PREPARING TEACHERS FOR
CORE PROGRAMS IN HIGH SCHOOLS

Dissertation

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for the Degree Doctor of Philosophy in the
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By

Allie Carolyn Newsom, B.S., M.S.
The Ohio State University
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Approved by:

[Signatures]
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CHAPTER I

THE PROBLEM AND ITS SETTING

One of the most significant trends in American secondary schools today is the evolving core curriculum. As educational leaders have made concerted efforts to develop a general educational program that meets the needs, interests, and problems common to all youth growing up in a democracy, the core curriculum has evolved. Schools throughout the nation are experimenting with core curriculum development as significant strides toward the improvement of the basic citizenship education program are made. Evidence of this fact is revealed in recent studies, surveys, and reports, and curricular proposals. A

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nation-wide survey\(^2\) shows that an estimated \(0.5\) or \(5.0\) per cent of the secondary schools are engaged in core curriculum development. Reports reveal that the evolving core is making significant progress in the states of Alabama, California, Florida, Illinois, Maryland, Michigan, Minnesota, New York, Ohio, Pennsylvania, Washington.\(^3\)

National education societies\(^4\) are giving increasing recognition to the core curriculum as one most promising design for the American high school in their proposals for curricular organizations submitted


during recent years. Educational leaders are giving increasing emphasis to such a curriculum structure for the general education program of the American high school today. Caswell reports:

A considerable number of leaders in secondary education have called attention to the problems the core curriculum was designed to solve and have called it still the most promising approach.

Despite the increasing emphasis in core curriculum development as the most promising curricular organization for the American high school, the trend in this direction is moving slowly. Alberty expresses concern regarding this fact. He states:

In spite of the fact that we know how to transform our static program of general education in the high school into a dynamic one based upon the vital problems which beset youth in a culture that is becoming increasingly confused about the basic values, the program of general education is still defined in terms of Carnegie Units, ground to-be-covered and lessons to-be-learned.

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The lack of progress in core curriculum development in the American high school is evidenced in practices commonly found in schools throughout the nation. Many out-moded traditional practices that are completely inconsistent with the philosophy and purpose underlying the emerging design of the general education program dominate the high schools today. Especially is this evidenced among the senior high schools where compartmentalized subject-centered curricula are in use. In the majority of the high schools that are engaged in core curriculum development little progress has been made beyond the stage of correlation of two and sometimes three subject fields of knowledge, e.g., English and social studies, or English, social studies and science. Administrative leadership plays a greater part in initiating curriculum change than does the teacher. Therefore the evolving curriculum program is in progress in some schools without clearly defined purposes. Educators from one state report:

... many of the persons interviewed saw value in multiple-period classes. They pointed out, however, that change in classroom organization without clear understanding of purpose on the part of those concerned would probably result in little actual improvement in teaching-learning process. In fact, to some teachers interviewed it was merely a curricular organization imposed upon them, within which they proceeded as before. This points to the necessity that, if this structure be used, its purposes must be clearly understood.

Major hindrances impending the development of the core curriculum are pointed out by educators concerned with the problem of improving

8 Wright, op. cit., p. 28.

the general education program of the American high school. One block
is the teacher-education institution. Teachers are not being pre-
pared for core curriculum development or teaching in the core program.
The teacher-education programs are not developed in terms of a phi-
losophy that is consistent with the emerging design of general educa-
tion. They are designed to prepare teachers to perpetuate the subject-
centered curricular in the general education program of the high school
rather than to develop the experience-centered curriculum. Programs
are highly compartmentalized and specialized. Alberty supports this
fact and also points up practices that reveal inconsistency with the
philosophy of the core. He reports:

Naturally, we would expect teacher-education agencies to
be centers for the development of new theories and prac-
tices. It has already been pointed out that at least
part of the difficulty in changing teachers' attitudes is
due to their academic and professional education. An ex-
amination of the program of institutions for the preparation
of high school teachers indicates that they are highly con-
ventional. Usually the traditional separation between sub-
ject matter and method is to be found. Methods courses are
frequently compartmentalized in terms of one aspect of a
field. This policy successfully prevents any widespread
development from existing practices in the high schools.
Each subject is compartmentalized and taught by a special-
ist in that field. There has been little attempt to make
the problems actually faced by schools and communities the
center of the program. Actual school problems are given a
minor emphasis in the rush to impart logical systems of
knowledge. Accomplishment is in the form of courses taken
and credits earned. Even the movement toward the unification

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Harold Alberty, Removing the Blocks to Curriculum Improvement
in the Secondary Schools. Columbus, Ohio, The Ohio State University
Press, (mimeographed) 1951; Dan S. Noda, A Study of Successful Practices
Used to Remove Major Blocks to Curriculum Improvement in the Secondary
School. Unpublished doctoral dissertation. Columbus, Ohio, The Ohio
State University, 1952.
of subject matter which has found rather general acceptance in elementary teacher-education circles has scarcely influenced high school teacher education. It is difficult to find courses for high school teachers that give adequate assistance in preparing them to teach core or fused courses.

The Harvard Report expresses agreement with the fact that the programs are too highly specialized:

The impact of specialization has been felt not only in those phases of education which are necessarily and rightly specialized; it has affected the whole structure of higher and even of secondary education. Teachers, themselves products of highly technical disciplines, tend to reproduce their knowledge in class. The result is that each subject, being taught by an expert, tends to be so presented as to attract potential experts. This complaint is perhaps more keenly felt in colleges and universities, which naturally look to scholarship. The undergraduate in a college receives his teaching from professors who, in their turn, have been trained in graduate schools, and the latter are dominated by the ideal of specialization. Learning is now diversified and parcelled into a myriad of specialties.

To remove this hindrance to core curriculum development, teacher-education institutions must examine their programs critically. And, since the evolving core curriculum is regarded by many educators as the most promising curricular organization for the American high school, institutions should direct concerted efforts toward the development of a program for the preparation of teachers who will be competent to take a significant role in the emerging design of general education in the high school. Educational leaders are in agreement that teachers must be prepared for core programs if the American high


school should achieve its major task of preparing children and youth for effective citizenship in our democratic society. It has been said that the nature and meaning of the educational program for children and adolescents should be central in determining the nature and meaning of the program of teacher-education. MacLaughlin refers to the need for such a teacher-education program. He states:

If teachers are to participate in and contribute to schools where a functional youth-needs curriculum is operating, they must have an opportunity to pursue courses of that type while in college. Consequently, a curriculum designed to prepare modern teachers for modern schools must get far removed from the traditional, "air-tight," subject-matter courses and provide more courses which cut across departmental lines and are organized on a functional experience basis.

Kilpatrick emphasizes the fact that teacher-education institutions should awaken to the problems involved in the emerging general education program and develop teacher-education programs to prepare teaching personnel. He reports:

In order to make a success of this secondary program the core teachers should major in core work while preparing to teach. This means that the schools of education would have to add this as a major to their present offerings.

