—a city with staff. Students are not aware of most of the jobs performed there. The number of professionals and paraprofessionals based within the hospital would provide excellent opportunities for students to observe hospital personnel and the functions they per-

form. This is a far cry from having a doctor come to the school to visit a class. Only a small percentage of any given class will become doctors. But the twenty, thirty, or more functions performed by the differentiated staff of hospitals would become familiar to many pupils. To a limited degree for younger children, perhaps a greater degree for older persons, the functioning within a context of marketplace reality could be seen.

On-the-site learning has many plus factors. It is hard to reproduce the realities of the marketplace of life. The sounds, the odors, the movement, the interplay of human personalities, and the shifting priorities established by the demands of the moment are best captured by each in the context of the "happenings." As we look at an agency we can, from on-the-site experience, find answers to many questions. What is this agency? What are its functions? On-the-site experience provides the opportunity for interaction, discussion, consultation, and follow through. The process is contagious; it spreads. When one reads out of his own experience, there is more understanding. That which has been truly experienced becomes reality in many forms.

Bringing the community into the school. What services could the average school make available to a much wider community audience with concomitant values accruing for all? Scrutinize, for instance, the school cafeteria, whose raison d'être is the serving of food to a very restricted group.

Why can't the cafeteria be a service or facility for all of the people in the community? It could be a place in which a mother might come to have lunch with her child. Costs and procedures could be established to make school cafeterias multifunctional entities. Opening them up might discourage unsociable behavior, which too often occurs in school cafeterias. If there is a responsibility to a wider group of people, different attitudes might be developed toward the cafeteria and the services offered. Can we take what we have learned from public service oriented agencies and open school cafeterias to all? Doing so would really be staking out new grounds. Few schools have gotten beyond the conventional approach to food service. Now, with microwave ovens in many of our schools, there is already a choice of menu. Make the school cafeteria setting a community choice. Some critics say schools attempt to keep students away from people. Using this school facility as a way to bring people together in natural, realistic ways may be a starting point. It would mean flexible operating hours for the cafeteria; some might be open from early morning until late afternoon or evening. Certainly there are children who need breakfast at school more than they need lunch. There are mothers, fathers, and grandparents who need a few relaxed moments with their children. The soft drink, pork rind, potato chip breakfast of many ghetto children could be replaced with nutritious foods. In addition, a needed support could be provided to a number of families. The cafeteria designed for living could become a setting for many new learning experiences.



"Schooling space," or "space for schooling" could be conceived as two different concepts. From one perspective, it means looking at the conventional school in terms of serving a different clientele, providing for new services, and operating on a different time schedule. From another perspective, it can be seen as a complex in which clusters of human services are provided. The crux of the concern is to look at existing school buildings and projected facilities in unconventional ways.

A multiage clientele, from infancy throughout life, means organization of space and completely different equipment. (Not all chairs can be the same height in a learning resource center if sixes and sixties are expected to be provided with comfortable working spaces.) School lobbies that invite you in should be esthetically appealing, functional, and flexible. Goodbye to the egg-crate classroom, joyless look-alike corridors, gang type dehumanizing tables, prison-like open space eating areas built for ease of control and not for personal interaction and joyful communication.

Greetings to the school that houses a cluster of community services; for example, gymnasiums that are equipped for and used by persons of all ages—morning, noon, and night. Because panic-stricken children are stampeded to produce papers that pass reading tests, physical development is often shunted to a place of very low priority. Join the zeal of diet conscious, weight watching adults with the children's needs. Many persons, men and women of all ages, are becoming deeply involved in physical fitness programs. Not all families can afford a health spa, but the school community gymnasium might provide individual families or groups of persons with space and equipment for many of the physical activities so desperately needed. Minimize the passive TV viewer variety of sportsman. Maximize the possibilities of the community health center located in the school gymnasium.

Extending the school into the community. Community space waiting to be utilized might offer the quintessence of new experiences. So often such precious space is ignored—space that, with a minimum of effort, could move the school experience beyond the classroom. Found space lurks everywhere in every community.

Numerous church buildings in an average community have space and equipment that are utilized for only a few hours each week. Countless organs and pianos of every make, size, style, and vintage sit unused except for brief moments during worship services or rehearsals. Untulfilled musicians, unknown virtuosos, or latent music lovers should have access to them in their search for meaningful modes of communication.

Cooking, the integrative experience, is currently hailed as an activity that crystalizes many possible learnings. One longs to extend the classroom into many well-equipped church kitchens, bringing in church members who could share cultural mores and celebrations through culinary experiences.

Abandoned farm buildings, offices, vacant residences; places for settings, for growing things, and for caring for animals are at a premium, especially in urban areas. Why not utilize joined backyards of row houses, secured rooftops, vacant lots, and churchyards? It is possible for unconventional space to house imaginative learning centers. Supermarkets have become throbbing, dynamic learning centers. Night clubs have joined the ranks of places of schooling. Many of their characteristic features have, with a little imagination, become adequate and distinctive spaces for learning needs. Supermarkets, barns, storefronts, apartments, brownstones, shade tree lots, pleasure boats, summer church camps, agency retreat centers, and summer lodges could all, with a little bit of luck, become the new setting for school.

Let your mind float free. Art rooms, kilns, easels, clay, and so forth, should be available to persons of all ages. Structured or unstructured courses can be mind blowing when thought of in terms of new life available to all. With the extended day, week, and year, the potential of school as a service center to all persons could be realized.

Fling open the school doors and a new form of staffing could emerge. Bringing the artist—recognized, self-styled, experienced, or beginner—into the school triggers the possibility of a totally different staffing pattern. A new and different reservoir of consultants could be tapped. The auto mechanic with life experience could certainly turn on a car owner of any age. The growing pool of early retirees could extend the options to individualized instruction, to provide for greater diversity of courses, independent study projects, and so forth. The new pool of twenty-year retirees eager to remain in the mainstream, but on their own terms, might be a part of the answer to knotty problems of staffing the extended day or the year-round school.

The work-study plans of high school, post high school, and college and university persons open up new internship possibilities. Not all of these are to be thought of as classroom support personnel. Look instead at the range of human services needed in a given commitment, and you cut across every discipline. Niches appear for the neophyte and the retired, the professional and the paraprofessional at every level of the career ladder. Internships to provide needed services and experience can provide for new patterns and levels of interaction.

New vistas open possibilities for cultural pluralism, parent-adult involvement, new forces of power balance, and new ways of communicating. Making the school accessible to all permits inflow and outflow of ideas, maximizes the possibility of utilizing a wider spectrum of human resources with utilization of community resources, strengths, and weaknesses, with options of any community—urban, suburban, scattered or geographically contiguous; small-town, ghettos, ethnic or religious, enforced by the existential circumstances of life, encompassing the greatest challenges of human survival; or ghettos of choice, designed to conserve selected mores and patterns of living.

So that misunderstandings will not develop as the changing school-community emerges, it might be well to look at the historic role of the school. In many instances the school has served as the catalyst for social change. Look at the school's role in the acculturation and absorption of the waves of immigrants. Consider the survival role that the school has performed at times in many areas of rural America—health services, agricultural know-how, improved sanitation, electrification, consumer cooperatives, and so forth.

A view *now* from the perspective of six continents would reveal the school functioning at many levels in a variety of places around the globe. Historic stages and current operations might provide valuable input for present decision making and needed educational change.

A word of caution—be careful lest the expanding outward movement gets hung up on using only the pretty, easily accepted places of the community as new centers of learning. Those places in which the grimy, survival aspects of life are played out are excellent centers, too. For example, the justice delivery system is vitally related to many aspects of life. Its structure provides a continuum for interdisciplinary studies. To meet a lawyer or to have a judge as a speaker at assembly provides a level of sensitizing experiences. But to experience an on-site extended stay in the county jail, night court, or local police precinct provides a far different, but equally important, sensitizing experience.

Community realities must be the school's concerns. Dirty streets, antiquated garbage disposal systems, controversial sewage treatment sites, inadequate narcotics rehabilitation centers, dimly lit, unprotected city blocks should be the school's concern; pathetic, forgotten, chronically ill ward patients are community realities. If the school is truly a part of a community, pupils must be actively involved in recognizing, defining, and describing its problems; they must be a part of its search for relevant, workable solutions. The move is away from the theatrical, footnoted, properly documented term paper to *action* and *involvement* in problem definition and solution seeking.

The necessity that school-community designs develop in vastly different ways is an expected response to the cultural diversity that is so integral a part of any given area, whether it is a hamlet, village, city, or megalopolis.

Cultural pluralism, when respected and valued, gives rise to a plethora of responses. For example, one school's response to its cultural milieu can be noted at the commencement service: The director feels that the school can communicate with its community in many ways. A city street is blocked off and the exercises are held outdoors, with the total community participating. The witness by the community of moments of fulfillment for the graduates can be an incentive for growth and personal development.

Cultural pluralism is reflected in language—especially regional, ethnic, or social dialects—in celebration of significant days for particular groups in religious and social rituals, in taboo observances, and in structures of delegated or emergent power groups in use of life style materials. How a school responds to a community's cultural expansion can be a learning deterrent for the learner. Exploiting rather than respecting and conserving those gifts the learner brings with him from his cultural heritage spells defeat for that learner. Language, for example, represents the learner's closest tie to home and family. If the learner's mother tongue, no matter how different from that of others, is not valued or accepted, the learner could feel rejected.

Providing the mechanism by which people can be involved in the decision-making processes that affect their lives, is a challenge to both school and community. Restructuring those processes must occur in order to make community involvement, community control, and community participation a reality. The saga of the struggle for community control in many school districts would fill volumes. Simultaneously learning from the past, reacting to the present, and anticipating the future make the process of change difficult, but they do not curtail the need or thrust to change.

Schools/communities are people oriented. Schools/communities have concerns for people. Schools/communities must search for ways to maximize physical, fiscal, and especially human resources.

ADDING UP ALTERNATIVES

Evans Clinchy is president of Educational Planning Associates in Boston, Massachusetts.

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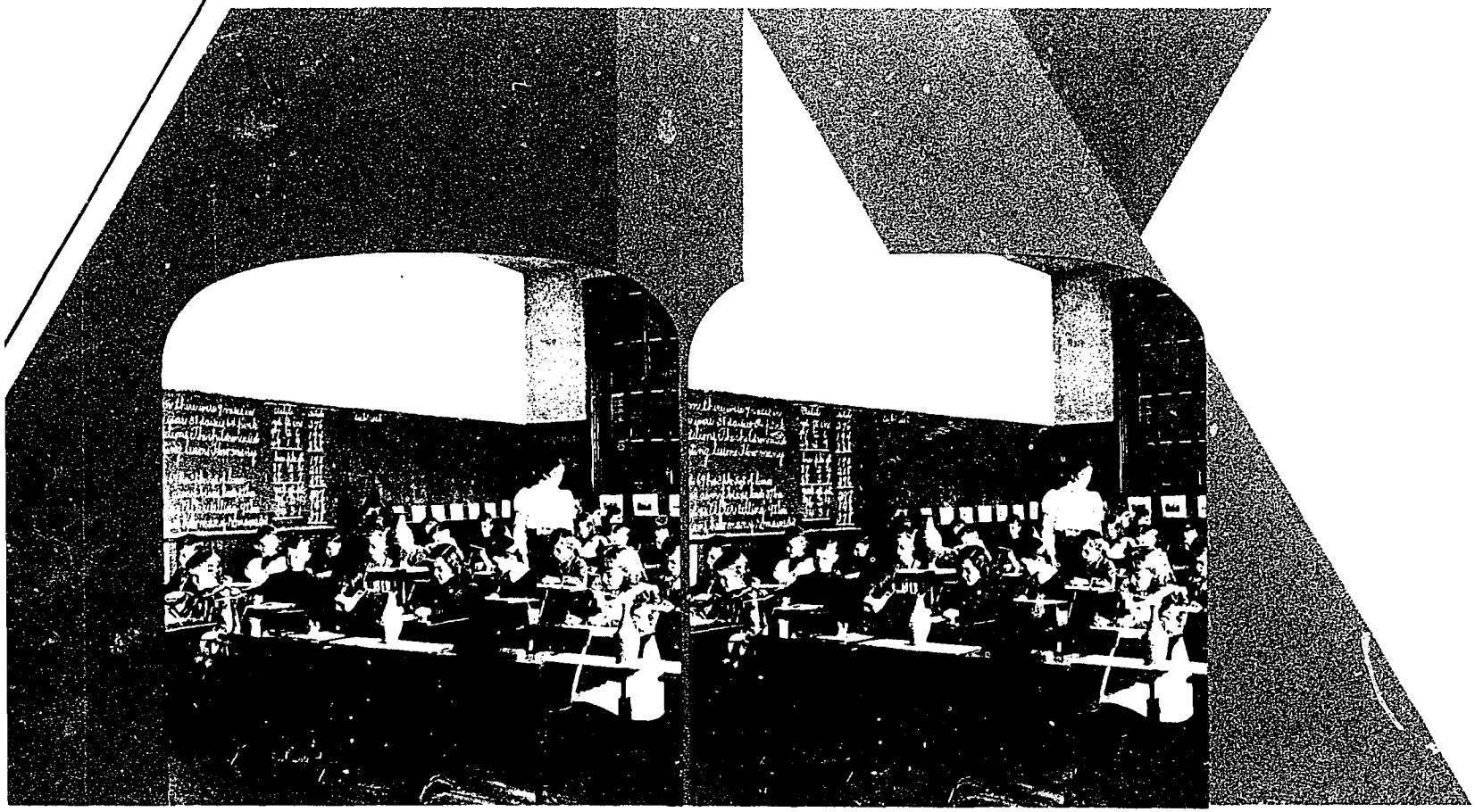


We all know the American schoolhouse. We went to school there. As a nation, we have been building it in endless repetition for the past 300 years. It is a separate building, standing on its own plot of ground, in use from eight in the morning to perhaps three in the afternoon for 180 days out of the year. It is used almost entirely for a single purpose: the housing of children and teachers for the conduct of a distinct and mysterious thing called the educational process.

The interior of this well-known entity varies widely. It was traditionally a series of grim boxes strung along corridors. Recently this pattern has been broken up. We now have climate-controlled, open space schools with few walls, carpeted floors, a variety of mobile dividers for visual privacy, and furniture designed for children.

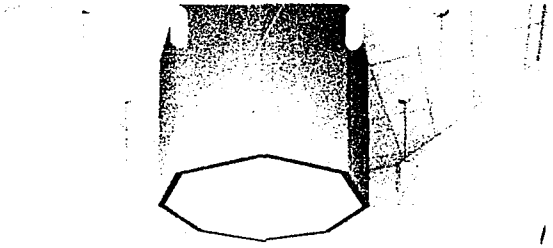
Why is the traditional school model beginning to disappear? There seem to be two main reasons for its growing unpopularity. The first reason is cost. Although the cost of building, paying for, and maintaining school buildings is rarely more than 10 percent of what a community spends each year on education, there is a growing feeling among taxpayers that, given the inflation in construction costs, conventional school buildings are too expensive. There is also a feeling that no matter what the cost of a schoolhouse may be, the community is not getting its money's worth if the building is used only for children and only six hours a day for 180 days a year. Thus, during the past year, more than 50 percent of the bond issues for conventional new schools were turned down by the voters. Thus, also, there has been much interest in operating schools on a year-round basis and in the extended day or multishift school.

But the second factor is perhaps more important and in the long run more permanent and revolutionary. It is the growing realization that we may have made a mistake in isolating education from the rest of the world, and especially from the life of the immediate community that surrounds the school. Perhaps what children need is not just to learn to read, write, and figure, but also to grasp what the larger society is all about, to experience it as it really is, and to begin to understand how it operates and what their place in it might be. And this applies even to very young children, beginning in the primary grades.

In order to do this, it is important to make "school" into a place where all sorts of things are happening, especially *adult* activities—shopping, recreation, offices, adult education centers, political activities, day care, social assistance agencies, and so on. Such activities not only broaden the education of children, but they also contribute to the community as a whole. In short, schools may become only one part of much larger community centers that share programs and facilities as time and

common sense dictate. There are also other ways of doing this. Children—again, even very young children—are spending much of their school time in the community itself, studying and learning in places that don't look at all like schools—local museums, stores, business and industrial facilities, art centers, music and theater groups, or the local courthouse. Perhaps the entire community can become the educational system.

These two large factors—the rebellion against cost and the desire to broaden and humanize the education of children—are already producing some remarkable examples of school space that are radically different from the traditional schoolhouse. In many cases, these two factors go hand in hand. The alternative ways of providing space turn out to be much more economical than the conventional approach.



Found Space. "Found" space is space that is in almost every community but is rarely seen because it doesn't look like school space. Such space can be "found" in some very unlikely places:

- An ancient loft-type factory in the Bronx has been converted by one of New York City's community school districts into a superb, open space elementary school. The space was available on a short-term basis for the cost of modernization—about fourteen dollars per square foot.
- This same school district is in the process of converting an abandoned movie house into a learning center and administrative space.
- An underused bathhouse in Boston has been converted into a modern annex for one of the

city's older and most overcrowded high schools. Total cost: eleven dollars per square foot.

- Boston has also recently converted a bowling alley into a first-rate, open space elementary school at a total cost of about thirty dollars per square foot.
- A supermarket in Harlem has been converted into Harlem Preparatory School, perhaps the country's leading private school for black and Spanish-speaking students.
- New York City is contemplating converting a large hotel—again in the Bronx—into a high school.

Found space in most cases has not only the virtue of low cost, but also the virtue of speed. It is already there and requires only modernization and conversion to school purposes, a process that usually takes far less time than the complicated procedures required for building new schools. Found space can often be leased space, which again is a considerable saving in time and often money.

Joint Occupancy. In many cases, particularly in cities where land is expensive and hard to obtain, one of the most fruitful ways of providing school space is through joint occupancy, or the design and construction of buildings that combine a school with one or more other functions. The joint use may be a combination with public or private housing; it may be with an office building, or retail commercial space, or community agencies and facilities. In most cases, an attempt is made to combine a school with income-producing space in order to help pay the costs of the school and to keep the land on the tax rolls and thus produce income for the city. Either way the community benefits—through reduced school costs or through retained tax revenue that also helps pay for the school.

Perhaps the most impressive example of joint occupancy is the program currently being carried out by the New York City Educational Construction Fund, a state authority set up specifically to create mixed public school and private commercial facilities in New York City. At the moment, ECF is building 140 million dollars worth of new schools in combination with 300 million dollars worth of housing and commercial space. After the schools are paid for, the income derived from the private space will continue to flow into the city treasury in the form of taxes or payments in lieu of taxes.

Community education centers. The notions of joint occupancy and multiple use of space grow naturally into the idea of creating not just schools but public facilities that serve a wide variety of community purposes—adult education, day care, services for the elderly, employment centers, recreation for old and young, vocational training, social casework services, legal aid, and places for people to simply get together and enjoy themselves.

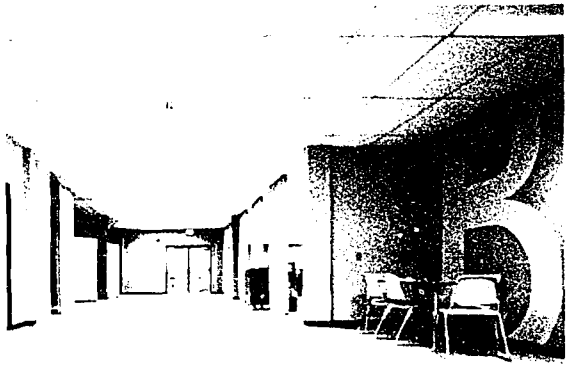
The need for a new school may, in many cases, be the catalyst for the creation of such broadly based community centers, but the aim is to create a new institution that is far more useful to more people than the conventional school. Indeed, in some cases, the community education center is seen as a basic means of revitalizing communities, both urban and rural.

One example of the community education center—the Pontiac, Michigan, Human Resources Center—is discussed elsewhere in this publication. Another is the new John F. Kennedy School and Community Center in Atlanta, Georgia, which combines a middle school with thirteen other municipal and community services, all integrated into a single five-million-dollar building located in one of the city's ghetto areas. The school occupies 100 thousand square feet of the building, and the community facilities occupy 125 thousand square feet. A considerable amount of the total space is used jointly on a time-sharing basis by both groups for shops, recreation facilities, an auditorium, and food services. The Atlanta Board of Education, with help from local foundations, built and paid for all of the facilities and rents space to the other agencies.

Dispersed resource centers. Schools and their surrounding communities can be integrated by going in the opposite direction, too, by establishing parts of the school system in various locations throughout the community and transporting children to these special facilities for those facets of their education. Such resource centers are usually specialized. Instead of attempting to build complete facilities into every school (which is prohibitively expensive and rarely done), the aim is to build centralized resource facilities available to everyone, not just the community's children but its adults as well.

A prototype of this kind of facility is Cleveland's Supplementary Education Center, housed in an abandoned downtown warehouse. Its special facilities include a planetarium, music listening and practice rooms, a model country store, and a cafeteria. Children come from all over the city to use these special resources.

A more extended version of the resource center idea is under consideration in Boston. Under this plan, the city would attempt to wed the school system with the city's vast cultural and educational resources to the benefit of both. Special resource centers would be created in or near such existing institutions as the museum of science, an aquarium, the zoo, an arts center, a children's museum, an architectural center, and



so on. Perhaps as many as twenty thousand of the city's school children from kindergarten through the twelfth grade would go to school in these resource centers for at least half of their school year, remaining in their home base neighboring schools working on closely related activities the rest of the time.

Adding up alternatives. In the long run, over the next ten to twenty-five years, many of these developing alternatives will undoubtedly be joined to create quite different kinds of school systems and quite different approaches to education. And in most of these cases, the schoolhouse as we know it will no longer be visible. Educational space will exist, and education will be taking place. But the school will vanish into mixes with other kinds of facilities, other kinds of services, other kinds of activities. In the course of this process of greater and greater mixing, it is altogether likely that the cost of school space will be drastically reduced and that the existing space will become much more productive.

In Hartford, Connecticut, for instance, the South Arsenal Neighborhood Development Corporation (SAND) is in the process of creating an Everywhere School. SAND is working with the city's redevelopment and school authorities to disperse the area's school space throughout the new project's housing and community facilities. In addition, pieces of the school have already been established at the city's art museum and in a suburban private school. The school will thus, quite literally, be everywhere—except in a conventional schoolhouse. The designers of this system believe it will not only produce a much better educational system but reduce the cost of facilities by as much as 40 percent.

Perhaps the greatest opportunity to explore new ways of educating and new ways of providing educational space exists in the large number of new towns or new communities that are being planned all around the country. These new communities vary widely both in size and in the degree of innovative risk they are willing to take in educational matters. But in almost all cases—as, for instance, in the case of Columbia, Maryland—there is an attempt to rethink the educational process and the conventional ways we go about providing educational space.

Perhaps the most advanced example at the moment is the new community being built on Welfare Island in New York City by the New York State Urban Development Corporation. Welfare Island will have an estimated student population of three thousand. The school space (including day care) will be dispersed into the housing, the town center, the island's two hospitals, an ecological park, and a sports park. All school space will be integrated with community (and in some cases commercial) space. Thus all school space will also be available on a time-sharing basis to everyone in the community from early morning to late at night. (Older children will also go to school off the island in other parts of the city.)

New York City normally allots an average of 100 square feet of school space per pupil for kindergarten through twelfth grade. The Welfare Island plan calls for only 60 square feet per pupil, thus saving about 40 percent of the normal cost of space *while at the same time making the space perform more tasks for more people for more of the available time.*

It is this kind of productivity that makes alternative approaches to creating and using school space so increasingly attractive to everyone, taxpayers and adventurous school people alike. It is also this kind of productivity that will eventually cause the conventional schoolhouse to vanish.

Richard J. Passantino is an architect-planner who believes that education must be tailored more to the individual child, that each teacher should be environmentally sensitive, and that to meet these requirements the schoolhouse should have a variety of spaces—large and small, open and closed.

Editorial staff members from NAESP (Paul Houts and Julie Rash) and from ACEI (Monroe Cohen and Patricia Markun) spent an evening with Mr. Passantino in his offices in a residential section of Bethesda, Maryland, discussing ways the school architect can respond to the needs of teachers, children, and parents in order to make

the school a more qualitative place for learning. But going beyond that and underlining his philosophy of the school as a concept and not a place, Mr. Passantino cast fresh light on how the schoolhouse might also become a center for the community, and the community a center for learning. Here are some excerpts from the evening's conversation, exploring these ideas and many others on the topic of school and community.

Q: *You have coauthored a book called* Urban Schools in Europe: A Study Tour of Five Cities *and recently conducted some preschool research in England, Sweden, and Austria. From your European experience, what lessons would you say ought to be learned about the interrelation between school and community?*

PASSANTINO: We observed that some of the European countries have been involved in extensive social planning for a long time. The British have their comprehensive development plan and the Swedes their new town plan, in which the school is only one aspect of a total community design. They both see the school as a center for many different elements in the society—many different age groups with different social status interrelating with each other.

New centers are being planned right now in Sweden that may influence what we are doing here. The Swedish plan is a combination of educational, social, and recreational patterns all built into one major community. The housing surrounds the center, and there is a subway station that will get you into the heart of Stockholm in minutes. The day care centers are for children from six months of age to school age—compulsory education in Sweden starts at seven years of age.

In addition, these centers include a library, physical education spaces, craft shops, wood and metal shops, and the academic areas of the elementary school. All of these together comprise the standard elementary school. The library is accessible to the community, as are large assembly classrooms that can be used by the community for meeting rooms when they aren't being used for student activities, and the school cafeteria becomes the community "pub" in the evening.

The upper level students have similar classrooms that can be expanded by movable partitions. The entire athletic center of school—specifically the gymnasium—is also open to the public when it isn't being used by the school, and the community makes frequent use of that.

There are combined community and student medical centers and social welfare offices. All of the students' medical and dental needs through elementary school are taken care of under national insurance programs, right in the schoolhouse. The well-equipped medical and dental suites become a neighborhood physical and psychiatric treatment center as well. As you move along the arcade, you see a boutique, commercial shops, food stores, and a post office sharing the school site.

Now, all those community facilities serve the educational process as well. Where do you teach a child in elementary school how to shop for a meal? You can best teach him by taking him through the supermarket—right on the school grounds. The children are not just play acting. They see their parents in the market, and real learning is going on. It serves as a practical life experience for children while fulfilling the needs of the community as well.

An extended day program begins after

school—from three to six or seven o'clock—and is a great convenience for working parents. The children are fed an additional meal, and sometimes teen-agers come in and work with the younger students in a "big brother" relationship.

In another area elderly people work in a community hobby and crafts center. They work with pottery wheels and kilns, and they make the toys that are used in the nursery and preschool program. The whole thing is connected with arcades and landscaped patios. What do you call such a center? It's not a human resources center; it's not a school; it's not a community center; it's not a commercial area or a medical center; it's not an athletic center; it's really all these things in miniature. These centers are the hubs and are within walking distance of all housing, with complete separation of pedestrian and vehicular circulation.

Q: What are the major differences between this concept and the planned communities in this country, such as Columbia, Maryland?

PASSANTINO: In Columbia the school is still only a school—a beautifully planned open education concept, a school without walls—but it couldn't offer these other services without violating the present laws of the State of Maryland.

Q: Can laws be changed in the United States to bring school and community closer together?

PASSANTINO: We must change not only laws but basic attitudes if we are going to move faster on interdisciplinary planning in this country. There are so many separate areas of jurisdiction, each of which affect a part of our living needs. We must begin to look at the cohesive picture of environmental planning, and the new towns are a step in this direction.

This office building, for example, is unique because it's located in the middle of a residential housing area. Well, why shouldn't it be? Why shouldn't people be able to walk from home to work? Why shouldn't they be able to walk to school and see their children during a lunch break? This whole idea of stratification is so firmly rooted in our planning process that it's impossible simply to say, "Okay, now we are going to redesign schools across the nation and thereby get at the root causes of our educational problems." Sometimes it's very hard to get across jurisdictional boundaries: zoning, transportation, or building codes. But it can happen. For example, our office is working on a community arts center for Arlington County, Virginia. We're programing a whole series of educational spaces into the center because the county feels that the cultural and recreational activities of the community are closely related to the needs of the school system. Getting such groups together can uncork tremendous planning potential. This same county generally places its schools adjoining recreation areas, and the schools and community both benefit; the playground is better used, and the schools are open after hours for other types of adult recreational activity. But going one step further, the community arts center can have facilities for all the arts—music, dance, theater, film, design groups, and TV workshops, and it can also become an educational complex. The planning committee immediately recognized the opportunity to include in the complex an off-campus center for training students who want to take total immersion courses there instead of in the schools. If a child wants to learn about various art forms, surely the best place for him to study is in an art center where firsthand experiences are possible; if he wants to learn about television production, the best place is in a television studio, and so on. I think this is a harbinger of things to come. It is progressive planning, and it gives the opportunity for a more balanced and interesting curriculum.

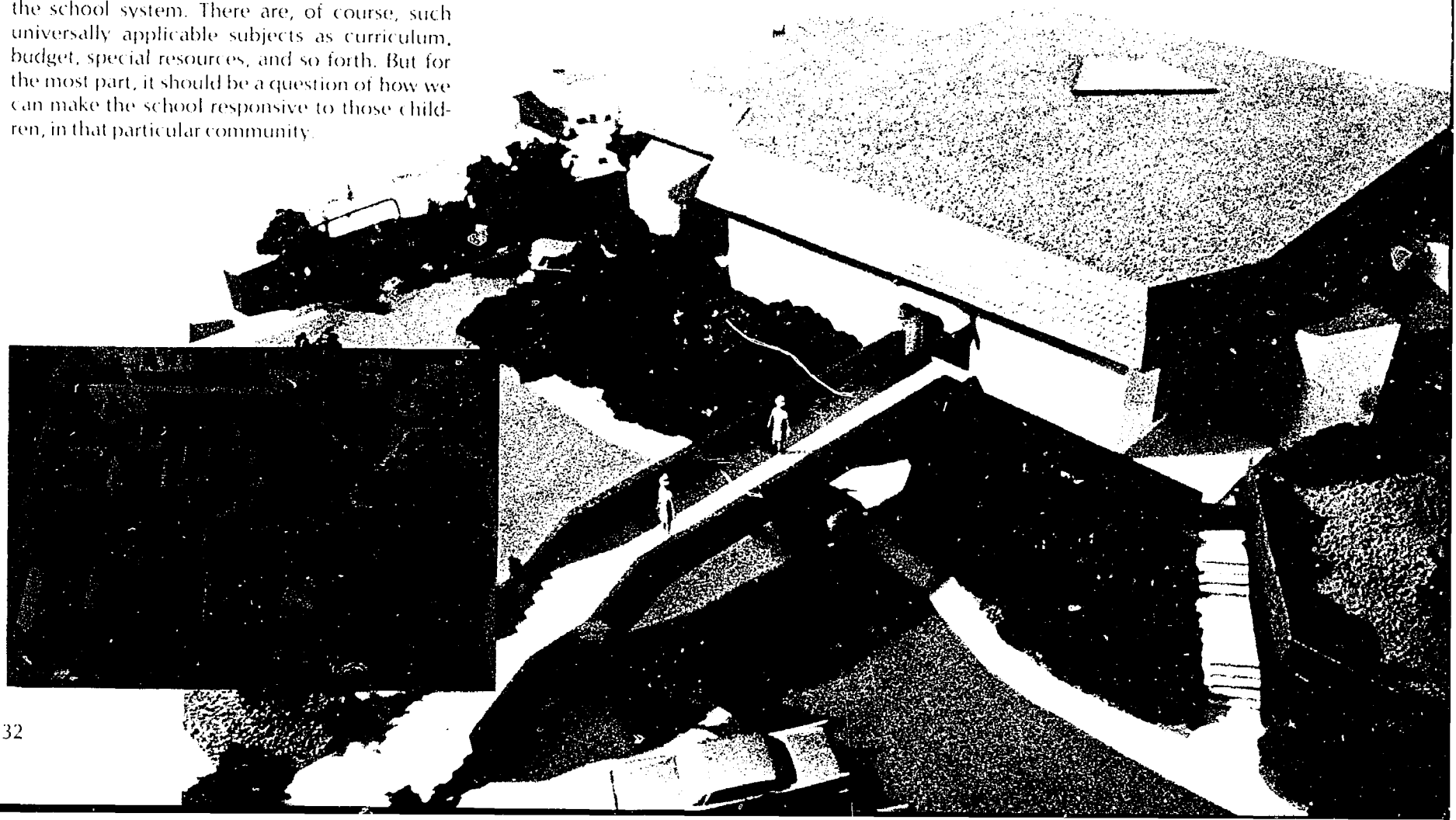
Q: What are other states doing to encourage school and community participation?

PASSANTINO: In this country the control is more local than statewide. States are looking at things too much from the economic point of view. For instance, in Maryland school planning is done on a statewide basis. Authorities there want to equalize school building expenditures throughout the entire state because they have counties with money, and other counties that aren't receiving an adequate share of school building construction dollars. From where the governor sits, it looks like a very good way to equalize income and expenditures on a per

capita basis. But from an environmental planning point of view, there are some disadvantages. For one thing, local community input is not as direct an influence in the design of the school, and local educators as well as parents should be deeply concerned. In school design, we prefer to work very closely with the principal, the faculty, and the local community as well as the main school administration. These groups should have the prime role in the design of the school within the broad parameters set forth by the school system. There are, of course, such universally applicable subjects as curriculum, budget, special resources, and so forth. But for the most part, it should be a question of how we can make the school responsive to those children, in that particular community.

Q: How do you see power and politics affecting school and community?

PASSANTINO: Schools respond to the power of politics more from the standpoint of financial concerns than from anything else. When people get caught in an economic squeeze, they feel their representatives must account very rigidly for educational dollars invested; so they request their planners to make much more use of the school plant in the community.



That is going to be a major trend affecting all year-round schools and day-long operation of buildings. In the short term that means that you will have to air-condition the building and you will have to build in certain other operational features. In the long term, it will minimize the separation between where the child is educated and everything else in his environment. Don't forget that children now come to school with a lot more experience and background than they formerly did; and through other types of sensory input, such as television and travel, they are much more worldly than we were. And I think school people and schoolhouse designers have taken cognizance of this.

Q: How do you think changing population trends will affect schools?

PASSANTINO: Schools are beginning to see that as the population trends begin to shift we may not need all these school buildings. But we're not going to tear them down. We're getting away from the old idea that at some legal age we switch education off and at that point we are educated because we have a certificate to prove it. The schools are reaching out to the other "markets," such as the elderly. Recently, our office was asked to consult on a study for a university in Minnesota that was considering the conversion of one of their student dormitories into a condominium for senior citizens. They realize that their traditional market is no longer exclusively the high school graduate. The war babies are all educated now, and the Pill and other contraceptive devices have caused a declining birth rate. People are retiring earlier, and they want to stay more vitally concerned with society. They're turning to continuing education and reeducation and becoming a new, very large market, and this could affect the elementary schools as well.

Another interesting thing is beginning to happen: As we expand educational concerns at the upper level, they also expand at the lower level. The need for preschool education has not diminished in any sense, whether or not the federal government encourages its development.

At Arizona State University an experiment was conducted with parent-child centers. There was a major commitment to this idea several years ago in a new housing complex in Litchfield Park, Arizona, where several centers were to be developed at one time, but somehow financing never got off the ground. However, they did manage to design one small component, which is in full operation now and working in conjunction with the education system. They teach children how to play while they teach the parents what play is in an effort to break down the artificial barriers between play and learning. These barriers seem to be inherent, and we must work to overcome them. That program involves not only young parents but teen-agers as well, which brings up another interesting experiment. Some high schools in the U.S. are experimenting with parent training programs for high school students. It's becoming a very popular elective field. The traditions that the parent is not involved in the education of his child, that the teen-ager is not involved in any way in educational patterns for the young or the old, and that the old or the middle-aged have no relationship to formal education patterns involving their children are all myths that are tumbling down. All of these things have implications for new environmental and design patterns.

Q: As a practicing architect you have to deal with different kinds of power groups in the community. There has been a lot of talk about community control of schools. Could you give us your insights of good and bad community control in terms of relationships between schools and community?

PASSANTINO: About three or four years ago, there was an emerging discontent in the community indicating that they were not happy with the job the schools were doing. They were not happy either with the process of education or with the end product. The schools had become so unresponsive to the needs of the consumer, or so the argument went, that the community felt all existing formal planning processes ought to be discarded. Moreover, they wanted the schools to be designed almost exclusively by a user group. Now, there is a lot of real value to that, but we threw out the baby with the bath water. We were throwing out the planners and downgrading the administrators in the belief that if you bring together a group of people, with all their various prejudices, and let them vent their feelings, some planned product will emerge, like a phoenix from the ashes. We call it "advocacy planning," but frequently, only "hostility sessions" evolved, where people would get into an open room and just start letting loose all of their innermost fears and prejudices—toward each other, toward the administrative processes, toward the procedure by which they were governed, and toward every failure in society. In many cases, a school was stopped in the middle

of construction, principals were thrown out of their schools, and budgets were changed; often the end result was never achieved by administrator or community. The results were both productive and counterproductive. For one thing, the planning process became so complicated and unwieldy that very quietly and without saying so, we again returned to procedures, but with more responsive concerns. There is just no substitute for a sensitive, responsive, and orderly planning process.

Q: In a recycled elementary school project in Virginia, you gave a documented example of response to community concerns beginning with the concerns of the faculty and administration and reaching out to parental concerns, too. You pointed out effectively, I thought, that the community desired to be involved in education. What were some of the positive aspects of that?

PASSANTINO: We were generally interested in finding out what the real needs, feelings, and responses of the community—the people who use this building—actually were. If the people felt that there was no response to their needs, the project could not succeed. We were very careful to record everything that was said. We transcribed all the notes and sent them back for review to be sure that we understood the community's concepts. We were generally guided—and I think many architects go through this or a similar process—by their real concerns. As a result, this school developed in a totally different way. The process proved to be a very strong planning aid.