The Nature of the Problem

The major concern of the present study is to make inquiry into the status of current programs for the preparation of core teachers


in high schools, for the purpose of making suggested recommendations for the improvement of such programs. Interest in this study has grown out of the strong conviction that all American youth should have the opportunity and the privilege to be educated in programs that are based on the needs, interests and problems common to adolescents growing up in democratic society; That core curriculum development is the most significant movement in the American high school to meet better youth-needs and to perpetuate, to refine, and to reinterpret our democratic way of life; that teachers must be prepared to participate in such a movement; and the experience of being a participant in a study of the preparation of core teachers for secondary schools carried out by a seminar group in secondary education under the direction of Harold Alberty.\textsuperscript{15}

The Purposes of the Study

The present study proposes to achieve the following purposes:

(1) To establish competencies considered essential for core teachers in high schools.

(2) To determine the responsibility of teacher-education institutions for meeting these competencies.

(3) To develop criteria for judging programs for preparing core teachers.

\textsuperscript{15} Harold Alberty, et. al. Preparing Core Teachers for Secondary Schools. Columbus, Ohio, The Ohio State University Press, (Mimeographed), 1949.
(4) To evaluate current programs for the preparation of core teachers for high schools in light of these criteria.

(5) To propose how these current programs for the preparation of core teachers should be improved to meet the criteria more adequately.

Assumptions Basic to the Study

The assumptions upon which this study was based are as follows:

(1) There is a definite need for core teachers in high schools.

(2) Teachers should be prepared for core curriculum development and teaching in the core.

(3) Teacher-education institutions should develop programs specially designed for the preparation of core teachers for high schools.

(4) Teacher-education institutions are in need of some guides to use in the improvement and the development of programs for the preparation of core teachers.

(5) A list of established competencies essential for core teachers can give direction to the development of programs for the preparation of core teachers.

(6) A critical examination of current programs specially designed to prepare core teachers in terms of criteria can expose the strengths and weaknesses of programs and assist in their improvement and development.
Procedures Used in Gathering Data

This study is composed of three parts: (1) Determining and evaluating competencies essential for core teachers; (2) Formulating and substantiating criteria for teacher-education programs for the preparation of core teachers; (3) Describing and evaluating programs specially designed for the preparation of core teachers. The sources of data and the procedures used in gathering them are presented in the section which follows.

Sources of Data

The data were secured from the following sources: current literature in the field of secondary education and teacher-education pertinent to the study; responses of a selected group of educators to a letter of inquiry concerning institutions with programs for the preparation of core teachers; responses of a selected group of administrators, curriculum workers, teacher educators and core teachers to a questionnaire based on a list of fourteen competencies essential for core teachers; responses of a similar group of educators to a questionnaire based on the revised list of the original competencies for core teachers; responses of officials in teacher-education institutions participating in the study to a letter of inquiry and to a questionnaire; interviews with officials concerning the specially designed program for the preparation of core teachers; and an analysis of published and unpublished materials related to the description
of all or some aspect of the program for preparing core teachers in institutions included in the study.

Procedures Used

Two questionnaires were developed and used as instruments to secure judgments of educators concerning competencies for core teachers and programs for this preparation. The first questionnaire was developed to secure the reactions of a selected group of educators to an original list of fourteen competencies deemed essential for such teachers in high schools. It was sent to a group composed of administrators, curriculum workers, teacher-educators, and core teachers selected on the basis of their experiences in some aspect of core curriculum development and/or teaching in the core. A second questionnaire based on the revised list of competencies, now totaling seventeen, was developed for the following reasons: to obtain the reactions of educators, to secure reactions concerning programs most appropriate for the preparation of core teachers, and to get information concerning programs for the preparation of core teachers in teacher-education institutions participating in the study. This questionnaire was sent to a group of educators selected on the basis of their experience in some phase of core curriculum development and/or teaching in the core. A majority of this group was composed of administrators, curriculum workers, teacher educators, and core teachers who responded to the first questionnaire and to officials in the teacher-education institutions included in the study.
Concerted effort was made to locate teacher-education institutions throughout the United States with programs designed to prepare core teachers or those moving in this direction. A letter of inquiry was sent to a selected group of educators in teacher-education institutions. The educators were selected on the recommendation of educational leaders in secondary education and in teacher-education, some of whom are authorities in the field of core curriculum development, and on the basis of their membership in the Association for Supervision and Curriculum Development. From the responses of these educators throughout the United States, Puerto Rico and Hawaii a group of 11 institutions were reported in 1950 to have programs for the preparation of core teachers or to be moving in this direction. A letter was sent to officials in each of the 11 institutions to request their participation in the study.

In 1950 a letter of inquiry and a questionnaire were sent to one or two officials in each of the 11 institutions that accepted the invitation to participate in the study. A visit was made to six of these institutions that reported a program specially designed for the preparation of core teachers. During the visit conferences were held with officials in the institution and observations were made of college classes and high school core classes taught by student teachers.

To ascertain changes in the status of the programs in the institutions participating in the study and to locate other institutions with programs specially designed for preparing core teachers, further
investigation was carried out in 1952, 1953 and 1954. In 1952 a letter of inquiry was sent to an official in each of the institutions included in the study and to an official in each institution reported in a 1951 study\textsuperscript{16} to have a teacher preparation program. The investigation continued during 1953 and 1954 through correspondence and conferences with such officials. In addition, an unpublished report\textsuperscript{17} of the status of current programs for the preparation of core teachers in selected institutions in 1953 was analyzed and drawn upon extensively. These data are presented and interpreted in the chapters that follow in the study.

Definition of Terms

The terms which are used in this study are here defined:

Core: That part of the "curriculum that consists of broad problems or units of work which cut across subject lines and provides common learnings needed by all students at a given grade level."\textsuperscript{18}

Competency: A broad generalization which defines the attributes (understandings, abilities, qualities and adequacies) considered essential for effective performance in a core program.


\textsuperscript{17} Harold Alberty, "Some Current Teacher Education Programs For the Preparation of Core Teachers." (A forthcoming publication of the Association of Supervision and Curriculum Development), 1954.

\textsuperscript{18} Alberty, et. al., op. cit., p. 3.
In-Service Education: A series of directed experiences provided for in courses, workshops, seminars, and conference meetings in which professional workers participate.

Learning Unit: A series of purposeful learning activities cooperatively planned by teacher and students in terms of broad problems of living.

Pre-Service Education: A systematically designed sequence of courses and experiences offered by teacher-education institutions for the preparation of teachers at the undergraduate and/or the graduate levels.

Problem Area: A "broad category of human living in which adolescents usually have problems."\(^{19}\)

Resource Unit: "A systematic and comprehensive survey, analysis and organization of the possible resources (e.g., problems, issues, activities, bibliographies) which a teacher might utilize in planning, developing, and evaluating a learning unit."\(^{20}\)

Teacher-Education Institution: An institution of higher learning with a program for the preparation of teachers.

Limitations of the Study

There are some limitations to this study. These are presented thus:


\(^{20}\)Ibid., p. 424.
(1) The competencies represent only those that are considered essential to core teachers in high school; the list of broad general competencies needed by every teacher are not included in the list.