Q: If you were facing a very militant community group who felt that all experts—the educators, the architects, and the administrators—were telling them what was good for their kids and the parents had no say about it, they might become very angry. But with a planned design you might come out on the side of the angels because instead of being the enemy, you were the facilitator—making it possible, for instance, for the people in the community to have a recreation center, and so forth. How do architects deal with preconceptions?

PASSANTINO: While some architects may charge right into a design solution, that is usually avoided. Most architects first sensitize themselves to a project. There should be a research period during which the real requirements of the problem are uncovered. Thinking it through from the point of view of the user is very beneficial. Somehow a school has to be designed through a process that evolves the school's needs rather than from a predetermined, external view of the school. But we aren't teachers, and teachers aren't designers, and so everything hinges on what our educator friends call "communicative skills."

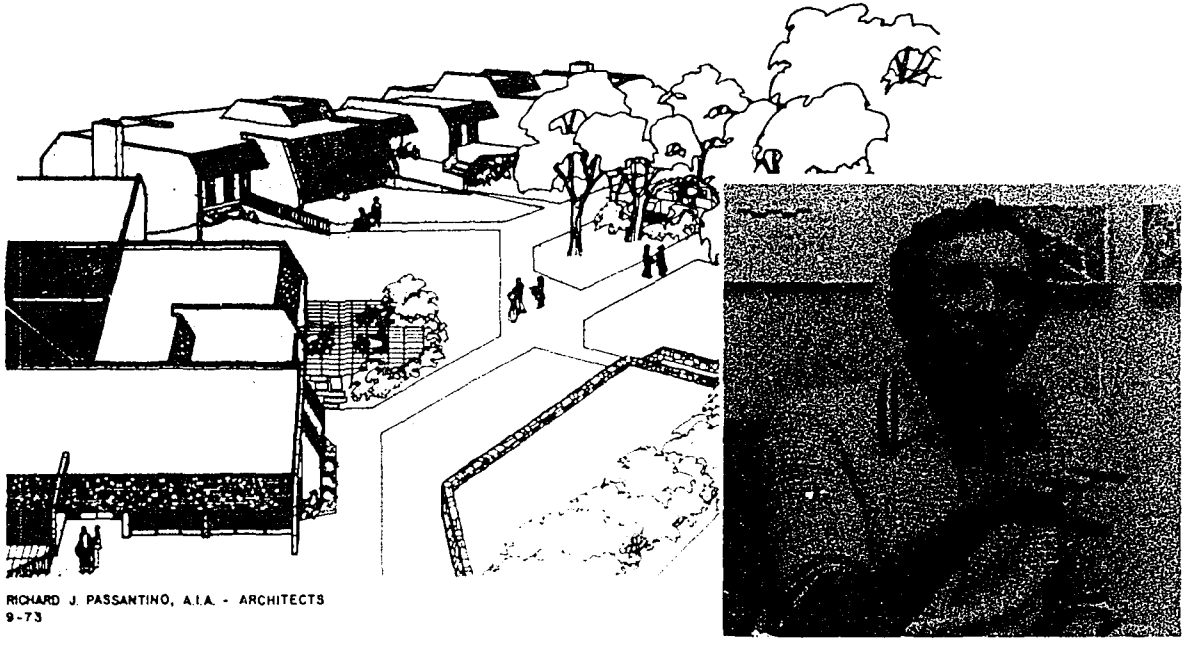
Q: Another problem comes when you are presented with an existing building. Your research project for Educational Facilities Laboratories, Found Spaces and Equipment for Children's Centers, *shows many kinds of spaces—from churches to warehouses—and how they are used for preschool education. Can you give us some examples of found space that you are working on now?*

PASSANTINO: We just finished two projects. They were not really buildings at all; they were outdoor spaces. One of the areas most neglected in school design is the utilization of the total site. This is really a lost opportunity, because the possibility for outdoor educational facilities as extensions of the indoor learning spaces is often completely overlooked or regarded as a place where you just let the children out to play. At the National Child Research Center in Washington, D. C., we began to explore environmental learning places, again working very closely with the teachers. We looked at ecological study areas, plant and animal learning areas—any area in which a child could be responsive, perhaps without being aware that he was learning. We turned an old play yard, which was no different from any other space surrounding a small school, into multilevel outdoor learning zones, using a lot of found equipment—and not just because the budget was low. During the planning sessions we began to see that through careful planning teachers really could use the outdoor spaces, the enclosed courts or terraces, as well as the transitional spaces attached to the buildings between the indoors and the outdoors. As a result, a whole series of activities that could be accommodated to this landscape were suggested by the teachers themselves.

In another project, the National Children's Center (for handicapped children) in Washington, D. C., we got into other concerns: using the environment as a teaching apparatus and as a potential curative element in a hospital-type situation.

Q: At the conference on recycling elementary schools that was held at ACEI Center, I remember

psychologist Lois Barclay Murphy describing her memories of going to school in Chicago fifty years ago. It was difficult to tell a school building from a prison, except that the school buildings didn't have bars on the windows. Today many school buildings do have bars on the windows. What trends do you see in moving schools as far as possible from the concept of a prison?



RICHARD J. PASSANTINO, A.I.A. - ARCHITECTS
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PASSANTINO: I think that heavy-handed approach was a result of the social problems of the community. They began to design schools that were almost indestructible, which created antagonism and encouraged children to vandalize more. A book published recently on urban housing patterns relates environment directly to the amount of vandalism in the community. It's by Oscar Newman, and it's called *Defensible Space*.[1] The author chose examples of social economic groupings; for example, large high-rise apartment houses opposite garden-type apartments that have landscaped outdoor spaces, and so on. He traced the movement of the occupants and related it to antisocial behavior patterns of the residents. The direct relationship between environment and social malfunction cannot be ignored by housing planners, or for that matter, school planners.

To answer your question less rhetorically, you can eliminate the penitentiary look by the scale, the patterns, the lighting, the colors, the use of fabrics and textures, and the movement patterns indoors and outdoors. To break down the institutional atmosphere there can be exciting graphics and colors, windows that open so that plants can grow inside the school, places where animals can be kept, and child-oriented furniture so that kids can sit on pillows on the floor. These things also get the teacher working in a very informal way with peers and with students. Environmental design will go a long way in creating social or antisocial behavior.

Beyond the concern with environment, we must have exciting things happening in school. There's got to be a way of getting different types of learning disciplines working together. Who says the only way to learn mathematics is in a course at a certain period of time in a so-called mathematical setup? There are other ways to learn mathematics, it can be integrated in other types of learning.

For example, at the Lamplighter School in Dallas, preschoolers are taught numbers in a unique way: They have a big barn in the back of the school where they have series of chickens. The children have formed a corporation, the "Lamplighter Layers," with stock certificates issued in their names. The children feed the chickens, and the chickens lay the eggs, the eggs are gathered, and then they are sold in the community. Out of this money, the children buy more layers and more feed and take care of the barn. Now that is learning mathematics in an exciting way.

In Alexandria, Virginia, an old farm—about twenty acres—has been converted into an elementary school, Burgundy Farm School. The barnyard remains right in the middle of the school, and there is a big enclosure for animals. This is a great example of using the environment for the educational process. It is also a trademark of the school, and children really relate to

1. Newman, Oscar. *Defensible Space*. New York: Macmillan, Inc., 1972.

it. Those two schools do not have an institutional image and they're not prisons.

Q: Dick, has anything been done like that in the city, in an urban environment?

PASSANTINO: Everything I know of with such learning style in the city is usually connected with the progressive schools in the most affluent areas. They visit farms and factories, and other field trips provide similar opportunities. But in the city this is difficult to do. However, much more could be done with rooftops, backyards, and alleyways to give the environment some excitement.

Q: You saw examples of this in Vienna and London.

PASSANTINO: Yes, rooftops are being used in the inner city of Vienna and England. We have one example of this here in Reston, Virginia, where they designed recreation spaces for a preschool nursery center on the roof level of the supermarket. Consider, when you fly over a city like New York, and look down as you are approaching La Guardia Airport—especially over the Brooklyn approach—literally a third of the area surface you see is rooftops. With a little resourceful planning, these could become living or learning spaces.

Q: Can you give us the architect's vision of the school for tomorrow—one that is not removed from the real needs of the teachers and children who are going to use it?

PASSANTINO: Some architects and educators had some fun with this topic at a recent dedication seminar in Dallas, Texas. The results of these sessions became a book,[2] and I'll try to be consistent with what I said there: The school for tomorrow might be constructed in enclosed shopping malls, in which the school is but one module within a multidisciplined complex, or it may be one aspect of a human resources network. As that happens, the schools will change. They may become educational "theaters." By that I mean it will be possible to change and modify the environment through lighting patterns and spacial changes. Already in some of the British schools children are allowed to help design and modify their environment each year. In the Metro School in Chicago and the Parkway School in Philadelphia, the idea was that the student is the movable element, and the fixed resources of learning are out in the community. They have thirty or forty different learning centers in the city of Chicago; for example, a planetarium, the art museum, and an IBM center have areas that are converted to teaching spaces. However, while much more of this will be attempted, I do not foresee the elimination of the place called "school."

Q: Looking at the other side of the coin, we found out how to get the school out into the community, how do we get the community into the school?

PASSANTINO: First of all, by welcoming them. Frequently, there is a lack of communication between parents and school personnel. The teacher resents the meddling parent, and the parent feels that all kinds of dark and sinister things are happening in school between nine and three o'clock. Teaching school is a professional undertaking. The free schools have some good applications for parent involvement, but somehow you've got to rely on professionals because more and more teaching requires child psychology as well as other educational training. Yet, the parent can be made a welcome member of the team.

Q: Do you think there are other uses school space can be put to?

PASSANTINO: Oh, yes. For example, the Thomas Jefferson Junior High School in Arlington, Virginia, is used constantly by community activity groups. The school has a theater as well as a recreation and community center. It's an example of a marriage between community and school needs.

It seems the only time most people ever go to school these days is to vote. Most schoolhouses are closed on the weekends, and the playgrounds are not supervised. At the very least, the school should offer recreational facilities for the community. Why shouldn't the school gymnasium be used by the adults of the community during evening hours? Once the pattern of jurisdiction breaks down, the community will demand the right to use these places. Many adults would like to take refresher courses. Why can't more extended education and retraining take place in the neighborhood school?

We now spend big sums on guarding our schools after hours, and bigger sums on repairs due to vandalism. I believe that if the schools were fully used after hours, and the vandals had a place to go, we could put these same funds into recreational uses, or salaries for playground supervisors. The schools should become centers for educational exhibits and lecturers from other areas. They should really become community educational as well as recreational and social centers. For many years, Flint, Michigan, has been running its community school under Mott Foundation patronage, while centers for community education are developing at universities around the nation. This seems to be the feasible direction schools will take in the future.

[2] Anderson, Robert H., editor. *Education in Anticipation of Tomorrow*. Worthington, Ohio: Charles A. Jones Publishing Co., 1973.

A SCHOOL FOR ALL SEASONS

Myra H. Nissen is a free-lance writer, formerly associated with The National Elementary Principal and Educational Facilities Laboratories.

The nine-month school year has been so commonplace in the United States since about 1910 that virtually every adult educated in this country accepts as a basic truth the premise that school begins in September and ends in June.

In 1970, the concept of year-round utilization of schools emerged (with all the immaturity of a newborn idea) as educators questioned the rationale of the traditional 180-day school year and its ever present shadow, the 3-month summer holiday. In point of fact, the year-round school concept is a particularly stubborn historic consideration. The reasons for reviving what has several times been dismissed as ineffectual are the same now as they were in 1924-31, 1947-53, and 1963-66: growing enrollments, rising construction costs, and tight money. But where the idea in the past had money saving as the primary goal, today the demand for improved educational opportunities is equally significant. Educators and laymen are realizing that the perpetuation of the September-June school calendar is based on a social phenomenon that has assumed the status of a tradition both operationally and emotionally, rather than on any sound analysis of what children need educationally.

The various experiments in year-round education that have been tried in this century have failed, mainly because parents were reluctant to depart from the traditional three-month vacation pattern—a holdover from the early days of our nation's history when the length of the school year was based on the requirements of an agrarian economy. Because children were needed for farm work during the late spring, summer, and early fall, the school year was relatively short, and most pupils attended school during the winter months only. Questioning the value of an agrarian school calendar in the context of the seventies seems not only legitimate but logical.

In May 1973, the fifth seminar of the National Council on Year-Round Education reported that about 100 school districts (with a half-million students) are now experimenting with year-round schools. Hundreds more districts are considering it, and eleven states have passed legislation either permitting or promoting year-round schools. Council President George Jensen predicted that 500 school districts will have year-round programs in 5 years. It has been suggested that in 10 years, nearly all schools will be open 12 months a year.

In light of this potential revolution in the school calendar, a myriad of questions emerge: What does year-round education entail? Who needs year-round education? What are the educational facts of life for year-round schools?

Year-round school does not require students to attend school all year long, although they would have that option under some programs. What it does mean is that schools would be fully operational all months of the year. Year-round plans require each student to attend school the traditional 175 to 180 days. By staggering vacation periods so that a certain percentage of students are on vacation throughout the year, a greater number of students can use the existing school facilities.

The key to the concept is a flexible calendar, and what may be good for Peoria may be anathema for Poughkeepsie. There are as many different types of year-round school programs as there are school districts implementing them. The program a district chooses depends on the district's motivation in turning to year-round education, the two basic motives in existing plans being: 1) improving the quality and flexibility of the educational program, and 2) gaining additional classroom space without further construction. These two objectives are not necessarily mutually exclusive since improved quality and flexibility can occur in programs designed to acquire additional space. The difference is largely one of degree. Year-round calendars that are initiated in order to avoid costly construction generally mandate attendance and create constraints that would limit flexibility. Such space and cost saving calendar options do not generally call for the same degree of curricular and program change demanded in a year-round plan aimed at educational improvement.

The prevailing year-round programs have either voluntary or mandatory attendance patterns. In the voluntary programs, some form of choice is available to students with respect to extra instructional time or varied calendar options. In the compulsory programs, it is necessary to divide the student population on some basis—geographic, for example—and arbitrarily to schedule the times when students will be in and out of school, effectively eliminating the element of choice. This assignment factor distinguishes the true all-year program, of which the "45-15" plan is the most prominent, and the most commonly used in elementary schools.

In the 45-15 plan of school attendance, students are divided into four groups with three of those groups in school at any one time. An individual student will go to school for forty-five days (nine weeks), then be vacations for fifteen. School operates 48 weeks of the year (closing down completely for 2 weeks in December and 2 in July), with each child getting 180 days of schooling in the course of the year. In this manner, more students are accommodated than would otherwise be possible without additional construction.

The Valley View School District #96 in Romeoville, Illinois, was a pioneer of the 45-15 program. Valley View officials resorted to year-round schooling when confronted with a population explosion so rapid that there was simply not enough time to plan and construct new schools before the capacities of existing schools were exceeded. In 1953, Valley View had 89 pupils; by 1970, 5,590. It is estimated that by 1980 there will be 22,000. Faced with this rapidly growing enrollment at a time when it was in debt to its legal limit, Valley View implemented its distinctive 45-15 Continuous School Year Plan on 30 June 1970. Students at five elementary schools and one junior high (grades seven and eight) are divided into four groups—A,B,C, and D—with children from the same family assigned to the same group. By staggering entrance dates for each group every fifteen days, group A completes its forty-five days of instruction and starts its vacation on the day group D enrolls. Fifteen days later, when group A returns, group B starts its vacation, and so on. Only three-fourths of the student body are in school at any one time, and year-round operation increases the district's student capacity by 33 percent without additional facilities. Schools close for two weeks in the summer for major maintenance projects and for cycling adjust-

ments assuring that the 45-15 program will fit efficiently into the next school year's calendar.

The district has temporarily realized a $7.5 million tax avoidance in construction costs. The projected enrollment figures for 1980 make it almost certain that additional buildings will be needed, but if the present 45-15 plan is continued, for every four schools needed in the future, only three will have to be built.

Despite the fact that little or no actual curricular change occurred at the elementary level prior to the implementation of the 45-15, staff members at Valley View are quick to point out that certain improvements in the educational situation have in fact been accomplished, the most significant being the impetus to individualization of instruction. The 45-15, with its high degree of student movement into and out of the program, has generated a much greater need for a more individualized approach to the teaching-learning process.

Benefits for staff at Valley View include the option of working under contracts of varying lengths during the full calendar year. Teachers had the opportunity of choosing from 42 different contract lengths ranging in number of days from 90 to 270 in the 1971-72 school year. A statistical report on the number of all teachers working in 1971-72 for various periods of time indicated that 3.12 percent of the teachers worked from 90 to 174 days; 32.9 percent worked a traditional school year of 180 days; and 63.90 percent worked an extended year, 181 to 270 days, including 31.23 percent who worked a full year, 240 to 270 days.[1]

In November 1971, Valley View claimed that operating schools year round did not affect the total cost of teacher salaries.[2] Although some teachers were being paid more because they elected to work more than 180 days, the *net* cost in teacher salaries to the district was the same as it might have been in a regular school year with an extra schoolhouse.

However, in a recent issue, *Nation's Schools*, citing a U.S. Department of Health, Education, and Welfare report by William Rogge on Valley View's financial condition, reported that the 45-15 school plan does not save money. While increased use of the school plant cuts down on new construction costs, the saving is offset by higher overhead, personnel, administrative, and transportation costs associated with keeping schools open three months longer than usual. Higher personnel costs occur in part because many veteran teachers elect to teach year round. Under a conventional school plan, lower paid teachers with less seniority would fill more teaching posts.[3]

Because year-round education is still in a fledgling state, controversy continues over the cost savings or lack thereof. As EFL reported in its newsletter *Schoolhouse*:

"The verdict on the 45-15 plan is far from in, but a look at the districts that have tried it leads to two conclusions: Educationally there seems to be much to recommend it; financially the

1. Commission on Public School Personnel Policies in Ohio, *Time and Opportunity — The School Year*. Fifth Report of the Commission. Cleveland: Greater Cleveland Associated Foundation, 1972, p. 8.

2. Educational Facilities Laboratories, *Schools More Space, Less Money*. New York: EFL, 1971, p. 32.

3. "Notables," *Nation's Schools* 89:7-8, June 1972.

savings are minimal at best. As a matter of fact, it appears that such a program may actually raise the cost of education within a district, though it would shift the burden from capital to current funds.

"There is no question that running more students through the same building saves on construction, but that only works in a district with overcrowded buildings or with an expanding population. If your current schools are at or below capacity and new schools are not needed in order to house students, there is no gain to using buildings all year."[4]

Other considerations might result in additional expense should a district commit itself to some form of year-round schooling:

- *Remodeling.* In certain areas, classrooms need to be air conditioned for summer use. If already air conditioned, the equipment might have to be updated for full-time summer use. In addition, because all-year schools almost always force districts into team teaching, it might be necessary to remodel schools to make teaming possible.
- *Maintenance.* Maintenance costs for year-round schools might increase, depending on local conditions. Nighttime maintenance might be more expensive than day maintenance.
- *Staffing.* Unless all teachers are willing and able to stagger their time off, a district will need more teachers and may have to go to some form of differentiated staffing.
- *Out-of-school children.* Under a staggered vacation plan, the out-of-school children would not be able to use school playgrounds, so other areas must be made available to them. Leadership in recreation programs often comes from school personnel who will no longer be available. Working parents will not be able to keep younger children at home. The obvious implication is that some agency—whether school or community is going to have to provide facilities and supervision for out-of-school children. The burden of providing this service may be lifted from the schools—but not from the taxpayers, who pay no matter what agency carries out the task.
- *Pilot Project.* Valley View devoted two years to a thorough study of year-round operations before implementing its 45-15 plan. Districts contemplating a rescheduled calendar should plan on three years to assemble information, communicate the plan to the community, and restructure the curriculum. A pilot project of several years' duration should precede any system-wide changes. For such a project, start-up money is required. Valley View solved this problem by getting a $43,000 grant from the U.S. Office of Education, but it may be difficult for the average district to find this outlay.

It is obvious that implementing year-round schooling poses unique problems to each school district. No district can take Valley View's 45-15 plan as its own and expect it to work without extensive modifications.

Another year-round plan (for which the 45-15 is a variation) is the staggered quarter plan in which a forty-eight-week school term is divided into four terms of twelve weeks each. Students are divided into four groups and attend three of the four quarters. The plan operates on a voluntary basis, allowing high school students to choose which quarters they wish to attend. Student movement is similar to the college arrangement, with some Saturday classes, some days when students have no classes, and students coming to and leaving school at various times during the day. Students may also elect to graduate from high school in three years by attending all four quarters.

Several school systems in Georgia—Atlanta, Fulton County, and DeKalb County—are operating such an optional four quarter plan at the secondary level. The stated purpose of all of these programs is to increase the quality of education, not to save money. (In the first quarter of operation in 1968, the year-round plan cost Atlanta an extra $1.8 million.) More than 800 courses are now offered to Atlanta secondary students each quarter; approximately 70 percent can be taken in any order desired. Coupled with the option of attending any three out of four quarters (or all four), the curriculum content provides tremendous variety and flexibility for the student.

Such a voluntary program poses fewer teaching problems on a secondary level than on an elementary level. Also, Atlanta's year-round program has led to a more well-rounded teaching staff because the option of working full time has drawn a greater number of male teachers into the system. And although the district guarantees at least three quarters of work for teachers, the quarter plan has attracted a few semiretired teachers who want to teach only one or two quarters a year.

The year-round program has also aided Atlanta's work with disadvantaged children. According to the Georgia State Department of Education, studies before and after show that the disadvantaged learn faster under year-round programs and more of them now complete high school.

A modified form of the four-quarter plan was initiated in 1967 at the Park Elementary School in the Hayward Unified School District, California. The school calendar consists of four quarters of

4. *Schoolhouse*, September 1971, p. 4.

approximately fifty days each, with a three-week break between each quarter. One week of each break is devoted to parent conferences, teacher inservice education, and team planning. All students attend the same four quarters. The purpose of this program is to improve the quality of education. The operational costs are about 15 percent higher than the budget for standard operation in the district. Thus far, reactions from teachers, students, and parents have been favorable.

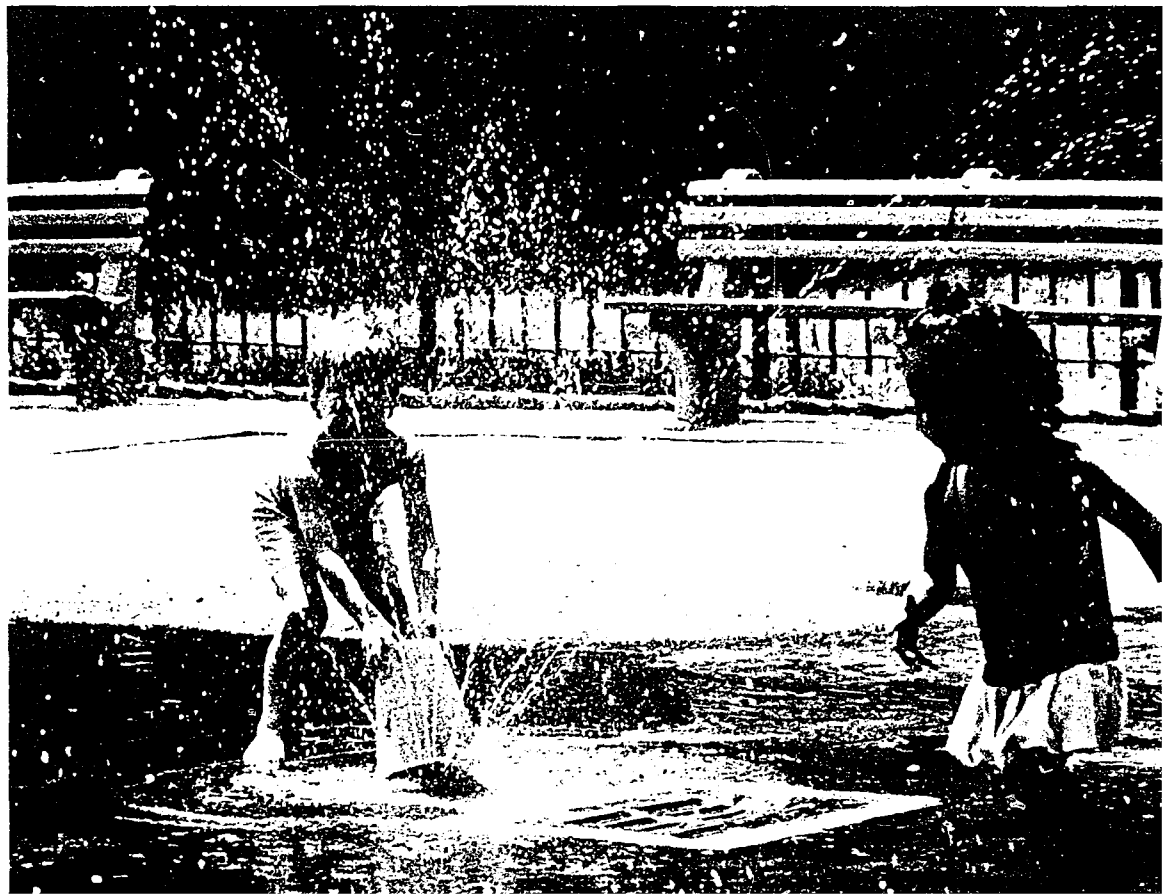
For the most part, the rotating quarter plans are aimed primarily at better utilization of school facilities, at better utilization of school personnel, or at pupil enrichment. Another approach, the extended school year plan, was designed for the most part by New York State Department of Education. The plan attempts to combine all these objectives with another major goal—pupil acceleration. Extended school year plans are based on a lengthened school year of 210 days or more. Basic to most of the plans is the concept of continuous progress. One plan, appropriately titled the Continuous School Year or Continuous Progress Plan, proposes a longer school year, with pupils completing one grade's work in the traditional 180 days and then spending the remaining time on the next grade's work. There are no excessive time breaks during the year and no need for terms. The length of the school year depends on the number of grades included in the plan and the corresponding number of years over which one year of schooling is to be saved.

For example, if a school system decided to implement the Continuous Progress Plan in Grades K-6, saving a year of schooling out of 7, kindergarten pupils would complete the traditional program in 180 days and spend the remaining 30 days of the 210-day school year on first-grade work. During the next year, the pupils would spend 150 days on the remaining first-grade work and the remaining 60 days on second-grade work. Pupils would progress in this manner until the end of their sixth extended school year, by which time they would have completed 7 years' work.

The calendar for the continuous school year plan provides for a six- or seven-week summer vacation plus normal Christmas and spring recesses, making the extended school year not a true year-round school.

According to the New York State Department of Education, when the transition period is over, classrooms and teachers are released and savings begin to accrue. Preliminary cost data from New York pilot projects indicate that savings will depend to a large extent on the amount being spent on education in a given district. In an area where expenditures are high, savings will be considerably higher than in a district where expenditures are low.

Ultimately, the actual amount of savings depends largely on what the administration expects to get out of the extended school year. If the su-



perintendent is determined to save money, he can do so. If he is equally concerned about improving the overall program, he will probably plow most of his savings right back into the program. In either case, the district should be able to give more children a better education in a shorter period of time."[5]

The educational value of the longer school year will depend on what is done with the extra time. Clearly, curriculum revisions will place heavier demands on teachers, while the longer school year would enable pupils to master fundamental skills, take remedial or enrichment courses, or lighten their class loads.

Supporters of year-round plans that alternate short terms and short vacations are convinced that they not only save space and dollars but are good for students. Year-round proponents claim there is no evidence that children need a long period of rest during each year. As J. Patrick Page, research director of Valley View Elementary District noted, "How many families take a three-month vacation? Under our plan, every child will get three weeks off in the summer and will know a year in advance what those weeks will be. He will also get three weeks off at three other times of the year. In our district a lot of men work in the building and construction trades. They have never been able to take a summer vacation. Now at least, they might be able to go away with their families at some other time of the year."[6]

In large cities the annual summer release of tens of thousands of youngsters not only creates an immense burden for understaffed and underfinanced recreational facilities, but it compounds the problem of supervision of youth, leading to the historic crests of juvenile delinquency that occur in the late summer months.

Another argument offered by year-round supporters is that since vacations would be shorter and more frequent, the amount and rate of loss of learning would be reduced. This in turn would cut down on the amount of time needed for reteaching after vacations.

With no beginning or ending to the school year, a child may enter school whenever he is ready. He will not have to wait another year because he was born a few days too late, as some do now. A student cannot fail at the end of the year, because there is no end of the year, nor a beginning to be sent back to. If illness, conflict with authority, or vacation causes a student to be out of school at any time, he can return when it is appropriate without the pressure to catch up before school is out or fail.

Proponents claim that, properly established, year-round schools would benefit the entire community in some way. Opponents to the concept counter with these arguments:

- Lengthening the school year or breaking it into quarters or thirds is a cosmetic change; it does not get at the roots of the instructional problems.

- The basic argument that year-round school will save money on bricks and mortar is misleading. The original cost of a new building, amortized over a period of time, really comprises a very insignificant amount of the total cost of education per year. Rising enrollments in an expanding district will eventually necessitate new construction anyway, and the costs of labor and materials may be a good deal higher five years from now.

- Abandoning the traditional summer vacation is a disruption of the social and family pattern. Forcing students to attend school for eleven or twelve months prevents them from developing in other nonintellectual areas that are as important to learning as are school activities.

- The extended teaching period that results from shorter vacations and the absence of a three-month vacation is producing a teacher fatigue that could be detrimental to teachers and pupils.

- Shorter terms cause impersonality in student-teacher relationships.

All the answers are not yet in. Indeed, perhaps all of the questions have not yet been asked. The stumbling blocks on the road to year-round education are numerous: a shortage of funds to promote and introduce the concept; an absence of aggressive, professional leadership; a lack of definitive data to show conclusively the value of year-round education; and the traditional resistance to change. However, as more school budgets and bond issues are rejected by taxpayers, and as more parents raise objections to double sessions and oversized classes for their children, the flexible all-year school may emerge as the institution most capable of meeting the educational needs of the future. The next few years might find that the year-round school is the only practical solution to the double-headed dilemma of overenrollment and underachievement.

5. "The All-Year School: Time for a New Look," *School Management* 10:86-92, February 1966.

6. National School Public Relations Association, *Year-Round School Districts Develop Successful Programs*. Washington: the Association, 1971, p. 17.

WHERE IT'S HAPPENING

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(Editors' Note:) School and community working together is beginning to happen in many places at once. Documenting all the activity would be impossible, but this section beams the spotlight on projects of varying size and importance in a number of geographical areas. Some of these vignettes were reported by members of the National Association of Elementary School Principals and some by members of the Association for Childhood Education International. Others have come to light in newsletters and newspapers. The editors hope that readers will find ideas for projects worth trying in their own communities.

IN TALLAHASSEE, FLORIDA, children experience the thrill of their own Junior Museum, thanks to community minded action on the part of the Association for Childhood Education (ACE) and the Junior League. The museum started as a small suitcase, a traveling exhibit project of the Tampa ACE.

As interest in the project grew, one suitcase became many. Support was given to establishing a permanent exhibit, and today the museum occupies fifty acres on Lake Bradford. Guides are trained to work with classrooms, scouting groups, and others. A series of ten tours are offered to the young visitors on such subjects as the nature trail, native birds and mammals, and gulf coast ecology. Live animals native to the area are housed at the museum in a mini-zoo, and children can visit the Pioneer Farm to see a horse being shod, cows being milked, and sheep being sheared.

IN SAN FRANCISCO, CALIFORNIA, a group of volunteers at the Metropolitan Life Insurance Company's Pacific Coast head office is helping newly arrived Asian immigrants learn English.

The company's office is located next to the city's famous Chinatown, and the children, who live nearby, come in twice a week. They talk with their tutors and learn new words, look around the insurance company office, and share experiences.

The volunteer tutors come from almost every division of the company. No special language or education background is required. Several of the tutors are of Asiatic origin. Before meeting students, volunteers take part in a training program and observe language classes at the Chinese Education Center, a screening agency that assists newly arrived school age children moving into the San Francisco area from the Orient.

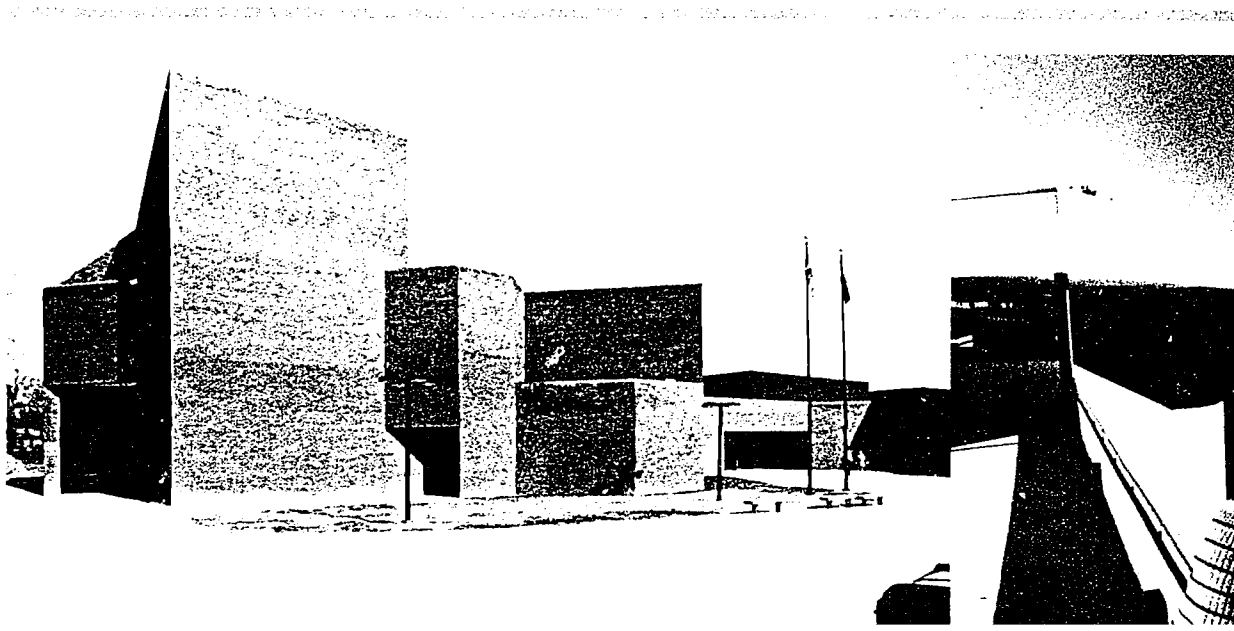
In their program the tutors are using company resources such as videotapes, tape recorders, duplicating machines and the library. As a result of this successful program, five other company employees are now tutoring a half day a week in elementary schools in the Chinatown area.

IN DALLAS, TEXAS, the board of education set out to involve the community in school decision making. Teachers, administrators, and students meet with the superintendent's office through various organizations. Students, for instance, from each of eighteen high schools belong to SUPERSAC (Superintendent's Student Advisory Committee). Parents are involved in a variety of ways, including regular projects with the 40,000 members of the Dallas PTA. But the most promising component of the Dallas model for shared decision making is known as Operation Involvement, which includes 600 participants representing teachers, students, parents, and members of the District Communications Committee. This large group is divided into twenty-five small ones to focus on various areas of the school program. Several times a year, a representative from each small group meets with the board of education to assist firsthand in setting program priorities. Each representative comes armed with input gained through intensive and extensive discussions at the individual school level.

IN PONTIAC, MICHIGAN, a new community resource center has recently been completed. Named the Dana Whitmer Center in honor of the superintendent of schools, the structure occupies two blocks and houses an elementary school of 1,900 pupils on the lower level, including preschool and kindergarten wings, instructional material centers, mini-theaters, cafeterias, an ethnic center, crafts and music rooms, and a large gymnasium. An indoor pedestrian street runs through the second level, flanked by adult education classrooms, community agency offices, and a dental clinic on one side; a community lounge, restaurant, and Center offices on the other. The Center operates from 8 a.m. to 9 p.m. The demand for adult education has already filled the classrooms and spilled over into another building.

IN NEW YORK CITY, the Spofford Model School Project, a joint effort by Fordham University and New York City's Board of Education, works to improve the educational experiences of children in detention centers. Through the project, Fordham offers graduate and undergraduate courses and curriculum workshops for full-time graduate students, teachers, and counselors at Spofford, Manida, and Zarega Juvenile Centers in the Bronx. Graduate students serve mandatory in-course internships at the three centers and at Elliott House, an experimental community center in Lower Manhattan.

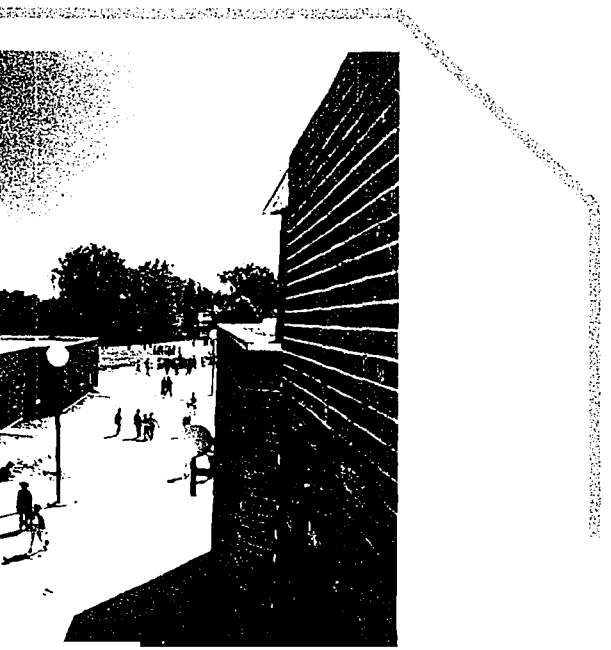
Spofford for boys and Manida (with its Zarega annex) for girls serve all five boroughs as detention houses for children whose cases have not yet been heard by the courts. A typical stay at the centers is usually from three to six weeks, with some only overnight and others as long as six months. Most of the juvenile offenders, who range in age from ten to sixteen years, come from poverty-stricken homes and from areas where they have been exposed to heroin and other



The urgent need—besides training dedi- teachers—is to develop complete learning experiences that can be used to reach children who will be in class on a short-term basis because they are detained for only short periods of time. Some of the classes conducted so far include sewing, basic arithmetic, listening and speaking skills, drawing, Afro-Americans in U.S. history, writing, reading, and dancing.