(2) The low percentage of responses to the second questionnaire based on the list of established competencies place limitations on the data used in Chapters IV and V. Several statements included in the questionnaire provoked criticism and rejection on the part of a few educators. They considered some to be ambiguous.

(3) The current programs for the preparation of core teachers included in the study are limited to institutions that were reported in 1950, 1952, 1953 and 1954, to have such a program.

(4) The information about the programs for the preparation of core teachers is limited to that secured from responses to a questionnaire, from reports submitted by teacher-educators, from responses to letters of inquiry and from published and unpublished materials concerning particular programs. When the study was planned it was believed that a more valid description of programs for the preparation of core teachers could be secured if questions directed to officials in teacher-education institutions were formulated so as to receive free responses. The investigator now questions the desirability of this procedure. The descriptions of the programs submitted by educators were too brief.

(5) The limited time that the investigator spent with key educators in the institutions visited was another significant limitation.
Since detailed information concerning current programs was frequently not given, evaluation in terms of the criteria may not be accurate.

Despite these limitations it is believed that the present study is justified and can make a significant contribution to the solution of the problem of improving teacher-education programs for the preparation of core teachers for high schools.

Overview of the Study

An overview of the organization of the current study follows: Chapter II contains a discussion of the evolving core curriculum; Chapter III deals with the establishment of a list of competencies considered essential for core teachers; Chapter IV reveals the reactions of a group of educators to the revised set of competencies in terms of their relative value for core teachers; Chapter V deals with a discussion concerning the responsibility of teacher-education institutions for meeting these competencies; Chapter VI substantiates a set of criteria appropriate for use in the evaluation of teacher-education programs for the preparation of core teachers and the development of such programs; Chapter VII presents a description and evaluation of current programs for the preparation of teachers for core programs; and Chapter VIII summarises the study and suggests recommendations. A reference list and appendices follow Chapter VIII.

Related Studies

Preparing Core Teachers for the Secondary School is the report
of a first study dealing with the problem of preparing teachers for core programs in high school. Under the guidance of Harold Alberty\textsuperscript{21} the study was carried out by a Seminar Group in Secondary Education during two quarters of the academic school year of 1949. The purpose of the study was to make an inquiry into the status of teacher-education for the preparation of core teachers and to propose suggestions for improving such programs. Basic to the study was the assumption that teacher-education institutions should take a leadership role in the preparation of teachers for core programs in high schools.

An analysis of teacher-education programs described in the literature and those submitted by officials from a selected group of institutions preparing core teachers, shows that teacher-education institutions are not assuming their full share of the responsibility for preparing core teachers in high school programs. Among the thirty-one institutions contacted, only three reported programs designed especially for the preparation of core teachers. These programs were developed by modifying the requirements in the professional education program of the regular teacher-education curriculum to provide a series of selected courses deemed essential and one or more courses specially designed for the preparation of such teachers.

Among this group of thirty-one institutions eighteen reported programs in which some slight changes were made in the requirements

\textsuperscript{21}Harold Alberty, et. al. Preparing Core Teachers for the Secondary Schools. Columbus, The Ohio State University Press (mimeographed) 1949.
in major fields of knowledge and in the field of professional education. Three institutions reported special courses dealing with some one aspect of the core curriculum; thirteen reported offerings of regular courses which included a study of the core; nine reported some future plans for preparing core teachers which involved expansion in the field of professional education or some slight reorganization of courses to provide greater unity within the professional education program. 22

The following statement summarises the status of current pro-
grams for preparing core teachers reported in the 1949 study:

Those who believe the core curriculum to be the most prom-
ising replacement for the no longer adequate departmental-
ised curriculum and who wish, therefore, to see the core
used in our secondary schools by teachers well prepared to
utilise it will find little real encouragement in the data
presented above. However, this seems true only if the
present programs are examined, for there appears to be,
according to both literature and letters, a very marked
effort to break down departmental barriers. This means
that the first step, possibly toward core and core teacher-
education, has been taken or will be taken. We refer, of
course, to the recognition of the inadequacy of depart-
mentalised study and especially to the desire to eliminate
it. 23

Two program proposals for the preparation of core teachers, based
on competencies for core teachers developed by the seminar group,
were projected. One program proposal necessitates modification of
the total regular teacher-education program to provide for special
offerings in the major areas of knowledge and also in the field of

22 Ibid., p. 17.
23 Ibid., p. 24.
professional education. A second program proposal called for complete reorganization of the total teacher-education curriculum to provide for a program which best meets the fourteen competencies essential for core teachers. This program is composed of four broad areas: (1) Common problems of living, (2) Professional courses, (3) Special interests, and (4) Special needs. The report shows how the teacher-education institutions can develop a program within the current framework of the teacher-education curricular pattern and point up the future direction toward which institutions should develop programs of teacher preparation which develop more adequately the competencies considered essential for core teachers. Alberty states:

> The curriculum of the future should recognize that there are some problems of living and professional adjustment common to all that defy analysis into fields of knowledge. . . .

In light of the findings most pertinent to the current study recommend that:

- Literature concerning core curriculum now operating in the secondary schools be made more generally available through the publication and distribution of reports, monographs, and bulletins.

- High schools now organized with core curriculums and teacher-education institutions work out cooperative arrangements for increased opportunities for participation and directed teaching in core classes.

- Teacher-education institutions canvass the school systems which they serve in order to determine the probable demand for core teachers.

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24 Ibid., p. 41.
Teacher-education institutions re-examine their programs of teacher-education in order to make provision for the preparation of core teachers for the secondary schools. Such examination would include both general and professional education.

Teacher-education institutions provide consultant services to high schools that desire to experiment with the core curriculum.

Teacher-education institutions should provide facilities for student teaching and participation in core curriculum work.

Teacher-education institutions associated with Liberal Arts Colleges work cooperatively to develop a unified program to prepare more adequately for core teaching.25

Eugene Kitching, in a recent study entitled, Proposal For Improving the Pre-Service Preparation of the Core Teachers Offered by the College of Education of the University of Florida, submitted to the College of Education at the University of Florida a plan for developing a program for the preparation of core teachers for both the public schools of Florida and for the P.K. Yonge Laboratory School of this university. Such recommendations were made after a comparatively comprehensive evaluation of the current university teacher-education program.

Significant steps were taken to evaluate the program at this university. The investigator of the study first formulated a statement of competencies essential for core teachers based upon judgments

25 Ibid., p. 43.

26 Eugene Kitching, Proposal for Improving the Pre-Service Preparation of Core Teachers Offered by the College of Education of the University of Florida, A Report of a Type B Project. New York, Columbia University, Teachers College, 1951.
of authorities in the field of core curriculum development expressed in current literature within the field and upon the investigator's experience in preparing core teachers. These follow:

I. The core teacher should be able to engage in cooperative enterprise with a group helping in the planning and carrying out of educational experiences.