IN AMERICAN SAMOA, the education of 2,700 children, three, four, and five years of age, in early childhood centers in villages has begun with their parents being trained as teachers. Setting up village centers involved the community from the start. A televised program described the project and stated that mothers and fathers would be trained and employed as teachers. Over 200 persons responded, some traveling over 85 miles to apply.

The teachers were chosen on the basis of warmth of personality; clearly enunciated Samoan speech; the desire to learn; interaction with children; the respect of their village; and good health. The training includes observing the master teachers over a period of several weeks with trainees acting as assistants after initial weeks of observation; observing a village teacher in actual village centers; watching and discussing prepared television tapes; and actually assisting village teachers in village centers. Workshops are conducted for making learning materials such as dolls, manipulative toys, and games for sensory perception and motor coordination; composing and telling stories; singing songs and rhymes; practicing manuscript writing; and keeping records.



IN FLINT, MICHIGAN, the Mott Foundation and citizen participation have helped develop a strong movement in community schools. Each year nearly 100,000 adults and children, out of a population of 250,000, are involved in a great variety of education programs, ranging from regular and innovative K-12 programs to adult education offerings and community recreation. The community school idea has spread far beyond Flint, and more than 300 communities in the United States now have community school programs. The Mott Foundation has also helped establish regional and university centers for community school development.

IN WEST PALM BEACH, FLORIDA, a social studies program involving the community was put into practice in one of the summer school centers for elementary school children. The emphasis was placed on producing and consuming goods. In this connection many trips were taken to local business firms, the bank, shopping malls, local farms and dairies, the Chamber of Commerce, and community facilities—such as the police and fire stations and the water department. The children had experiences in comparative buying, budgeting, buying and selling, trading, learning about local and state resources and agencies—Better Business Bureau, Office of Consumer Affairs, and so forth—and projects involving the development of the area. In turn, the community became aware of what the children were learning and cooperated in many ways by taking youngsters on trips to observe the community in action.

As a follow up to the summer school centers, Belvedere School in West Palm Beach conducted a similar social studies program—kindergarten through sixth grade—during the regular school year. Many field trips were taken, speakers visited the school, and the annual school fair in April was based on the results of the program. Items made by the children were sold, and the profits were turned over to the school's air conditioning fund.

IN EAGLE BEND, MINNESOTA, a professional painter, Patrick Redmond, is artist in residence in this town of 600 people, 140 miles from a large city. He lives and works in the small town and teaches students in the community. More than 200 students from grades 7 to 12 have made it a point to visit Redmond's loft to chat with him. He is paid from funds of the Artists in Residence Program of the Minnesota State Arts Council in a joint venture with the National Endowment for the Arts and the U.S. Office of Education.

Redmond's presence in the community makes possible the unique opportunity for youngsters to see an artist working in his profession. The school provides any teacher training needed by Redmond; he teaches classes to children during the day, and in the evening to adults from miles around. His wife is a ceramist, and watching her work at the potter's craft is a new artistic experience for the Eagle Bend community.

IN TYLER, TEXAS, a school and community facility, Camp Tyler, has made it possible for this east Texas city to carry on an outdoor education

program for the past twenty-five years. Camp Tyler encompasses 300 acres, including a camp and a school farm, just 12 miles from the city on the banks of Lake Tyler. Fifth and sixth graders particularly concentrate on outdoor education at Camp Tyler. Students in those grades have two- or three-day sessions while staying at the camp. Under the guidance of a teacher-counselor, they study plant and animal life, analyze soil samples, and perform various chores on the working farm maintained by the camp.

Living in the camp situation is a good jumping-off place for discussions of ecology, environment, and pollution. The teacher-counselors at the camp and all the fifth- and sixth-grade teachers in Tyler work together in planning, executing, and following up the outdoor education experiences program. Several weeks before a class is scheduled to go to camp, the teacher begins focusing on the kind of experience the youngsters will have there.

The camp was purchased by the Smith County Youth Foundation, a nonprofit corporation, in 1949 and is rented to the Tyler public schools for a dollar a year. The school system furnishes maintenance for the camp, including several cabins, water and sewer systems, and a well-developed waterfront area.

IN LITTLE ROCK, ARKANSAS, so many students were lacking in adequate preparation for junior high school that a group of interested parents decided to do something about it. They met with individual students and with small groups of students to help with reading, mathematics, individual projects, or other subjects in which the students needed help. They named the project Volunteers in Public Schools—called VIP's for short. The program spread throughout Little Rock. An interested classroom teacher requests a volunteer; the VIP's contact one, and a schedule is set up. A bank in town gives employees time off each week to work in the program. The children are benefiting from the project, and it has brought school and community closer together.

IN EMPORIA, KANSAS, the William Allen White Library at the Kansas State Teachers College annually sponsors the William Allen White Children's Book Award. The award is presented to the author of the favorite book of the Kansas schoolchildren, who voted for the book they liked best from a list of twenty titles selected by teachers and librarians. It is presented to the author at a banquet held in a different Kansas community each year and is sponsored by a Kansas organization, such as a librarian group, or the Association for Childhood Education.

IN ST. PAUL, MINNESOTA, parents and teachers persuaded the school district that it should try an alternative form of education within the public school system. The city agreed and bought an old factory and converted it into the St. Paul Open School. The factory had once been a computer plant with wiring and air conditioning sufficient for school needs.

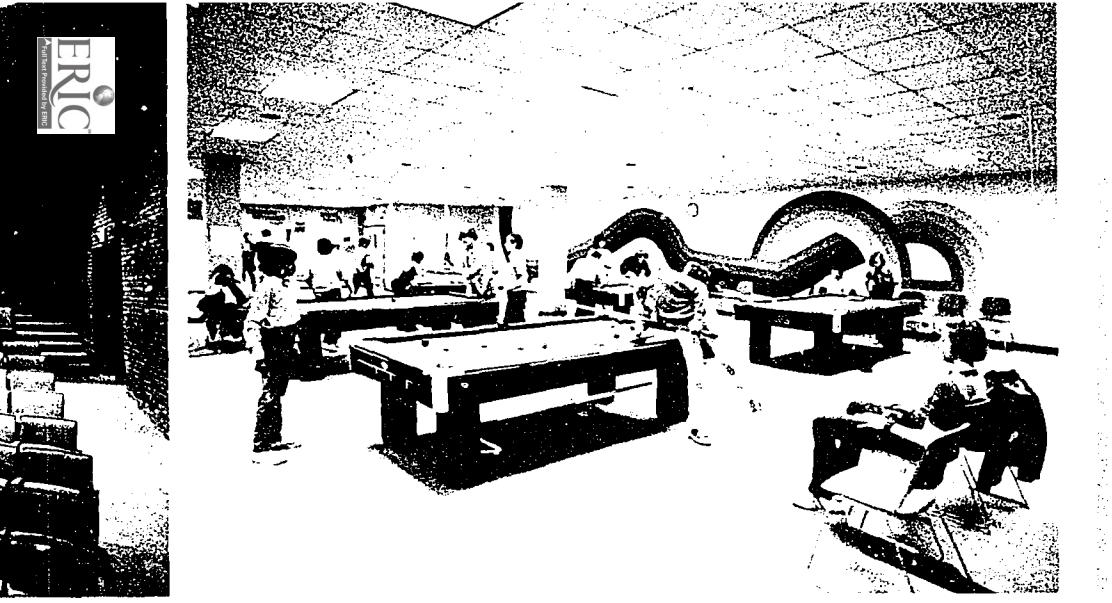
Because there were only twelve days between the signing of the lease and the opening of school, parents, staff, students, and volunteers took out the low, office-type partitions, and then scrubbed, plastered, and painted the old building. School district maintenance men installed a fire alarm system and added acoustical wall and ceiling materials. The architectural services were donated and so no design fees had to be paid.

IN BLOOMINGTON, INDIANA, one of the state's last remaining one-room schoolhouses has captured the interest of the Bloomington Association for Childhood Education and is now undergoing massive renovation. Known as the

Honey Creek School Project, the restoration effort is a joint venture by the Bloomington ACE and the Monroe County Community School Corporation, owner of the property. Together they are making the schoolhouse and surrounding area into a real learning laboratory—the restored building will house artifacts relating to life in earlier days.

By making this a community effort, the Bloomington ACE has successfully involved the whole community, receiving materials, services, time, and artifacts from other groups and business people.

IN NORTH VANCOUVER, BRITISH COLUMBIA, CANADA, sixth-grade students at Queensbury Elementary School have been making regular Thursday afternoon visits to patients at a rest home for senior citizens. The visits began at the suggestion of one of the students' mothers who noted that high school students were visiting old age homes; she wondered why elementary school students couldn't do the same. The teacher, Chuck Heath, talked to the class, and



found that many of the students had very little to do with older people and really knew very little about them.

Now the students visit the home weekly. Each one takes some kind of a game with him, and he or she spends time with the oldsters playing checkers, cards, and other games.

IN TEANECK, NEW JERSEY, the Teaneck Operation Community Talent serves all schools from kindergarten through high school. It maintains a list of volunteers' skills and matches its information with the needs of the schools. It has a list of more than 128 specific topics in the arts, health and science, government and the community, careers and hobbies, and foreign lands and cultures. Teachers consult the list when they wish to use a resource person or other volunteer. Operation Community Talent, in addition to maintaining a list of speakers and resources, administers tutoring programs for elementary school students, using adults and high school students as tutors. Volunteers also assist in teaching English to foreign speaking students.

IN YOUBOU, BRITISH COLUMBIA, Mrs. Yvette Friday, kindergarten teacher in the Young School, has developed strong parent participation. "To me this is most important," she says. "At the beginning of the year, I explain to parents that I have an open-door policy, and I am pleased that many of them often visit. New babies are brought when they are a few weeks old and then make frequent visits so we can watch them grow. At school this year we celebrated the first birthday of a pupil's brother."

The father of one little girl is the local bank manager, and so many trips are taken to the bank, where the children are shown how a bank is run and how to deposit their money. Similarly, visits are made to the post office where the children are shown all aspects of mailing procedures. Parents are always willing to help with these field experiences.

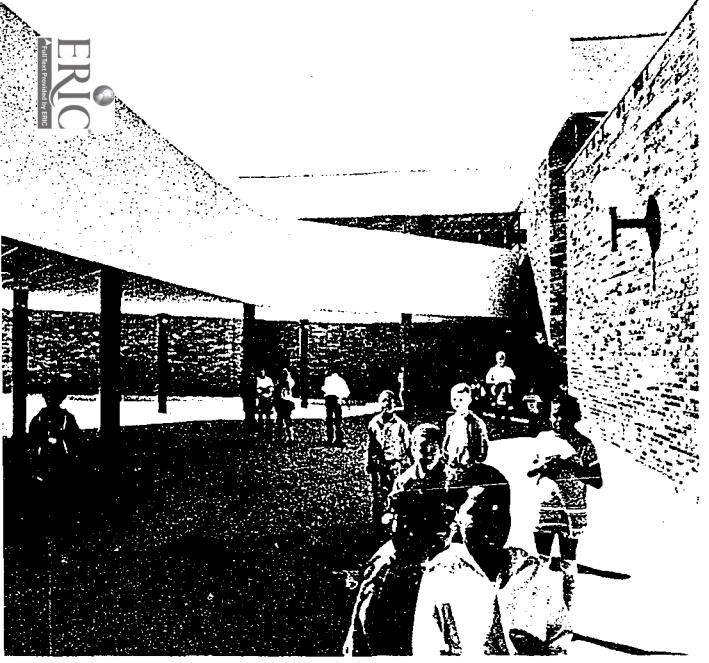
IN MINNEAPOLIS, MINNESOTA, a school funded program, Community Resource Volunteers, provides resource persons to the elementary schools. Each school has a guidebook from which teachers select teachers according to subject. CRV then makes all the arrangements. Lawyers, physicians, world travelers, musicians, potters, and weavers are only a few of the great variety of individuals who give their time to bring new experiences and ideas to classrooms across the city.

IN OTTAWA, ONTARIO, CANADA, a carefully planned project worked out by the University Women's Club and the school authorities provides for volunteer women to give two, half-days a week in service to schools on a one-to-one relationship to help emotionally disturbed and behavior problem children. Volunteers also assist with dramatic productions and with arranging and conducting school trips or excursions.

IN TALLAHASSEE, FLORIDA, a strong program of volunteers is involving members of the community from many backgrounds in the Leon District public schools. Now assisted with funds from the District Office, the volunteer service is available to all schools of the system.

Volunteer tutors help with academic subjects, and many other persons help in a number of resource areas. A large number of the volunteers are parents, but people of all ages and different walks of life are included. Some volunteers help with tests and oral language activities, others check papers, read stories to small groups of children, tutor children in academic skills, take children to the library, help with parties and field trips, and listen to children read.

IN EUGENE, OREGON, students of Applied Citizenship Training in North Eugene High School met with eight- and nine-year-olds an hour a day for three weeks to educate them in county government. Two field trips were made to the county courthouse. So little written mate-



rial could be found on the subject that two high school students compiled a workbook on the government of Lane County for use in future courses.

IN ARLINGTON, VIRGINIA, the school district and the Recreation Division decided in 1969 to work together for the good of school and community. By breaking down walls of bureaucracy and overlapping jurisdictions, they have been able to cooperate in several projects. The Thomas Jefferson Junior High-Community Center was built after the County Recreation Commission got a $2.5 million bond issue approved at the same time the schools asked voters to approve a $4.15 million issue. It was the county's first major effort to create a facility aimed at the total development of the intellectual and physical needs of a community.

As a cooperative effort, planning was of critical importance in creating a facility ideally suited to serve both the educational needs of the anticipated 1,400 junior high students and the recreational and educational needs of the entire community. The result is a facility containing three "little schools," each with its own principal and teaching staff, and each designed to allow total flexibility in instruction by either grade or discipline. There are also common areas: auditorium, music rooms, and a two-acre controlled environment facility; science, art, home economics and industrial arts labs; dining areas; and a game room that serves the school and the community as well. The Controlled Environment Facility contains 78,000 square feet of enclosed space, which encloses an area larger than a football field. Its design allows for a vast variety of community and athletic activities; its bleachers and moveable walls serve as barriers; and a poured, synthetic floor surface makes it ideal for any athletic activity. The facility can be used for tennis, basketball, track, softball and football practice, handball, volley ball, dancing, trade shows, exhibits, fencing, skating, shuffleboard, archery, and banquets. This portion of the building has direct entrances from the outside so that it can operate on a twenty-four-hour basis. The auditorium also has separate outside entrances that provide for community use.

In another community venture, Arlington County voted to construct three swimming pools, one on each senior high school site. The school board that designed and built the pools also manages and maintains them. Operating funds are appropriated by the county board into the Community Activity Fund, which is managed by the School Board.

Another new school and community project is a Technical Education Career Center which is being constructed in the same building with a public library at a cost of $4.6 million.

Next on the books is a joint effort of the Arlington schools and the performing arts section of the recreation division. They hope to coordinate school and community efforts to encourage the dance, music, and theater activities in Arlington County by providing a cultural center open to all.

IN WINDSOR, ONTARIO, CANADA, Oakwood School, which occupies an eleven-acre campus on the outskirts of the city, has an outdoor program that involves the pupils of the school, their parents, and children in other schools. On the grounds are a large swampy area and a pond that grew out of a rather large puddle, with the help of the fire department, a gift of a hydrant, and the loan of a fire hose. Today the pool is the home of ducks and geese and is a sanctuary for wild ducks during their migration flights.

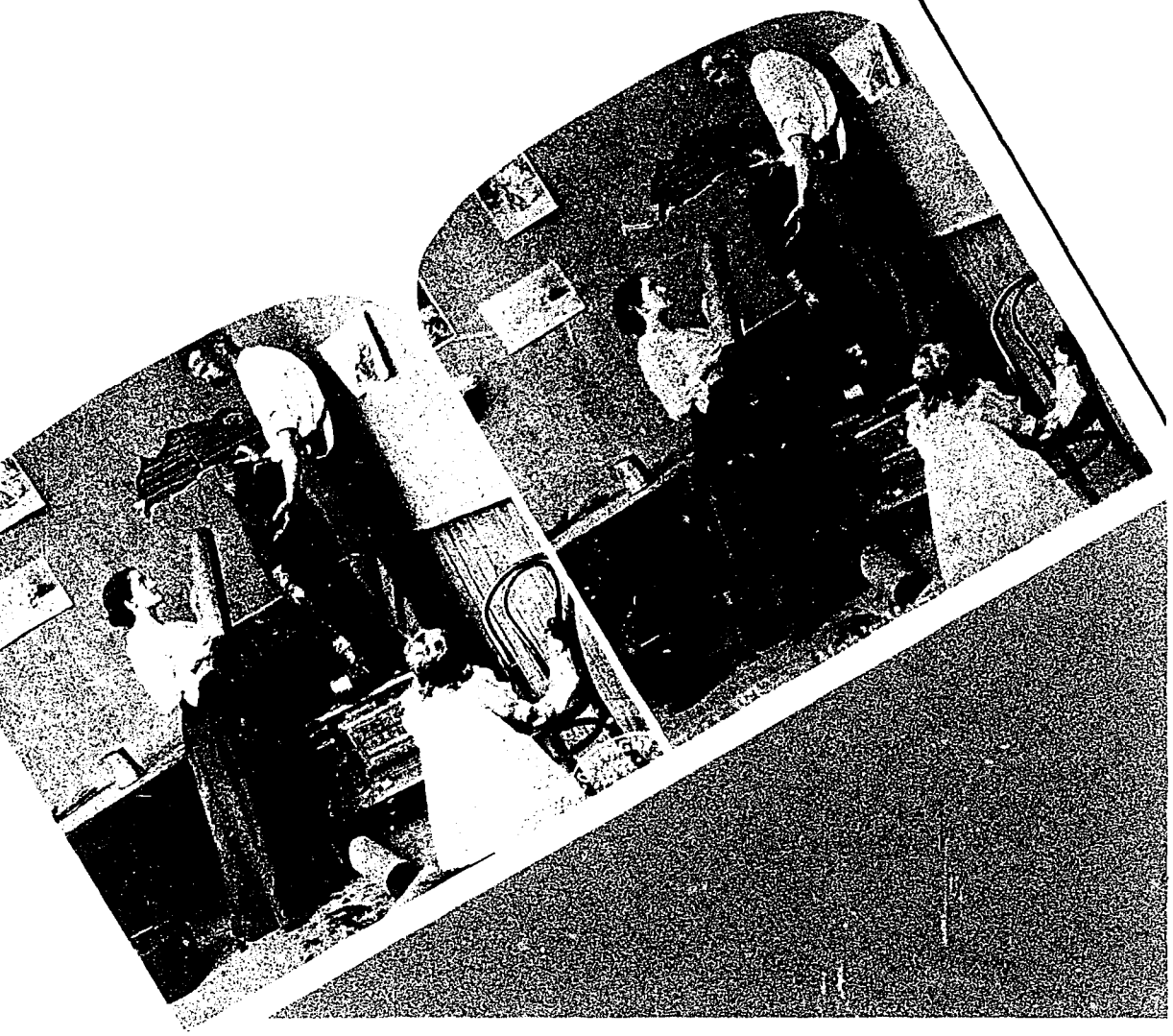
The children built a number of small buildings to house chickens and small animals. They take care of the birds and animals, watch the birds mate, observe the eggs, and wait to see them hatch into chicks and ducklings. Recently they shared 144 fertilized eggs with children of other schools so that they all could see birds hatching.