II. The core teacher should be able to guide youth in understanding and working on their concerns and problems.

III. The core teacher should be able to bring to the problems of youth sound scholarship which has its background in a broad general education consisting of experiences in the social studies, the physical and bio-sciences, the humanities, the language arts, and logic or clear thinking. The core teacher should be able to draw upon these areas of knowledge in helping boys and girls to meet their problems.

IV. The core teacher should be able to use community resources to help a group to understand better the problem it is facing.

V. The core teacher should be able to prepare and keep records that may be required for instructional purposes in the core. Specifically he should be able to write and use resource and teaching units; to keep records about these concerns and the growth of boys and girls; and to maintain an accurate account of their core experiences.

VI. The core teacher should be able to guide experiences that cut across more than one subject or field of knowledge when this is needed for a better understanding of its problems.

The general and the professional education programs were examined in terms of this statement of competencies. First, an effort was made to ascertain the degree to which student teachers developed the ability to demonstrate proficiency gained in each of these six competencies through the experiences provided for in the P. K. Yonge

27Ibid., pp. 42-52.
Laboratory School. The data used for making such judgments included pre-plans for units of work developed by the student teacher participating in the study, curriculum reports of teaching experiences of these teachers, and reports of conferences held with each student teacher upon the completion of his responsibilities assumed in the core program. An analysis of these data indicate significant strengths and weaknesses in the current teacher-education program. Weaknesses in the program which are revealed in significant weaknesses of the prospective core teachers are: a lack of skill in using techniques for teacher-pupil planning of education experiences of the individual, and in guiding and counseling the individual; inability to use general education in a meaningful way in working with problems of youth; a lack of ability to utilize community resources in the learning experiences, to construct and use resource units and teaching units, to utilize special subject teachers and other community resources; a lack of ability to use evaluation procedures that are consistent with the philosophy of the core. Some strengths of the program are found in the rich background of experiences provided in the general education program and in the P. K. Yonge Laboratory School.

The study emphasizes the fact that since the teacher-education institution should assume a major responsibility for preparing core teachers it should examine its present program in light of the demands for the preparation of these teachers, and make definite program plans.
In addition to Kitching's study, three studies pertinent to the problem of preparing core teachers were conducted by Robbins, Harvill and Wright. Robbins' report, "A Survey of Certain Aspects of Curriculum Organization," reveals that educators throughout the United States consider the trend toward core curriculum development to be on the increase and believe that in the future it will become the dominant feature of the curriculum organization of secondary schools. They believe also that teacher-education institutions have the responsibility for preparing teachers for these emerging general education programs.

The educators participating in the study made the following recommendations for teacher-education programs designed to prepare core teachers:

- Establishment of broad areas as majors and minors
- Increase in the number of major and minor groupings
- Continuation and expansion of general education
- Increased emphasis on child and adolescent growth and development
- Increased emphasis on unit procedures in teaching
- Increased emphasis on curriculum reorganization in secondary school with particular attention to philosophical backgrounds of curriculum construction and organization
- Increased opportunities for students to participate in such a program as a part of their laboratory experience
- Increased emphasis upon the guidance function of the teacher and upon requisite skills
- Establishment of correlated and fused curriculum in higher education
- Adoption by college personnel of the philosophy and techniques of this type of program
- Evaluation with emphasis upon development rather than attainment of standards
- Social and individual "problems approach" in teaching.

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The report shows that only a limited number of institutions are now assuming the responsibility for preparing core teachers; however, there are some that are making more significant strides in this direction than others. Some institutions engaged in or contemplating experiments or practices in teacher-education programs designed to prepare secondary school teachers for core programs reported practices underway. Robbins summarizes these practices as follows:

- Broad areas as majors and minors
- Stressing program in professional sequences
- Program is still in the discussion stage
- General education to meet need partially
- Committees working on it at present
- Laboratory experience in the program
- Experimenting with it at present
- Core-curriculum program in teacher education
- Combination of certain courses.  

Harris Harvill's study entitled, *The Development of the Core Curriculum in Alabama Secondary Schools,* shows that teacher-education institutions in Alabama have not played a significant leadership role in core curriculum development. During the period 1935-41 the State Teachers College made a contribution to the Alabama Curriculum Development Program, a vital factor in core curriculum development in Alabama. In addition to setting up the Alabama Teachers College Curriculum Revision Program, the colleges conducted workshops and conferences for teachers, provided consultant service for various

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29 Ibid., p. 43.

meetings and for schools, developed curriculum laboratories and demonstration programs at the training school and developed courses specially designed to prepare teachers for integrated programs.

The Alabama Teachers College Curriculum Revision Program proposed a comprehensive curriculum pattern for a program to prepare core teachers. This program was composed of the following areas: a general education core for the freshman and sophomore years; a professional education core for the junior and senior years; and areas of specialization and contributing courses, special needs and interests and campus living. At the time this program was set up, only one institution took steps to develop it, but recently this institution has extended and developed a program specially designed to prepare core teachers.

The need for teacher-education programs is reported by Harvill, who points up major weaknesses common to core programs in the high school and the slow progress made in core curriculum development in the state of Alabama. Throughout the study of core curriculum development in Alabama, significant evidence reveals the drastic need for competently trained teachers and the need for teacher-education institutions to prepare teachers for such responsibility in the American high school.

A recent study by Grace Wright shows that a significant problem in core curriculum development in the high school is the lack of

of teachers who are prepared for teaching in core programs and reports that one-third of the 1,015 separate problems listed by 447 school officials fell into the category of teacher preparation and adjustment. She reports:

It is the rare teacher who has had pre-service preparation for core teaching. High-school principals cite the difficulty in obtaining properly or adequately prepared teachers as their number one problem. To the specific question, "Do you find the supply of well-prepared core teachers adequate to the further development in your school of an enriched core program?" Only 15.6 per cent of the 519 principals in the present study answered, "Yes."\(^{32}\)

Only a few institutions are taking steps to prepare core teachers. Reports indicate that eighty-eight different institutions have programs especially designed for such training. Twenty-one institutions with such programs are named by as many as five principals.