There are no fences at the school. Anyone is free to come and go during school hours and in the evening as well. The school sometimes has hundreds of visitors a week, but almost no vandalism has occurred.

IN MEDFORD, MASSACHUSETTS, parents living within the public school area can borrow audiovisual aids to help with their preschool youngsters' learning. They need only go to Hervey Elementary School to borrow cassette recorders, filmstrip viewers, and other pieces of equipment and materials to aid them in teaching arts and crafts, science, and social studies. After a week, parents return the equipment and materials and talk to teachers and other parents about their children's reactions to the audiovisual aids. They are always urged to borrow more.

RECYCLING RESOURCES

Peter C. Madden is school psychologist at Virginia Commonwealth University in Richmond, Virginia.



Children entering school today are a lot harder to impress than they used to be. In the "good old days" the children who appeared at the kindergarten door were rather naive, unlettered, and excited about even the most mundane school activity simply because it happened in school and was a learning experience. Materials could be designed for traditional, passive, pencil-and-paper experiences, but the novelty of school was so great that elementary school teachers didn't have to expend much energy on inspired instruction.

Well, not any more! Today's primary students may well have two years of class before they even see the neighborhood school from the inside. Likely as not, they have watched educational television for at least four years and already know their numbers, letters, and a few

sight words and have acquired a lot of thinking skills. What's more, all of this has been presented to them in a dynamic, exhilarating package that seduced them into wanting to learn facts and concepts without even being aware it was happening.

Consequently, today's teachers have to keep on their toes to compete with the colorful multimedia lessons of educational TV and the heavily experience oriented programs of the better preschools. Workbooks, basal readers, fingerpainting, an annual trip to the fire station, and a Halloween project simply won't hold the interest of the children of the "now generation."

In response to this challenge, teachers have come up with a number of new learning styles—open classrooms, programed instruction, unassigned time, activity periods, team teaching; every new journal issue features at least one. Whatever their differences, all of the new styles stress the need to create an enriched learning environment that is heavy in varied materials and activities.

Enrichment is easy if you're rich. But in these days of rising taxes and shrinking financial aid, classroom budgets for materials are unlikely to increase substantially. That means you will be faced with the prospect of either seeing materials and activities in your room diminish, or having to draw more heavily on the free or inexpensive resources that surround the school itself.

Fortunately for teachers today, not only are the resources in the community greater than ever before, but many more publishers have begun to issue guides for using the community as a teaching tool. The list at the end of this paper describes and gives ordering information for a number of publications that will help you develop practical resources.

The most logical place to start a search for community resources is the student's home. Send home a list of typical items with a request

iat, when they break, parents send them to hool with the children or notify you to pick the articles up. You'll be amazed at how much discarded equipment collects in every house over a year's time. Among the things you can find at home are clocks, watches, radios, television sets, toasters, small appliances of all sorts, lawn mower engines, automobile parts, cameras, rugs, furniture, and tools. Wash the exteriors of greasy pieces in a car wash that uses pressurized spray guns; drain any inside oil in the same place. The result will be a fairly clean piece of equipment that will need only a few dabs with a kerosene rag to satisfy the most meticulous classroom housekeeper.

Keep reminding children and parents during the year about the need for their junk. After a while, they will automatically begin calling you whenever something breaks down. A similar source is the ubiquitous garage or rummage sale. The same kind of material is available, plus some occasional bits of exotica such as musical instruments, typewriters, and art supplies, with nominal prices usually charged.

Local businesses are another excellent source of discarded equipment. Sometimes they will offer you their own junk, but more often it will be customers' equipment that is beyond repair, or parts that have been replaced. Contact photography stores, appliance repairmen, stereo and television dealers, lawn mower shops, lumber yards, utility companies, jewelers—in short, keep in touch with any businessman in town who sells or fixes something you can use.

Frequently you'll find that the manager won't have anything you can use the first time you visit. But if he seems receptive to the idea, ask him to save things for you, then drop back from time to time to see what has accumulated. Make a point of stressing that you don't want things with resale or spare parts value. Ask only for true junk that would otherwise be discarded. In this way you won't be regarded as a parasite, and you should be able to develop a permanent relationship with the management. (It certainly helps to do some shopping with your benefactors, too!)

You might also contact the local chamber of commerce and ask them to include your need for materials in their monthly newsletter. Try writing an occasional note in the same newsletter thanking businesses by name for helping you. Not only is it good public relations with an influential segment of the community, but the recognition will encourage store owners to stay involved with your project.

Various levels of government constitute a major source of material for classroom use. Schools have a high priority in claiming material that the government no longer needs. If any large military base or other federal installation is located near you, contact the property disposal office for information about surplus. (It has different names at different places, so be persistent when you inquire.) The basic process is described in a government pamphlet called *Donation of Federal Surplus Personal Property*, which is published by the General Services Administration in Washington. * It is possible for you to claim material directly at the installation or base near you. However, the paper work has been somewhat simplified by creation of agencies in every state that claim federal property and then make it available to schools. (See the pamphlet mentioned above for the name and location of the agency in your state.)

The list of things the government gives away is staggering. At even a modest sized military base, surplus property can include shop equipment, furniture of every type, parachutes—fantastic for physical education activities—cars and trucks, electronic equipment, filing cabinets, tools, and airplane parts; there is simply no limit to what might be available.

The federal government operates the world's largest printing operation. Most of the literature is free or quite inexpensive, and a great deal of it is appropriate for classroom use. The problem, of course, is sorting out what you can use from the thousands of available titles. One way to do this is to place your name on the mailing list for *Selected U. S. Government Publications*, a bulletin issued every two weeks describing many of the current documents available from the government.

Local offices of the federal government also have publications available on request. Especially useful are the many booklets on conservation and land use that are issued by the Agriculture and Interior Departments. Visits to the County Agricultural Agent and the Soil Conservation Service, both of which are located in the county seat, will reward you with many interesting booklets. Employees from both services will also take an active role in your classroom if you ask them.

The U.S. Geological Survey of the Interior Department also issues a huge series of topographic maps that minutely describe almost every area of the country. The area covered in each one is about equivalent to the average sized school district or town, so the maps can be quite useful in making community studies of various kinds. A number of interesting mathematics projects involving scale and distances can also be devised by using the maps. The Map Information Office of the U.S. Geological Survey will provide two useful guides for understanding and using maps. The first, *Topographic Maps*, is an explanatory booklet on maps. The second, *Index of Topographic Maps*, will describe how to order specific maps. (Be sure to get the index for your own state.)

Most of the industrial firms of the nation also

* Complete bibliographical data on the pamphlet *Donation of Federal Surplus Personal Property*, as well as data on references mentioned later in the article can be found in the appendix. *Twenty-five Guides to Community-based Teaching*

supply classroom teaching aids as part of their public relations program. The most common example is the vast variety of free motion pictures offered by almost every kind of major corporation. Sometimes a little gentle propaganda for the company or industry is worked into the films, but it does not generally detract from the interest or the value of the material. In fact, older children can use the propaganda as a source of study in persuasive techniques.

Films can be ordered directly from corporation offices, as is usually done with the popular Bell Telephone series. Assistance in finding and ordering films this way is the *Educator's Guide to Free Films*, part of a series that is revised every year. Several agencies centralize the distribution of free films. One of the largest of these is Modern Talking Picture Service, which has regional offices scattered around the country. The only cost to you for any of these films is return postage, which is very low for educational material.

Of course, there are also state film libraries in every state of the union. These are usually operated through the state's education department or university and will generally provide films at no cost. Films from these sources seem to be more official and directly related to classroom learning.

The film medium sometimes gets an ambiguous reception in schools. Nearly everyone likes well-done and interesting films, but teachers seem to feel that they aren't acting in a responsible or professional way if they show many films. Anything carried to extremes can be unhealthy, but most classrooms could profit by a greater volume and variety of audiovisual materials. Children in deprived settings often have very little knowledge of life outside their immediate neighborhoods and need all the exposure they can get to the industrial, recreational, geographical, and cultural resources of the world around them. Even middle class children can profit from the broadening experience of seeing a variety of films.

Now that daylight screens and self-threading projectors are finding their way into most schools, there is no reason why films have to be shown to entire classes in darkened rooms. Instead, small groups of children can look at films at appropriate times in a corner media center. If possible, allow the children to set up the equipment and operate it themselves. Under these conditions, several films each week can be used advantageously to supplement the regular learning program.

Corporations have much more than film to offer classroom teachers. For example, Coca-Cola is now distributing, at no cost through its local dealers, an expensive and useful set of classroom games; the American Paper Institute will send you a pamphlet showing how to make paper in your own room from Kleenex and starch; General Motors will provide you with a lavishly illustrated set of booklets explaining different kinds of engines and transmissions. There are several guides designed to help you supply your room—one of the best is the modestly priced *Catalog of Free Teaching Materials*.

Don't overlook the supreme commercial hometown teaching aid: your local newspaper. In an effort to stimulate newspaper readership in this television age, local newspapers are becoming very cooperative about supplying daily papers for students. The newspaper is the ultimate medium for community study. It reports the birth and death of every citizen and a great deal of what affects him in between. Past newspaper files, usually called the "morgue," provide a day-by-day chronicle of the community right back to its earliest days. Students with little interest in history or social studies will often spend fascinated hours looking at microfilms of turn-of-the-century newspapers or magazines.

An excellent guide to using current newspapers as teaching aids is *Newspaper in the Classroom*, by Jerry I. Abbott. This small book contains more than 500 ideas for using newspaper at every age level and in most curriculum areas. It is not available on the commercial market but can be ordered directly from the *Grand Forks Herald* in Grand Forks, North Dakota. It is easy to arrange a number of ongoing activities in social studies, science, mathematics, language arts, and physical education through use of the daily newspaper in your room.

Now that you have a generous supply of material for your room, what can you do with it? Many ideas will come to you as combinations of kids and resources develop, but here are a few starter ideas. The key concept to keep in mind is that every effort should be made to integrate learning activities. Look for ways to combine physical education with language arts, mathematics with writing, social studies with science, and so forth. The best learning situations are always those that 1) deal with real life activities and materials, and 2) involve several kinds of learning modalities at one time.

Take pieces of equipment apart to find out what is inside and how they work. Two valuable aids in this kind of project are the books, *How Does It Work?* and *The Way Things Work*. These well-illustrated volumes provide explanations of technical equipment ranging from the light bulb to the computer. You can also ask children to speculate on the purpose and function of various internal parts or to identify materials of different compositions.

Do not push children who are unfamiliar with machinery to identify, classify, explain, or reconstruct equipment too soon. Remember that the material has a certain fascination of its own, and children need what David Hawkins has termed a "messing-about period" just to get used to the feel of new equipment. Even if the clock or

motor is totally destroyed in the process, save the parts and wait for the next item to come along before you start "teaching."

After initial take-apart sessions, or the first time around with older kids who have more experience, let the children try to reconstruct part or all of the machine. With some effort, a group of third graders can totally take apart and reassemble a lawn mower engine in about an hour. This experience is like putting together a large, three-dimensional, forty-piece puzzle, which one learning disabilities consultant has said is the best visual-motor coordination exercise he has ever seen in a classroom. It's also a fine thinking game that almost no one quits before completion.

Save the spare parts from all take-aparts and use them later for art projects. Children can make clever and interesting collages and mobiles from the parts by gluing them to wood or slices of vinyl floor tiles. Purchase of a small soldering iron and some resin core solder will enable children to construct pieces of metallic sculpture.

Two excellent guides to the use of locally obtained or cast-off materials for art projects are *Trash to Treasure* by Sue McCord and *Beautiful Junk*, a Head Start publication written by Diane Warner and Jeanne Quill.

Craft Course Publishers of Temple City, California, offers over sixty inexpensive publications that will show you how to work with common household materials ranging from burlap to wax to Kleenex. Two popular issues in this series are *Egg Carton Flowers* by Maud Savage and *Egg Carton Magic* by Amy Theisen.

Use the materials to provide a structure for other learning experiences. For example, after the electronic part of a television console is taken apart (remove or depressurize the picture tube first), use the wooden shell as a classroom TV studio. Place a small shelf inside as a desk, add a microphone from an old tape recorder, and let the children sit inside to deliver the news they wrote or to ad-lib in front of an audience. Some shy students who find it painfully difficult to speak to the whole class really open up inside the structure and security of the TV set.

Use cardboard, shelves, tables, sofas, and other furniture to create learning centers for reading, writing, science, and other more traditional academic subjects. Two guides to construction projects in the classroom are *The Tarallones Scrapbook* and *Big Rock Candy Mountain*. Each will provide you with numerous ideas for planning and arranging your classroom layout around centers using locally obtained materials.

Organize a science center using locally obtained materials. One aid in doing this is the UNESCO *Sourcebook for Science Teaching*, which describes several hundred science experiments—all conducted with the junk to be found lying around. Nelson and Lorbeer's *Science Activities for Elementary Children* also has a number of science projects that can be done with everyday, nontechnical equipment.

Science is probably the subject that has the largest appeal to the most students of anything taught in school, but too often it becomes flat and uninteresting because it is read about rather than experienced. Complicated or expensive equipment is *never* required to bring science alive for elementary students. All that is needed is a little creative scrounging.

Plants and animals can provide much useful learning at very little cost. A small booklet called *Fun with Seeds* describes over 100 experiments that school children can perform. The seeds themselves can often be obtained free early in the fall when garden centers and hardware stores discard their unsold, dated seed stocks. Animals can be watched, fed, bred, weighed, measured,

and trained, with every one of these activities recorded in mathematical or essay form.

Menus and department store catalogs can provide interesting mathematics activities on a variety of levels. Make up a set of job cards based on information in the menu or catalog. The problems can range from a preschool level, such as counting or numbering identification, to such advanced computations as averaging prices, adding sales taxes or tips, or finding the percentage of a price reduction for a sale.

Ask service stations to give you their outdated travel books, such as the *Mobil Travel Guides* for various regions of the country. The *Guide* will list a number of statistics for most of the towns in the area as well as mentioning local tourist features and listing accommodations with prices. Planning trips with maps and guide books involves children in such studies as geography, history, mathematics, and language arts, all at one time.

Develop an intensive study of your own community using current newspapers, old newspaper files, interviews with community leaders and senior citizens, maps, input from local businesses, and anything else you can find. Let children tackle each task in teams and report their findings in a variety of ways, such as papers, tape recordings, photography, field trips, inviting special guests to the classroom, or panel discussions.

Set up a media center in one area of the room where children can show films and filmstrips, play records and tapes, or create media projects of their own. Using various books in the *Educator's Guide* series, let children schedule and order their own tapes and films according to their needs and interests.

Tie all of these activities into your other academic programs. Children can write about what they saw when they took a machine apart, or younger ones can dictate their impressions as a language experience. Advertisements, instructions, and repair manuals can add a reading dimension to a project. Stories and poems can be written about the art objects the children form from spare parts.

Discussions about the sources and uses of different metals and plastics can add a science and geography dimension to the experience. The fact that the basis of the learning experience is something real to the classroom and the world of the child means that the learning is much more likely to be permanent.

Another way to draw on the community is to place children and adults in closer contact with each other. Again the first place to start is at home. Ask parents to get involved with classroom activities. Not only will they enable you to diversify your room, but the experience they have will make them more helpful in supporting the education of their own children.

With parents, as with children, there is a strong need to have a feeling of security within the classroom. The parents' great fear is that they will look foolish or incompetent in front of their own children. Therefore, you must structure the situation so that adults know in advance exactly what they are supposed to do and can make whatever plans are necessary.

One good way of doing this is to make a set of job cards describing parent led activities. A list of needed materials, a statement of objectives, and a full working plan should be included on each card. Then volunteer parents can look through the cards until they find an activity they would feel comfortable with—for example, ten cards could be prepared that would each describe a different playground or gym activity, or ten different language experience exercises could be outlined on different sets of cards.

Send home a list of suggested tasks that parents could do, and urge fathers as well as mothers to look over your list and seriously consider it. A typical list might include some of the following suggestions:

Carpentry, physical education, conservation and ecology, mechanics, mathematics, after school or weekend projects, sharing hobbies or collections, field trips, talking about your occupation, science, agriculture, listening to reading, painting, music, reading to children, constructing educational games, arts and crafts, sewing, crocheting, cooking, knitting, embroidery, music, constructing educational games, puppetry, music, dramatics, and helping with parties.

Another good way to connect children with adults is to explore the world of work. Children are always interested in what adults do for a living, especially when they can get some firsthand observation or experience rather than hearing a speech. More and more people today are willing to let children spend some time with them as they pursue their daily work. After the initial resistance has worn off, plumbers, electricians, veterinarians, printers, hamburger stand managers, and professional people—to name a few—have welcomed long visits by elementary school children.

A creative primary teacher from Washington, D.C., Mrs. Martha Wei, invited adults to come into her classroom simply to model their work for the children. The first visitor, an artist, spent several days creating a painting after starting from the first step of stretching the canvas. The visitor was never asked to explain anything to the whole group. She simply set up shop and went to work, answering questions and giving advice at any time she was asked. By the end of the project, several budding artists had found easels and paint and were quietly working nearby on creations of their own. Next a parent who worked as a carpenter came in and worked on a small project using his own set of tools. He was never asked to present anything to the class, but he did let child-

watch him, ask questions, and examine his if they wished.

An excellent aid in planning the study of occupations and useful places in the community is a new book called the *Yellow Pages of Learning Resources*, which demonstrates a number of ways to make educational use of resources as disparate as a courtroom, a junk yard, a street corner, and a union boss.

Every community has a number of special interest groups that will take part in the learning activities in your school room. Some of the groups you could contact are historical societies, unions, professional associations, flower and garden clubs, square and country dancing organizations, civic clubs, the chamber of commerce, or senior citizens' clubs.

Many older people in the community have a strong interest in children, a need to get involved with someone, and lots of spare time. Not only can senior citizens do most of the things parents can do, but they can also help with historical projects by providing personal reminiscences and recollections of earlier days. A lovely lady once kept a group of young people enthralled with the story of her immigration to America in the 1920's after crossing Russia in a boxcar. One important thing to remember about visitors is that there is seldom any reason for the entire class to get involved with them at one time. The lady mentioned in the foregoing example would have had a difficult time holding the attention of an entire class long enough to tell her story. But seated on a sofa in a corner with a small group that was truly interested in what she had to say, she was able to create a warm, pleasant recounting for all concerned. It might even help on some occasions to structure such a visit as an interview to be conducted by the children, who have prepared in advance the kind of questions they want to ask.