These institutions are:

State Teachers College, Florence, Alabama
University of California, Los Angeles
University of Southern California, Los Angeles
Florida State University, Tallahassee
University of Florida, Gainesville
University of Illinois, Urbana
Northwestern University, Evanston, Illinois
University of Maryland, College Park
Maryland State Teachers College
Colleges at Bowie, Frostburg, Salisbury, and Towson
Morgan State College, Baltimore, Md.
Western Maryland College, Westminster
University of Michigan, Ann Arbor
Wayne University, Detroit, Michigan
Western Michigan College of Education, Kalamazoo
University of Minnesota, Minneapolis
New York University, New York

\(^{32}\text{Ibid.}, p. 46.\)
Teachers College, Columbia University, New York
Temple University, Philadelphia, Pa.33

In further investigation into the problem of teacher-education for core programs in high school, Wright found increasing concern for the need to provide special offering for the preparation of core teachers. She reports:

... Accordingly, education offerings of universities and teachers colleges which had sent their 1953 summer-session catalogs to the Office of Education were examined for references to the core program. Summer-session opportunities, rather than the regular fall-term offerings, were selected for study in order to include courses which are offered experimentally as a test of interest at a time when teachers in service may enroll.34

Among 329 institutions of higher education, eighty-five (fifty-nine universities and twenty-six teachers colleges), reported their summer-session announcements to the Office. The core program offerings in this group of institutions reveal that (1) thirty institutions offered a total of forty-six courses in core or emphasized the core program; (2) the thirty institutions were located in twenty-one states and the District of Columbia, all but five of the States being east of the Mississippi River; (3) seventeen of these institutions offered a total of twenty-one courses and workshops in the core curriculum; (4) approximately 500 students were enrolled in the twenty-one courses; (5) of

33Ibid., p. 47.
34Grace S. Wright, "Core Curriculum Offerings for Teachers," School Life, XXXVI, 6 (October, 1953).
the twenty-one courses, thirteen were for graduate students only, seven were offered for the first time this summer, fourteen are or will be regular Education offerings.  


These studies, reports and surveys show that core general curriculum development is on the increase; that the evolving fused curriculum is creating new demands for teachers who are competent to work in core programs; that a lack of competent core teachers is one most significant problem in the general curriculum development; that teacher-education institutions should prepare core teachers; and that program

\[35\text{Ibid.}, \text{p. 7.}\]
\[36\text{Ibid.}, \text{p. 6.}\]
proposals for preparing such teachers demand varying degrees of modification or reorganization in the current teacher-education programs. From these reports it may be concluded that teacher-education institutions should modify or reorganize their curriculum to provide for a program designed to prepare core teachers for high schools.

Further evidence that teacher-education institutions should modify or reorganize their programs for the preparation of core teachers is presented in the forthcoming chapters of the study. In the chapter that follows, the description of the stages through which the core curriculum is emerging reveals new demands on the core teacher.
CHAPTER II

THE EVOLVING CORE CURRICULUM IN THE AMERICAN HIGH SCHOOL

The preceding chapter introduces the study by presenting the problem in its setting. The purpose of this chapter is to clarify the stages through which the core curriculum of the high school is evolving in order to reveal changing demands on the teacher in the emerging general education program.

The Evolving Core Curriculum

The core curriculum movement deemed the most significant movement in American secondary education today represents one outstanding achievement in the development of a general education program that meets the needs of the adolescent. As the core curriculum has evolved much confusion concerning the meaning of the term core has arisen. The concept of the term with which many educational authorities in core curriculum are in agreement and one accepted as the basis of this study is defined thus: Core is that part of "the curriculum that consists of broad problems or units of work which cut across subject lines and provide common learnings needed by all students at a given grade level." This definition of core represents the stage of core curriculum development at which the general education program has arrived, the program which has deviated greatest from the highly departmentalized conventional subject-centered curriculum.
The curriculum movement grew out of the drastic need for the reorganization of the general education program in terms of the perpetuation, refinement and reinterpretation of our democratic way of life. Alberty emphasizes the fact that threats to our democracy both from within and without and the new and broader concept of world leadership which is emerging calls, more than ever, for a high school program which is dedicated to the development of effective citizenship.¹

Alberty states further:

Much of the current interest and activity in curriculum development, both in the high schools and the colleges, center in the area of general education. One reason for this emphasis is the continuous threat to our democracy by forces that are more likely to succeed if we neglect basic citizenship education.

A second reason is the realization that "specialism," however important it may be in our technological age, must not be allowed to permeate that part of the program which is directed primarily toward the development of the ideals, attitudes, understandings, and skills of common democratic citizenship. . . ¹

A third reason is the trend toward a redefinition of the "fundamentals" of education. This has come about as the responsibility of the school has been widened from the mere transmission of the cultural heritage and the imparting of the basic skills of reading, writing, and computation, to the more important role of providing for the perpetuation and refinement of our way of life through active participation in living democratically.²

Significant strides have been made in fused core development as educators have made concerted attack on the highly departmentalized and specialized subject-centered curriculum. Subject line

²Ibid., p. 160.
barriers have been broken down and greater emphasis has been placed on fostering democratic values. Newer practices such as, unit teaching, experience concept, teacher-pupil planning and the search for common needs, all of which have proved successful in the better elementary schools, have been introduced into the high school curriculum. All aspects of the general education program have been unified as the emphasis has shifted from teaching specified bodies of subject matter to developing a program which meets needs, interests and problems common to the adolescent and which helps them develop the behavior essential to effective personal-social living in a democratic society. As the general education program has deviated from the conventional program to become increasingly more meaningful in terms of meeting needs, interests, and problems in a democratic society, numerous curricular patterns have emerged. These are defined as follows:

**Type-One Core:** Program design Based Upon Separate Subjects, Each Taught Independently. The core consists of a number of logically organized subjects or fields of knowledge each one of which is taught independently.

**Type-Two Core:** Program Design Based Upon Informal Correlation of Subjects. The core consists of a number of logically organized subjects or fields of knowledge some or all of which are correlated.

**Type-Three Core:** Program Design Based Upon Systematic Correlation. The core consists of broad problems, units of work, or unifying themes which are chosen because they afford the means of teaching effectively the basic content of certain subjects or fields of knowledge. These subjects or fields retain their identity, but the content is selected and taught with special reference to the unit or theme.

**Type-Four Core:** Program Design Based Upon Fusion or Unification of Fields of Knowledge. The core consists of a number of subjects or fields of knowledge which are unified or fused. Usually one subject or field serves as the unifying center.
Type-Five Core: Program Design Based Upon a Pre-Planned Structure Determined by Adolescent Needs. The core consists of broad pre-planned problem areas which are selected in terms of the psychobiological and societal needs, problems, and interests of students and are made the basis for developing the teacher-student planned learning activities.

Type-Six Core: Program Design Based Exclusively Upon Teacher-Student Planning. The core consists of broad teacher-student planned units of work, or activities, in terms of the expressed wishes or desires of the group. No basic curriculum structure is set up.

In pointing to these six types of curricular patterns Alberty states:

It will be noted that the six types of organization presented above represent a continuum, beginning with the conventional subject-centered program (Type I) and ending with an extreme student-centered problems program (Type VI). In actual practice, there is some blending of the different types. This is especially true in schools providing administratively for a double or triple period and extending freedom to teachers to experiment with new types of curricular structure.

Alberty states further:

... a number of schools have provided administratively for a double or triple period for meeting common needs, giving wide discretion to the teachers as to what shall be taught. In such a school some teachers will teach traditional subject matter, say English, history, and science, in successive periods; some will correlate these subjects; some will fuse them on the basis of contemporary problems or culture epochs; some will set up their own individual problem areas; still others will discard all pre-conceived subject matter and base units of work upon the

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immediate felt needs of students. Thus, the same school might illustrate all of the types of core programs . . . Needless to say, such a school cannot be said to have a program design.  

Since any real improvement in the curriculum occurs in the classroom, the teacher has a strategic position in modernizing the general education program of the high school. Caswell emphasizes the importance of the teacher in bringing about curriculum change. He reports:

The teacher is the dominant influence in any educational program. This fact cannot be emphasised too often or too strongly. Like many obvious matters, however, it is easy to accept it and then ignore it in developing practice. Consequently, a discussion of the curriculum calls for a discussion of the teacher and his preparation.

In achieving new developments in education, the central position of the teacher becomes particularly clear. In a real sense significant enlargement of purpose in the education for American youth and modification of the curriculum and the administrative structure of the school, as well as direct provision of suitable guidance, can be achieved only by the teaching staff. The outward form can be legislated, but the inner purposes and spirit can be brought into being only through group understanding.  

Core curriculum development does not just happen. It evolves in terms of the quality of leadership and the competencies with which the teacher in this curriculum has to work. Leonard gives support to the fact that the core teacher has a significant role in fused curriculum development. He reports:

The key to the success of the core curriculum lies with the classroom teacher. Her interest, abilities, understandings, training and experience are important factors

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5 Ibid., p. 191.
in effective teaching. It has long been recognized that this type of teaching demands an able if not a superior teacher.

The core teacher and his ability determine the degree of success achieved by schools engaged in core curriculum development. An examination of the stages of curricula organizations through which the core is evolving reveal new demands on the core teacher. A brief description of these are presented in the section that follows.

Type-One Core consists of a number of logically organized subjects or fields of knowledge each one of which is taught independently.

This type of core consists of a series of courses in the field of English, history, science, mathematics, physical education and a foreign language, e.g., Latin, French, and Spanish. Their selection is based upon "common needs" deemed essential for adult citizenship; "common needs" being interpreted to mean "knowledge, skills, and habits considered essential to function effectively as an adult citizen."

The scope and sequence of each course is determined by the textbooks adopted by the local schools, the local State Department of Education, or less frequently, by groups of teachers and supervisors working cooperatively. Saylor refers to this type of core as the traditional approach to the provision of a general education program for high school youth. He writes:

Of course, one of the long-accepted objectives of the secondary school is that of aiding youth to become good

citizens. But the approach of the traditional secondary school to citizenship education has been largely centered around the content concept that, if youth has an adequate stock of facts and information about America, its history and development, its machinery of government, and its traditions and principles, they would be able to translate this factual information into intelligent and effective citizenship. All of us would agree that this approach to citizenship education has had a measure of success, otherwise we would never have developed America into the great freedom-loving country which it is today.

Some effort has been made to improve the Type-One Core by the introduction of unit teaching, teacher-pupil planning, direct experience and the use of the problem approach. The purpose for such innovations has been to facilitate the learning of specified bodies of knowledge. Despite such effort to improve Type-One Core it does not meet adequately the needs, interests and problems common to youth. Problems of living cannot be categorized into any one departmentalized subject-field of knowledge.

The subject-centered program (Type-One Core) dominates the curriculum of the American high school even though educational leaders recognize its many weaknesses. The Office of Education in a recent nation wide study shows that this type of core characterizes the programs of the high school. Alberty also refers to this fact. He states:

Most high schools in the United States provide for general education by requiring students to "take" a number of conventional courses. Out of sixteen units,

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9 Wright, op. cit., p.
required for graduation, approximately one-half are re-
quired of all.\textsuperscript{10}

Type-Two Core consists of a number of logically organized
subjects or fields of knowledge some or all of which are
correlated.

This type of curriculum is composed of a selected sequence of
subject-centered courses in the major fields of knowledge, some or
all of which are taught in relation to the other. English and history,
or social science; English and history and/or other subject fields re-
quired of all students are correlated. Such correlation requires no
basic changes in the curriculum since provision is not made for the
development of a systematic plan of correlation. The following state-
ment illustrates this fact:

As teachers seek to make their subjects more meaningful,
one of the simplest, and hence least disrupting plans, is
for them to try to show how their particular subject re-
lates to others . . . Since the two subjects most commonly
required of all students are English and social studies,
these areas are most frequently included in such plans.
For example if the social studies teacher is dealing with
the Industrial Revolution, the English teacher might sug-
gest the reading of Steinbeck's \textit{Grapes of Wrath} or \textit{Cannery
Row}, or any of the numerous novels dealing with the problem
of technology upon economic life.\textsuperscript{11}

This core is taught by a number of specialists in one or more subject
fields. They determine the subjects to be correlated and the extent
to which correlation is carried out.

This fused curriculum is a first step toward unifying the highly
departmentalized general education program. Even though effort is

\textsuperscript{10}Alberty, \textit{op. cit.}, p. 169.

\textsuperscript{11}Ibid., p. 171.
made to show some relationship between subject fields of knowledge, the core does not adequately meet the adolescent in his living environment. The program continues to be based on common needs of adult citizenship, needs interpreted in terms of "knowledge skills" and habits deemed essential for functioning effectively as an adult citizen. Procedures used to foster democratic values depend upon the school and the core teacher.

Type-Three Core consists of broad problems, units of work, or unifying themes which are chosen because they afford the means of teaching effectively the basic content of certain subjects or fields of knowledge. These subjects or fields retain their identity, but the content is selected and taught with special reference to the unit or theme.

Type-Three Core is one in which a systematic plan for correlation is used. Units of work, broad problems of living, unifying themes or activities in various areas of living provide a systematic plan for the correlation of subjects or fields of knowledge included in the general education program. For instance, "The Family" may be chosen as the unifying theme for some or all subject courses required of all students. Each subject field is taught in relation to this one theme. The purpose of such a plan is to make subjects more meaningful to the students. Such a systematic plan does make some change in the basic structure of the curriculum.

The program at Wells High School, Chicago, Illinois, represents one of the best examples of Type-Three Core. Various fields of knowledge which form the broad base of the general education program include, social studies, English, science, physical education, music and drawing.
The functions of living serve as the unifying center for the various subjects required at each grade level. For instance: ninth grades, economic consciousness; tenth grade, health and social relationships; eleventh grade, leisure and thought and its communication; twelfth grade, work and ethical and spiritual character.  

Outlines or unit "leads" are planned as guides for the development of learning experiences in the class. For example, the unit "leads" for the core fields in Grade Nine A are entitled: "Conservation of Cultural and Material Resources," "Our Changing Methods of Production and Consumption," "Governmental and Other Social Agencies in Co-Operative Living" and "Work in Relation to Daily Living." The following illustrates the "unit leads" for conservation:

**Social Studies**

How Conservation Improves Everyday Living

Learning Objective:
To make effective use of our possessions and avoid needless waste

Unit Elements:
Why we should avoid waste
Obtaining and using capital
Need for conserving the forests
Conserving fuels and other natural resources
Services of the Civilian Conservation Corps
Eliminating waste in child labor
Conservation through minimum hours and wage provisions
Eliminating waste through unemployment
Accident and retirement compensation
Conservation of school supplies and property

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13 Ibid., p. 47.
English Arts

Conservation in the Development of American Civilization

Learning Objective:
To improve reading and expressional skills through the study of conservation needs in our country's development

Unit Elements:
- How the pioneers used the forests—girdling
- The destruction of buffalo and other game
- Devastation of forests for timber and turpentine
- Waste in past and present mining
- Oil and other fuels in our country's growth
- How Americans have made use of their land
- Beginnings and growth of conservation movements

Science

How Science Aids in Conserving Natural Resources

Learning Objective:
To understand and appreciate better how science aids in preserving our natural and material possessions

Unit Elements:
- How science aids in conserving soils
- Science and the protection of vegetation and livestock
- Conserving the energy of air, water, and sunlight
- How science is utilized to conserve our fuel supply

More permanent changes are made in the basic curriculum pattern as the systematic plan of correlation is used. The extent to which the subject fields are related to the problems of living and the extent to which democratic classroom procedures are used rests in the hands of the core teacher.