Another important contribution adults can make to your classroom is taking your children into the community. Administrators and school boards are reluctant to support this idea because they fear legal or insurance problems in case of an accident. However, when this has been investigated more closely, the legal obstacles have generally been much less difficult than everyone expected, so keep plugging away at the issue if you meet resistance.

Field trips are much better when the number of participants is kept low enough for everyone to actually see and hear what is happening. Thus one carload of kids with a parent or teacher makes an optimal number. If possible, always try to get to the site alone before the class visits it, so that you can decide what will interest your children, plan the structure of the visit, and prepare the children ahead of time for what they will see or do. It's much better if you *do* most of the explaining yourself, using the escort for a resource. Company representatives are likely to be machinery oriented rather than children oriented. They will often bore the class with extensive details while omitting some of the curious and whimsical sidelights that will make the greatest impression on the children.

It helps to have photographs of the site, if you are allowed to take them. The pictures can be taken by you or by the children, and can be used equally well before or after the trip. You can even send one or two children out with a camera and a parent and allow them to prepare a photo jour-

nalistic report for the rest of the class, who might then decide to visit the same place later.

Be sure the places you select for field trips are relevant to the needs and interests of your children. Teachers often overlook some very effective possibilities because they think the students wouldn't be interested in common community locations. For example, few students have ever been behind the counter of a hamburger stand, although they may have visited the stand a hundred times. This is nearly always a successful trip, with the class asking dozens of questions about everything from the source of meat to the use of the time clock.

Even the traditional water plant trip where there is virtually nothing in motion to be seen is interesting because it takes children behind the scenes of a familiar place. The *Yellow Pages of Learning Resources* will provide you with many suggestions for extracting the knowledge hidden in the commonplace locations in your community.

Dig into the resources of your community! It's easy to get started, and once you do, you'll find it much easier to make the classroom the stimulating, involving, interesting place you want it to be. The expense will be minimal and the learning will be intensive. As you add to the riches of activity oriented materials, you'll find that discipline problems will decrease because your children are more interested in the learning process. And what they learn is much more likely to stick with them because it evolved from a real experience. Let the community become one of *your tools for teaching.*

TWENTY-FIVE GUIDES TO COMMUNITY-BASED TEACHING

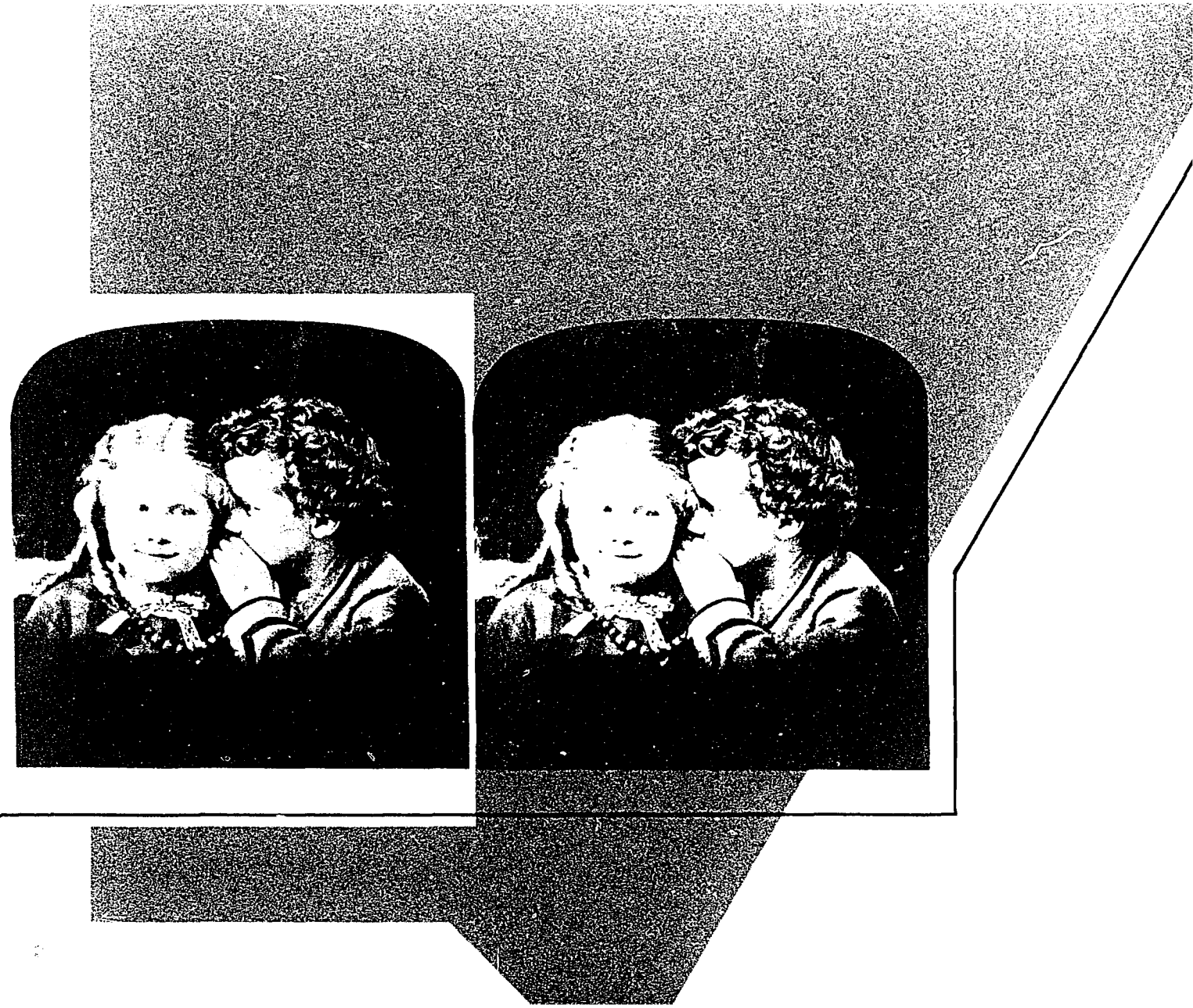
1. *A Useful List of Classroom Items That Can Be Scrounged or Purchased* (75 cents) EDC, 55 Chapel Street, Newton, Massachusetts 02160. The strong feature of the extensive list is that it breaks down resources into subject areas such as mathematics or social studies. It also contains lists of inexpensive games and toys that can be used in the classroom.
2. *A Starter Catalog of Free Materials*, by Paul Groth and Rick Engebretson (free). The Resource Center for Man-made Environment Education, Department of Architecture, North Dakota State University, Fargo, North Dakota 58102. This little pamphlet provides some clever ideas for relating engineering, architectural, and city planning concepts to traditional classroom subjects.
3. *Beautiful Junk*, by Diane Warner and Jeanne Quill (free). Project Head Start, Office of Child Development, Department of Health, Education, and Welfare, Box 1182, Washington, D.C. 20013. This well-illustrated booklet offers many basic ideas for making junk and discarded materials of many types usable in classroom settings.
4. *Big Rock Candy Mountain* ($4.00). Dell Publishing Company, 750 Third Avenue, New York, New York 10017. Like its well-known relation, *The Whole Earth Catalog*, this large publication contains a potpourri of ideas—many of which have a decidedly "hip" flavor. Included are many practical suggestions for setting up classrooms along with reviews of a number of other publications.
5. *Catalog of Free Teaching Materials*, by Gordon Salisbury ($2.65). P.O. Box 1075, Ventura, California 93001. The publishers revise this catalog periodically, listing most of the materials available from corporation sources and providing full names and addresses. It's a comprehensive and very handy little book.
6. *Donation of Federal Surplus Personal Property* (free). General Services Administration, Washington, D.C. 20013. In this pamphlet, the federal government describes the process by which schools can qualify to obtain surplus property. State and regional offices that offer further information are also listed.
7. *Educators Guide to Free Films* ($11.75). Educator's Progress Service, Randolph, Wisconsin 53956. EPS provides a valuable service for teachers by issuing an annually revised series of books on teaching

ources. This one deals exclusively with free films, other volumes cover curriculum materials, strips, tapes, scripts, and transcriptions.

8. *Egg Carton Flowers*, by Maud Savage ($1.00). Craft Course Publishers, Temple City, California 91780. Part of a series of comprehensive craft instruction books, *Egg Carton Flowers* is an example of a fairly specific resource that can be used in hundreds of different interesting ways.
9. *Egg Carton Magic*, by Amy Theisen ($1.00). Craft Course Publishers, Temple City, California 91780. This is another volume in the Craft Course series showing that many things can be done with purely disposable items.
10. "Exploring and Exploiting Your Community," by Peter C. Madden. Published in *Learning Magazine*, May 1973. Related in content to this pamphlet, the *Learning* article explores some other ways of making use of community resources.
11. *Farallones Scrapbook*, by Sim Van Der Ryn and others ($4.00). Random House, 201 East 50th Street, New York, New York 10022. One of the most interesting books in the field, *Scrapbook* is particularly strong in its treatment of construction projects and room layout variations.
12. *Film Catalog for Classroom Use* (free). Modern Talking Picture Service, 2323 New Hyde Park Road, New Hyde Park, New York 11040. This catalog lists the current offerings of Modern Talking Picture Service, which acts as a free clearinghouse for industrially produced films.
13. *Fun with Seeds*, by Robert W. Boenig (75 cents). Hygrade Seed Company, Fredonia, New York 14063. Well over 100 experiments with seeds are described in this little booklet. All are appropriate for elementary children. The company states in the booklet that it "furnishes to elementary schools, without charge, a program in gardening education."
14. *How Does It Work?*, by Richard M. Koff ($1.25). New American Library, 1301 Avenue of the Americas, New York, New York 10019. This is a readable, nontechnical book that makes the products of our technology understandable. It is well illustrated and can generally be understood by older elementary children with adequate reading ability.
15. *Index of Topographic Maps* (free). Distribution Center, U.S. Geological Survey, Federal Center, Building 41, Denver, Colorado 80225 (for areas west of the Mississippi); or Distribution Center, U.S. Geological Survey, 2100 South Eads St., Arlington, Virginia 22202 (for areas east of the Mississippi). The *Index* will provide a listing of local maps with descriptions and prices. Be sure to specify the states you are interested in.
16. *Mobil Travel Guide* ($2.95). Published annually by Simon and Schuster but distributed in local Mobil service stations. Seven separate regional editions of the *Guide* are published each year. See a Mobil dealer in the spring when new editions come out and ask if you can have some free copies of the outdated volumes to use in your room.
17. Newspaper in the Classroom, by Jerry L. Abbot ($3.00). *Grand Forks Herald*, Grand Forks, North Dakota 58201. Five hundred practical ideas for using newspapers in all parts of the school curriculum are listed in this comprehensive book by an elementary principal and noted authority on reading.
18. *Science Activities for Elementary Children*, by Leslie Nelson and George Lorbeer ($4.50). William C. Brown Company, Dubuque, Iowa 52001. In this excellent and thorough book, the authors provide hundreds of experiments and demonstrations, most of which can be done with very simple equipment.
19. *Selected U.S. Government Publications* (free). Superintendent of Documents, Government Printing Office, Washington, D.C. 02402. This bulletin is issued twice each month and provides a list of new government publications by title and subject. Once you are on the mailing list, it will be mailed to you on a permanent basis.
20. *Ten Minute Field Trips: A Teacher's Guide*, by Helen Ross Russell ($5.95). J.G. Ferguson Publishing Company (Doubleday), 277 Park Avenue, New York, New York 10017. One of two most unique books on the list, this new handbook lists hundreds of nature study activities than can be conducted right on or adjacent to the school grounds. There are even suggestions on ways to study the ecology of an asphalt playground. It is unique in its class.
21. *The Way Things Work—An Illustrated Encyclopedia of Technology* ($9.95). Simon and Schuster, Rockefeller Center, 630 Fifth Avenue, New York, New York 10020. "Encyclopedia" is a good subtitle for this large book. It is quite precise and comprehensive, but only the exceptional elementary teacher will be able to understand it. It is more useful for things the teacher wants to work out for explaining later to the class. There is now a second volume at the same price.
22. *Topographic Maps* (free). Distribution Center, U.S. Geological Survey, Federal Center, Building 41, Denver, Colorado 80225 (for areas west of the Mississippi); or Distribution Center, U.S. Geological Survey, 2100 South Eads St., Arlington, Virginia 22202 (for areas east of the Mississippi). This small pamphlet gives basic information in easily understood form about the construction, use, and ordering of topographic maps provided by the government.
23. *Trash to Treasure*, by Sue McCord ($1.00). Project Change, State University of New York, Cortland, New York 13045. Ms. McCord has provided teachers with a cleverly illustrated and well-planned guide to making a variety of pretty and useful objects in the classroom out of discarded or otherwise useless material.
24. *UNESCO Sourcebook for Science Teaching* ($5.50). Unipub, Inc., Box 433, New York, New York 10016. UNESCO experts in science education originally created this book for use in devastated city schools after World War II. It has also been used extensively in classrooms in underdeveloped nations. The result is a compendium of hundreds of ideas for science experiments using only the most basic and primitive equipment.
25. *Yellow Pages of Learning Resources*, edited by Richard S. Wurman ($1.95). Published by MIT Press; also distributed by National Association of Elementary School Principals, 1801 N. Moore St., Arlington, Virginia 22209. The other completely unique publication in this area, *Yellow Pages* offers extremely clever and original suggestions for using people of different occupations and various community landmarks to promote classroom learning. As entertaining to read as it is useful, *Yellow Pages* is rated a "best buy."

UNDERCOVER ITEMS

Joan T. Lattes is on the editorial staff of the Association for Childhood Education International and Paula B. Rowley is editor of its membership newsletter, The Branch Exchange.



ERNATIVE SCHOOLS

ennet, Harold. *No More Public School.* New York: Random House, 1972. This book provides suggestions on taking children out of the public schools, establishing an alternative, and keeping it alive. It is aimed at parents and guardians who wish to take the education of their children into their own hands.

☐ Dennison, George. *The Lives of Children: The Story of the First Street School.* New York: Random House, 1969. The story of the First Street School, located on New York's Lower East Side. While intense parental participation was not a major goal of the school's founders, such involvement did grow from the school's inception, changing the lives of the parents, the children, and all who were involved with the school.

☐ Elam, Stanley M., editor. "Alternative Schools." *Phi Delta Kappan,* March 1973. Entire issue devoted to new views of education, with an array of topics ranging from family designed learning to alternatives within public schools.

☐ Houts, Paul L., editor. "The Great Alternatives Hassle." *National Elementary Principal,* April 1973. Entire magazine covers the alternative school movement and its implications for educational reform, with an emphasis on putting the movement into its historical perspective.

☐_____. "Urban Education: Revolution and Renewal." *National Elementary Principal,* April 1972. This issue of the *Principal* is devoted to problems of urban education within the larger context of city life. Noted educators respond to "Educating for Renewal in Urban Communities," by William W. Wayson.

☐ Kammann, R. "Letting Parents Choose the School for Their Child." *American School Board Journal* 159: 37-38; January 1972. Author argues for including a variety of educational approaches and types within each public school system and for allowing parents (and ultimately the children themselves) to select appropriate schools for their values and goals.

☐ *New Schools—A National Directory of Alternative Schools, October 1971.* (New Schools Directory Project, Center for Law and Education, 28 Kirkland St., Cambridge, Massachusetts 02138.) Includes an annotated bibliography of useful periodicals, clearinghouses, books, and advice on public aid for new schools.

COMMUNITY CONTROL

☐ Allen, Sally, editor. "The Community Control Controversy." *Compact,* April 1969. Entire issue is devoted to questions surrounding the community control movement. Included are pieces on urban school reform, role of the state, parent involvement, and minority needs.

☐ Burnett, Jacquetta H. and Joe R. "Issues in School-Community Relations in the Present Period." *A New Look at Progressive Education.* Washington, D.C.: Association for Supervision and Curriculum Development, 1972. This essay examines the makeup of the renewed drive for community control of urban schools. Many features of the progressive education movement are present, along with a resurgence of the American tradition of local and decentralized control of school organization. The authors set out to demonstrate the existence of and examine the function of both factors in the new movement.

☐ Fantini, Mario D. "Participation, Decentralization, and Community Control." *National Elementary Principal* 48: 25-31: April 1969. The author looks at east Harlem's Intermediate School 201 as a symbol of the participatory approach to schooling, especially in urban areas, and examines several key principles related to community control.

☐ Green, Philip, "Decentralization, Community, and Control: Reflections on Ocean Hill-Brownsville." *Power and Community: Dissenting Essays in Political Science.* (Edited by Philip Green and Santord Levinson.) New York: Random House, 1970. The author views the conflict between the governing board of the black Ocean Hill-Brownsville experimental school and United Federation of Teachers as a crisis point in the nature of community control and activism. He examines the "democratic, majoritarian" actions of the community in dealing with the school board.

☐ Levin, Henry M., editor. *Community Control of Schools.* Washington, D.C.: Brookings Institution, 1970. Proceedings of the 1968 Brookings Conference on the Community School, which was held in response to the demands of black people who sought to gain control of their urban public schools. The Conference was based on ten essays covering a range of related topics, and all are presented in this volume.

☐ McGivney, Joseph H., and Moynihan, W. "School and Community." *Teacher's College Record* 74: 209-24; December 1972. Those devoted to change within the educational system must recognize that schools are a subsystem of the local community and the larger society. Society has impact on schools; schools also have an impact on society.

COMMUNITY INVOLVEMENT

☐ Abbott, Jerry L. "Community Involvement: Everybody's Talking About It." *National Elementary Principal* 52: 56-59; January 1973. Community involvement in the past has rarely been more than "community and public relations." Good concepts, says the author, have not usually been properly executed, and he gives concrete suggestions for achieving positive results.

☐ Campbell, Roald F., and Ramseyer, John A. *The Dynamics of School-Community Relations*. Boston: Allyn & Bacon, 1958. An examination of citizen participation in public education—from why it is necessary to practical suggestions for implementation. Includes an annotated reference section.

☐ Dady, Milan B. "Improving School-Community Relations." *Journal of Research and Development*, Winter 1971. Some approaches to involving the community as copartners in the educational process.

☐ Educational Facilities Laboratories, Inc. *Community Schools: Sharing the Space and the Action*. New York: EFL. This book on school and community will be available in December 1973.

☐ Educational Research Information Center. "Citizen Involvement in the Control of Schools." *ERIC Abstracts*—A Collection of Document Resumés Compiled by the ERIC Clearinghouse on Educational Management, University of Oregon, Eugene 97403. November 1970. Abstracts on a variety of topics related to school-community relations—citizen committees, teacher strikes, parent involvement, citizen review boards, and so forth.

☐ Elam, Stanley M., editor. "How to Improve Community Attitudes." *Phi Delta Kappan* 53: 30-32; September 1971. The report of a federally financed project in Ohio County, West Virginia, to identify the causes of public neglect of the schools and to test remedies.

☐ Flores, Robert R. "Wanted—Community Involvement in Education." *School Management*. December 1971. How to get citizens involved, how to communicate with grassroots people, and how to enlist help from minority groups.

☐ Leeper, Robert R. editor. "Community Involvement in Curriculum." *Educational Leadership*, May 1972. Theme articles relate the pros and cons of community involvement in education. An excellent resource for this area of community education. Includes a guideline for establishing a curriculum council involving community members, changing conceptions of community, and a brief history of the community movement.