Even though this type of core does not provide common learnings to meet adolescent needs, it represents a significant step in this direction. The highly compartmentalized curricular of the high school becomes more unified as a systematic plan of correlation provides for

\[11\] Ibid., pp. 47-48.
specialized subjects or fields of knowledge to be related, thus making the subjects more important and meaningful to the learner. Thus, the student becomes able to synthesize better subject fields of knowledge. This feature of the core has been pointed up by Alberty as a definite strength. He states:

... it retains subjects but seeks to enrich them through the showing of relationship to life activities in the school, home, and community and to the functions of living carried on by students. This type of core is a step farther away from specialization and tends to move in the direction of making vital problems of living at least co-ordinate with subject mastery.  

Type-Four Core consists of a number of subjects or fields of knowledge which are unified or fused. Usually one subject or field serves as the unifying center.

The subjects or fields of knowledge that are unified or fused vary from school to school. Some combinations that are common include English and social studies, social studies, English and Science. The subjects selected for unification may be only those that certain teachers prefer or those that are required of all students at specified grade levels.

Unifying concepts provide a systematic plan for the unification of subjects or fields of knowledge, thus becoming more functional in the life of the individual. The two unifying concepts most commonly used are chronological periods of history and "real problems of living in American contemporary society." These ideas are used as the

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unifying centers of the Cultural Epoch Core and the Contemporary Problems Core. The changes made in the basic structure of the curriculum of the general education program provide for more meaningful learning activities, thus facilitating learning of subject fields of knowledge.

The program developed at the Horace Mann School of Teachers College, Columbia University, best illustrates the Type-Four Core. The subject fields of knowledge are unified in terms of the historical epoch which serves as the overarching theme for the general education program. Frequently called the Cultural Epoch Core, the subjects of history, literature, science, the arts and other subject fields pertinent to the particular epoch under study are unified as learning activities of the core are planned. Alberthy points to this fact. He states:

The literature dealing with a particular epoch is studied along with the economic, social, and political aspects. English composition and spelling are taught functionally as tools for developing the basic understandings of the epoch. Some schools extend the block of time to three periods to provide sufficient time to bring in art, music, science, or other required subjects. A similar organization may be built around world history.16

The general theme selected for the general education program is the study of man. At the junior high school level the program is organized around "The Study of Man Through the Ages" while at the senior high school level the program is organized around "Modern Civilisation." Within this curricular framework the various cultural epochs are studied. These are as follows:

16Alberthy, op. cit., p. 175.
The Study of Man

The Study of Man Through the Ages

Seventh Grade: Prehistoric Man
Eighth Grade: Life in the Middle Ages; The Renaissance
Ninth Grade: Modern Age

Modern Civilization and Cultures

Tenth Grade: American Civilization and Cultures
Eleventh Grade: Other Civilizations and Culture; e.g., Russia, Germany, China, Great Britain, France
Twelfth Grade: Modern Problems and Issues in America

In the development of the program provision is made for a large block of time consisting of from two to three class hours each. A coordinating teacher assumes responsibility for planning and guiding learning activities in dealing with aspects of the particular epoch under study. The coordinating teacher, one who usually represents English and social science, works cooperatively with teachers of other specialized fields of knowledge, e.g., fine arts, science, industrial arts, music, mathematics and the languages in clarifying the contribution of the special field to the epoch under study. His responsibilities are pointed up as follows:

She and the children together discuss the problems they wish to study. Then she has conferences with participating teachers to help to delimit the phases of the work to be developed and to determine a tentative time for participation. The participating teachers find that these

conferences aid them in planning for the coordinated program and help them to synchronize their other work. At the junior high school level the coordinating teacher also serves as a home room teacher.

Democratic values are fostered within the program by extensive use of cooperative teacher-teacher-planning and pupil-teacher planning.

Type-Four Core program is more commonly known as the Unified Studies Core, and represents a major step in core curriculum development. It breaks sharply from the traditional program of citizenship education. Greater unity in the general education program is created as the subject line barriers are eliminated. The program provides for teacher-pupil planning as a measure of fostering democratic values. Despite the significant progress made in breaking from the highly departmentalized subject-centered program, Type-Four Core does not make adequate provision for meeting the needs, interests and problems common to the adolescent since its major purpose is to teach more effectively knowledge and skills thought essential for adult citizenship.

Type-Five Core consists of broad pre-planned problem areas which are based upon the psychobiological and societal needs, problems, and interests common to adolescents.

This core, commonly known as the Adolescent-Problems Core, is based upon the belief that the general education program that best

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meets adolescent needs should be organized to deal with problems of living common to youth. The scope, therefore, is defined in terms of broad problem areas of living rather than in terms of series of logically organized subject fields of knowledge. The sequence is determined by the maturational development of the adolescent. Subject matter is no longer isolated in compartments to be taught as ends in themselves. Instead, it becomes an instrument or tool essential to the solution of problems of living. Only as a subject or field of knowledge is pertinent to the clarification and solution of problems dealt with in the core is it included in the unit of work.

Two points of view concerning the extent to which the curriculum structure of Type-Five Core should be pre-planned are held by groups of educators. One group holds the view that both the scope and sequence should be pre-planned within a curriculum structure. The curriculum at Harford County, Maryland, represents a Type-Five Core with a pre-planned scope and sequence. Dorothy Mudd, supervisor of the program reports:

With the arrival of the educational millennium, when master teachers people ideal classrooms in school plants with unlimited resources, in communities where the best efforts of all laymen and all the professional staff are cooperatively addressed to the problem of providing the best educational experience for all children, we shall undoubtedly abandon many of the curriculum materials which serve us now. While we await that golden age, we face realistically the problems which confront us. To meet one which stems from the dual cause of (1) insecurity on the part of many teachers conditioned by preservice and in-service training to expect a fixed curricular pattern, and (2) the need for many and varied instructional materials which demand some preplanning as to areas in which classes will work, we have dared to propose the following sequence of resource units as a possible pattern:
Grade Seven

1. Living in the Junior High School
   Exploring My Education Opportunities
2. Knowing Harford County
3. Discovering Maryland As America in Miniature
4. The Finest Machine
5. Keeping Physically Fit
6. Preventing Accident and Disease