☐ Oscarson, Janice M. "Community Involvement in "Accountability." *Journal of Research and Development in Education* 5: 79-86; Fall 1971. A step-by-step process of involving an inner city population in its educational accountability program.

☐ Rasmussen, Margaret, editor. "Open Schools." *Childhood Education*, February 1967. The issue looks at community centered schools and the many ways they can be utilized by all segments of the community.

☐ _____. "Our Shared Tasks in Behalf of Children." *Childhood Education*, March 1967. An example of the ways various professionals and members of the general community can work together to benefit children.

☐ Roselle, Daniel, editor. "The Elementary School: Focus on Urban Education." *Social Education*, October 1969. A section of this issue is concerned with teaching about urban realities in the schools.

☐ Suburban Area Study Group, Montgomery County, Maryland. "The Schools and the Community. . . A Communications Study." Document prepared by a citizen group as a result of their study effort to become informed and active participants in their children's education. Philosophy, goals, operational procedures—plus study projects that examine school public relations programs around the country, surveys of school-community information services, and so forth.

☐ Sumption, Merle R., and Engstrom, Yvonne. *School-Community Relations: A New Approach*. New York: McGraw-Hill, 1966. The authors look at school and community roles and structures to facilitate those roles. A thorough examination of the development and maintenance of communication is also provided, as well as a section on the school and social change.

COMMUNITY RESOURCES

☐ Committee on Human Resources of the Metropolitan School Study Council. *Fifty Teachers to a Classroom*. New York: Macmillan, 1950. A handbook of ideas for using human resources as a teaching aid. Includes ways to set up a community resource file.

☐ "Guidelines for Community Resource Volunteers"; "Teachers' Guidelines for Using Community Resource Volunteers"; and "Community Involvement Works!" Minneapolis: Minneapolis Public Schools, 1971. Each pamphlet provides specific ideas for involving the community in the schools and gives teachers and volunteers suggestions for beginning and maintaining a successful program.

☐ Hilton, Ernest, editor. "School and Community: Partners in Education: Symposium." *Instructor* 82: 53-66; August 1972. Symposium pointing to a multitude of community resources—parents, church groups, and industry. Also examines a variety of the best ways to utilize parents' talents.

☐ *How To Initiate and Administer a Community Resource Volunteer Program*. Minneapolis: Minneapolis Public Schools, 1971. A handbook developed to completely detail the Minneapolis program—with forms, letters, and other specific helps in addition to goals and philosophy. Available to all those interested in developing such a program.

ional School Public Relations Association. *Somebody Better Do Something: How To Communicate with the Poor for Better Education.* Washington, D.C.: the Association, 1970. A brief but forceful look at the problem of the schools' failure to serve the poor. Examines the needs of diverse groups around the U.S.—from Puerto Rico to the state of Washington—and the responsibility of the public schools to serve them.

☐ Rosenstein, I. "Using Community Resources." *Educational Leadership* 30: 128-30; November 1972. This issue contains a variety of valuable articles in the area of school and community. General theme for the issue is "Resource Use at the Local Level," with articles ranging from how to use a consultant to the need for a "superboard" to coordinate resource use.

☐ Schramm, Wilbur. "Classroom Out-of-Doors." *National Elementary Principal* 48: 70-81; April 1969, and 80-96; May 1969. A two-part look at a twenty-two-year-old San Diego project that sends school classrooms to the mountains and forests for a week each year. Despite problems and controversy, the people of San Diego have refused to abandon this program.

☐ Wurman, Richard Saul, editor. *Yellow Pages of Learning Resources.* Cambridge: MIT Press, 1972. (Distributed by NAESP). A workbook produced for the 1972 International Design Conference in Aspen. Suggests ways to use the processes, institutions, people, and services in a city as learning resources. Seventy alphabetically arranged categories invite students to explore the city or town they live in. Also includes partial directory of schools and educational programs—most of them part of the alternatives movement—that use the community as a learning resource.

COMMUNITY SCHOOLS

☐ Elam, Stanley M., editor. "Community Education: A Special Issue." *Phi Delta Kappan,* November 1972. Entire issue devoted to community education.

☐ McCharen, William Knox. *Selected Community School Programs in the South.* Nashville: George Peabody College for Teachers, 1948. A case study of twenty-two community schools. Includes a checklist of necessary requirements and organization and administration fundamentals, as well as a bibliography.

☐ Modlinski, Jules, and Zaret, Esther. *An Alternative Urban School System: The Federation of Independent Community Schools.* Milwaukee: The Federation, 1970. (Report of a two-year program: Milwaukee Inner-City Educational Development Project, Title I, Higher Education Act of 1965, USOE). Details the life of the Federation of Independent Community Schools. Although Marquette University is involved in the project, the program was developed by and for residents of the inner city community to deal with needs they perceived.

☐ Olsen, Edward G., and others. *School and Community.* Englewood Cliffs, N.J.: Prentice-Hall, 1954. A compact overview of the community education movement with special attention to the community school. Includes basic techniques of community analysis and ways of securing strong public support.

☐ Peebles, Robert W. "The Community School: Then and Now." *Phylon* 31: 157-67; Summer 1970. The author concerns himself with the need for community education within the poor, inner city community, and examines the Benjamin Franklin High School of East Harlem (1930's-40's) as a worthwhile model for contemporary efforts.

☐ Totten, W. Fred. *Syllabus—The Community School.* (Mott Graduate Training Program, 236 Mott Science and Applied Arts Building, 1401 East Court St., Flint, Michigan 48503.) Flint's plan of action—philosophy, goals, structure.

☐ Watts, John. "Community School." *The [London] Times Educational Supplement,* 23 April 1971. The opening of Les Quennevais in 1965 on the island of Jersey marked the beginning of community involvement there—still succeeding today. Mr. Watts tells how Les Quennevais became a community school, how it works, and why.

EDUCATIONAL FACILITIES

☐ Houts, Paul L., editor. "The New Schoolhouse." *National Elementary Principal,* September 1972. Entire issue devoted to new concepts and techniques in school design. Special section on the community school approach highlights the Lowell, Massachusetts, Everywhere School, New York's Chinatown Plaza, and Baltimore's Steuart Hill School—three schools that are pioneering in the concept of serving an expanded clientele.

☐ Educational Facilities Laboratories, Inc. *Found Spaces and Equipment for Children's Centers.* New York: EFL, 1972. A thorough examination of types of places and equipment suitable for day care and other children's centers. A section on sources for help, licensing requirements, and other practical necessities is provided. This is only one of many EFL publications focusing on the schoolhouse in relation to the community.

☐ Markun, Patricia Maloney, editor. *Playscapes: Two Case Studies.* Washington, D.C.: Association for Childhood Education International, 1973. The director of a school for young children and the psychologist-director of a school for handicapped children describe their schools' needs in specially designed play areas. The architect who designed both playscapes tells of his approach to the problems.

☐ McLeod, John W., and Passantino, Richard J. *Urban Schools in Europe.* New York: Educational Facilities Laboratories, Inc., 1968. The authors report the findings of their tour to Great Britain, Switzerland, Germany, Sweden, and Denmark, during which they studied how these countries

are dealing with the problems of educational space and quality in urban areas. Excellent resource for anyone concerned with the total learning environment.

EXPERIMENTS

[ ] Cohen, Monroe D., editor. "Alternative Learning Environments." *Childhood Education*, February 1971. The alternatives examined in this issue range from philosophical concerns to aspects of physical design and function.

[ ] ———. "Symposium on Alternative Communities." *Childhood Education* 48: 197-203; January 1972. The symposium presents two thoughtful, firsthand accounts of child rearing and child development practices within communal living groups.

[ ] Crosby, Muriel E. *An Adventure in Human Relations*. Chicago: Follett Publishing Co., 1965. A study of the development, successes, and disappointments of a three-year project entitled Experimental Projection Schools in Changing Neighborhoods, cosponsored by the Wilmington, Delaware Board of Public Education and the National Conference of Christians and Jews. An extensive manual for any community wishing to involve itself in the education of its children. Provides specific assistance in the area of human relations.

[ ] Jones, Ron W. *Finding Community—A Guide to Community Research and Action*. Palo Alto, Cal.: James E. Freel and Associates, 1971. A sample form to determine educational services and facilities in one's own neighborhood or other neighborhoods. Includes percentage of whites vs. percentage of blacks, amount of parent involvement, and degree of parent power in the school system. A good guide on where to go, what to do for action. Chapter 7, "The American School System: Grading Education," also includes a brief description of the Philadelphia Parkway Program.

[ ] Metropolitan School Study Council, New York. *Public Action for Powerful Schools*. New York: Teachers College, Columbia University, 1949. Valuable aids to administrators dealing with public participation. Focuses on the process from an administrative viewpoint.

[ ] Thomas, Arthur F. "Community Power and Student Rights: An Interview." *Harvard Educational Review* 42: 173-216; May 1972. A discussion of the work of the Center for the Study of Student Citizenship, Rights, and Responsibilities in Dayton, Ohio; the problems of the black community concerning schools and education; and what the Center is attempting to do about them. Excellent bibliography.

PARENT INVOLVEMENT

[ ] Adair, Thelma, and Eckstein, Esther. *Parents and the Day Care Center*. New York: Federation of Protestant Welfare Agencies, Inc. Ways parents can work effectively with day care centers are clearly and simply presented in this idea filled publication.

[ ] Cohen, Dorothy. *The Learning Child*. New York: Random House, 1973. An examination of innovations and change to produce real learning. The author looks at ages and readiness and the role of the parent at each developmental level of each child. The final chapter looks beyond the home, into the school and community.

[ ] Frymier, Jack R., editor. *TIP (Theory Into Practice)*, June 1972. This issue is based on the idea that parents *are* teachers of their children and that a new alignment is needed between home and school in the education of children. A variety of useful articles and research studies is presented.

[ ] Hoke, Gordon. *Involving Parents in Programs of Educational Reform*. Urbana, Ill.: ERIC. (About 1968.) The author maintains that school-community relationships reflect the interrelationship of educational issues and social problems. Effecting real communication and learning to deal with new methods of funding are among the basic tasks involved.

[ ] Karnes, M. B., and Zehrbach, R. P. "Flexibility in Getting Parents Involved in the School." *Teaching Exceptional Children* 5: 6-19; Fall 1972. Article explores a variety of ways to establish much needed parent involvement in special education.

PRESCHOOL

[ ] Auerbach, Aline B. *Creating a Preschool Center*. New York: John Wiley & Sons, 1971. The development of a small, inner city play group, established by mothers, into a parent sponsored preschool center. Includes a parents' handbook and very helpful rules of procedure. Excellent insight into the human relations involved in such a project.

[ ] *Guide and Resources for the Community Coordinated Child Care Program*. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Child Development, 1971. A technical assistance manual for organizing and coordinating a 4-C (community coordinated child care) program in a local community. Includes a checklist of readiness for recognition, aids to initiating the 4-C process, a list of human resources, and examples of existing 4-C programs.

SURVEYS

[ ] "A School Board Consults Its Consumers." *Education Canada*, September 1971. A report on the work of the Etobicoke, Canada, Curriculum Inquiry Committee, which surveyed parents, students, and staff to find out what they want from their schools.

[ ] Gallup, George. "The Third Annual Survey of the Public's Attitudes Toward the Public Schools, 1971." *Phi Delta Kappan*, September 1971. Questions in this survey are not copyrighted and are available for use by local poll directors and

administrators. Categories include accountability, parent accountability, and educational innovation.

☐ "How Schools Can Listen to the Community." *American Education*, July 1971. One system's way of solving the communication gap between school and community. Telephone polls by volunteers, under the direction of a professional consultant, quickly assess public opinion on any topic. The public includes students, parents, and taxpayers. The school board can determine how tenth graders choose their curriculum or register nonvoters. Included is a proposed schedule of polls for the school year.

THEORY

☐ Cohen, Monroe D., editor. "Alternatives Within Change." *Childhood Education*, January 1973. This issue deals with a wide range of subjects currently being looked at from new angles. Changes in the roles of women and men and new views of kindergarten education are among the topics considered.

☐ Coleman, James S. "The Children Have Outgrown the Schools." *National Elementary Principal* 52:16-21; October 1972. The author maintains that in our present information-rich and affluent society, the role of the school is no longer to educate; the environment of the child does that job. School must no longer protect the child from society, but must move him into it.

☐ Cook, Lloyd Allen. *Community Backgrounds of Education*. New York: McGraw-Hill, 1938. This book closely examines a variety of community types (small rural, large urban, and so forth) and a variety of social influences on the child. Within this context, the author goes on to a consideration of the teacher, school, and community building a unified study of the relationship and functions of these units.

☐ Firestone, W. "Community Organizations and School Reform: A Case Study." *School Review* 81: 108-20; November 1972. An examination of a community organization focused on educational reform. This case study looks at organizational structure, external relations, and so forth, to see if such an organization can be effective in substantively influencing school policy.

☐ Graham, Grace. *The Public School in the American Community*. New York: Harper & Row, 1963. The school and community question is viewed from a local and national viewpoint. The author sets out to interpret the school's role in American society through an examination of school culture, power arrangements, America's political system, and a wide variety of related topics.

☐ Gross, Beatrice and Ronald, editors. *Radical School Reform*. New York: Simon and Schuster, 1969. A collection of essays by top educational thinkers dealing with directions for change in schooling. "The Community Centered School," by Preston Wilcox, looks at current developments in community education.

☐ Gross, Carl H.; Wronski, Stanley P.; and Hanson, John W. *School and Society: Readings in the Social and Philosophical Foundations of Education*. Boston: D. C. Heath, 1962. A wide-ranging subject matter, including essays on local community responsibility, the role of the teacher in the community, the social context and purposes of education, and others.

☐ Henry, Nelson B. *Community Education: Principles and Practices from World-Wide Experience*. (58th Yearbook of the National Society for the Study of Education) Chicago: the Society, 1959. A worldwide look at the nature, purposes, and functions of community education. A broad perspective is gained by approaching such issues as culture, psychology, literacy, and historical roots from a supranational viewpoint.

☐ Hiemstra, Roger. *The Educative Community: Linking the Community, School, and Family*. Lincoln, Neb.: Professional Educators Publications, 1972. An analysis of the evolving concept of "community" and a look at the centrality of community centered education in the community scheme.

☐ Schulta, Frederick M. "Community as a Pedagogical Enterprise and the Functions of Schooling Within the Philosophy of John Dewey." *Educational Theory* 21: 320-37; Summer 1971. Focuses on the specific pedagogical bearings of Dewey's concept of the community. Consideration is given to Dewey's concept of the emergence of formal and informal educational institutions in the life of a local community.

☐ Silberman, Charles E. *Crisis in the Classroom*. New York: Random House, 1970. Silberman delves deeply into the nature of present day American education, examining the ways in which it affects and is affected by society. He presents alternatives to show what school and schooling should be.

MEDIA

☐ *A Community Nursery School*. B-40 min. New York University Film Library, 26 Washington Place, New York, New York 10003. Shows a cooperative nursery school. Describes the experiences and relationships of the youngsters while at school and while with participating parents and teachers. Made at Yorktown Community Nursery School.

☐ *Community Schools Can't Stand Still*. B-40 min. University of Wisconsin Bureau of Audio-visual Instruction, 1312 West Johnson Street, Madison, Wisconsin 53715. Shows the result of citizen involvement in reorganizing a school district and building new ideas into the school. Pictures an operating educational pro-

gram based on individual, small group, and large group instruction in a rural community.

☐ *Design for Home and School Cooperation.* Sound filmstrip, 1970, $65.25. Eye Gate House, 146-01 Archer Avenue, Jamaica, New York 11435.

☐ *The Flint Study Youth Experiment.* Phono Disc 33, $49.95. Addison-Wesley, Reading, Massachusetts 01687.

☐ *Parents Are Teachers Too.* 16 mm reel movie, 18 min., 1967, $25.00. National AV Center.

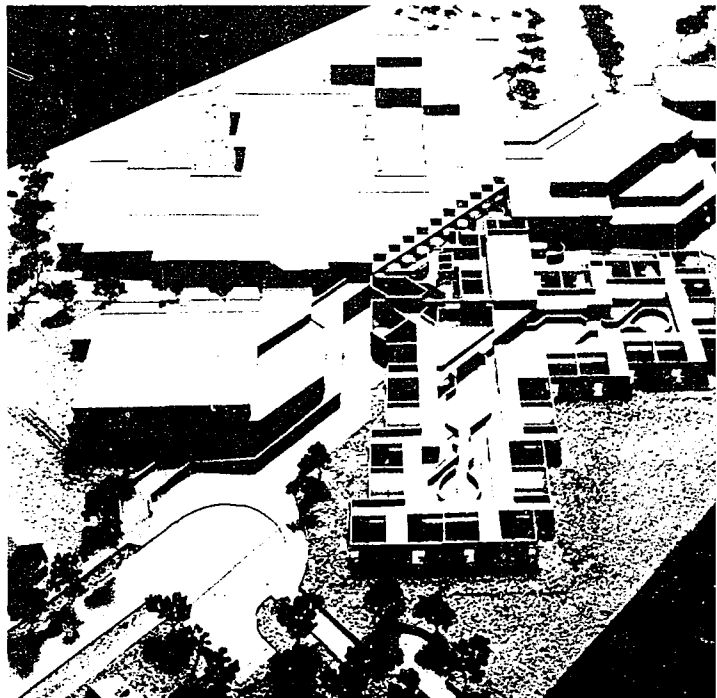
☐ *To Touch a Child.* Centron, 1966, S, T. 28 min., color. Montgomery County, Maryland Board of Education Film Library, Rockville, Maryland. Film describes the cooperation of the Mott Foundation and the Flint Board of Education in their efforts to provide all facets of an effective community education, recreation, and health program for all the people.

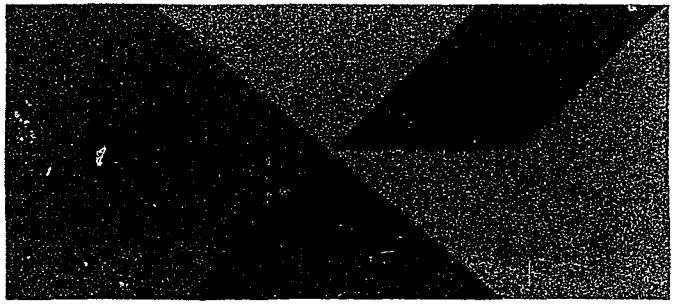
BIBLIOGRAPHIES

☐ "Getting Into Alternatives: People, Places, and Books." *National Elementary Principal* 52: 105-08; April 1973. An annotated bibliography on the alternative school concept, including a current listing of periodicals and clearinghouses.

☐ *New Schools Exchange Newsletter* 31 May 1973. (P. O. Box 820, St. Paris, Ohio 43072). Extensive annotated bibliography of all facets of alternative forms of education and lifestyles. Books, periodicals, works from other countries, and clearinghouses are included.

☐ Totten, W. Fred. *Community Education Series.* Pontiac, Mich.: National Community School Education Association. Annotated bibliography of books and pamphlets and a list of related published articles.





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