Grade Eight

1. Relating Our Land and Resources to Our History
2. Conservation of Our Natural Resources
3. Finding Fellowship With Americans North and South
4. Our Physical Environment Shaping Our Living

Grade Nine

1. Appreciating the Contributions of Other Cultures
2. Our Shrinking World
3. How Science and Technology Affect Our Lives
4. Finding One's Place in the World of Work

It will be readily apparent that we are thinking in terms of an expanding community concept developing out of learning experiences in this sequence. We do not propose this as an ideal pattern—not even as a desirable one. It is, as we indicated above, our attempt to meet a specific problem which confronts us.¹⁹

A second point of view shared by educators is the belief that less extensive pre-planning should be done. This group believes that only the scope of the program should be pre-planned thus providing for more flexible content and for more extensive teacher-pupil planning. This educational program more adequately meets the needs of the adolescent. Alberty reports:

Between the two extremes . . . many variations are possible. Probably the general tendency is to start with a rather fixed program to provide teacher and student security. As resources are developed and the faculty and

¹⁹Dorothy Mudd, A Core Program Grows. Bel Air, Maryland, Board of Education of Harford County, 1949, pp. 23-24.
students gain experience in the cooperative selection, planning, and carrying out of learning units, there is a tendency to relax requirements and to permit wide discretion in choosing learning activities.  

The core program at The Ohio State University School is an example of one which is developed to provide for more extensive teacher-pupil planning. Since the scope of the program is pre-planned in terms of broad problems of living common to the adolescent, it consists of problem areas which have been cooperatively planned in terms of the interests and personal-social needs of adolescents and . . . based on the philosophy of the school, the concepts of child growth and development, and the concerns of the individual adolescent growing up in a democracy." The problem areas are listed below:

**Problem Areas - Grades Seven, Eight, Nine**

1. Understanding My Body
2. Beliefs and Superstitions
3. Hobbies
4. Managing My Personal Affairs
5. Sports and Recreation
6. Living in the University School
7. Living in the Home
8. Living in the Neighborhood
9. Personality and Appearance
10. Earning a Living
11. Housing
12. Natural Resources
13. Community Agencies and Services
14. Communication
15. Living in Columbus
16. Living in Ohio
17. Living in Another Country and Other Countries

**Problem Areas - Grades Ten, Eleven, Twelve**

Tenth Grade
1. School Living

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20 Alberty, *op. cit.*, p. 186.
2. Problems of Healthful Living
3. Problems of Living in an Urban Society
4. Problems of the Family as a Basic Social Unit
5. The Development of the American Scene

Eleventh Grade
1. School Living
2. Problems of Living in the Atomic Age
3. The Problems of Establishing Beliefs
4. The Problems of Making a Living (Exploring Vocations)
5. Current World Problems
6. Driver, Pedestrian Education

Twelfth Grade
1. School Living
2. Problems of Producer-Consumer Economics
3. Implications of Scientific Advancement
4. Major Conflicting Ideologies
5. The Bases for Determining Values by Which to Live
6. The American Heritage

Units of work are developed as teachers and students work together cooperatively. The learning activities which cut across subject lines and grow out of attacking some aspect of the broad problem are planned cooperatively by students and teacher in the large block of time provided for the core class. The core teacher assumes the responsibility for guiding learning and in addition working with teachers in the special interest area as subjects fields of knowledge are utilized in planning the learning activity.

Type-Five Core breaks sharply from all other educational programs. The development of the program is based on the interests and problems common to the adolescent growing up in a democracy. Albery emphasizes other advantages of Type-Five Core thus:

21The Ohio State University School, A Description of Curricular Experiences, The Upper School. Columbus, Ohio, The Ohio State University Press, 1949, p. 8.
1. Such a program makes possible direct attack upon the needs of youth and the problems which beset them in our present-day confused culture.

2. Such a program provides an effective means of bridging the gap between education and guidance, between the curriculum and the extra-curriculum, between general and special interest education.

3. It tends to break down the class barriers which so frequently are maintained in the traditional program.

4. It facilitates the unification of knowledge.

5. Such a program is consistent with the newer theories of learning and transfer.

6. Such a program encourages the teaching staff to plan and work together.

7. Such a program encourages the use of democratic practices in the classroom.

8. It encourages the use of the community as a laboratory for learning.

9. Such a program makes it possible for teachers to reduce materially the student loads which they are required to carry in a traditional program.22

Type-Six Core consists of broad teacher-student planned units of work or activities selected and developed in terms of the expressed wishes and desires common to youth growing up in a culture characterized by democratic group living.

The general education program in Type-Six Core breaks sharply from the other five core programs. It is an unstructured experience-centered program based upon the immediate needs and expressed wishes, wants and desires of students. The experience unit of work is selected and planned around centers of interest chosen on the basis of the concern of the learner and in terms of criteria developed cooperatively by teacher and students. Major subject fields of knowledge

play a significant role in this core as they are utilized in the clarification and solution of problems dealt with in the experience-unit. Subjects such as language arts, social studies, science, physical development and health, the practical arts and fine arts are all utilized in planning and carrying out the unit. Noar points to this unstructured core program thus,

In programs of learning that consist of experience units which cut across subject matter lines, and in which pupil-teacher planning is a reality, predetermination of the order of those units cannot be done successfully.\(^23\)

She states further:

The learning experience within the core program, therefore, can best be accomplished if they are planned and developed by the teacher and pupils on the basis of pressing and immediate common concerns which constantly arise within every area of the child's life. Inasmuch as there is no way of predetermining such problems and questions, there can be no artificial determination of grade themes or even of sequences within one term's work.\(^24\)

Albery reports that the actual "design" of the program could be determined by a record of what had been undertaken at each grade level during the course of the year.\(^25\)

The major content of each experience unit is, "subject matter, thought processes and human relations," according to Noar.\(^26\) Group process which dominates each phase of the program is believed to provide best for learning how to live together and to participate most

\(^24\)Ibid., pp. 13-14.
\(^25\)Albery, op. cit., p. 190.
\(^26\)Noar, op. cit., p. 153.
effectively in a democratic society. The extent to which rich experiences in democratic living are developed depends upon the teacher's insights into the meaning and significance of group processes, and the skill in utilizing such processes.

The core is taught by one teacher who assumes full responsibility of the class, drawing upon two or more subject fields of knowledge as needed in planning and carrying out the learning activities of the core. It is the core teacher who determines wholly the success of such an educational program. He has the responsibility for planning and guiding the teaching-learning process which in the learning activities provides an opportunity to "practice the desired habits, ... acquire the required information, ... develop the desirable appreciations and attitudes which are needed by the intelligent, effective citizen who is capable of generous, rich, and abundant living. This unstructured general education program places unique demands on the teacher which call for deep understandings and insights into the theory and philosophy of core curriculum development, human growth and development, the newer psychology of learning and the field of group dynamics.

Only a very limited number of schools throughout the nation have developed Type-Six Core programs. According to Wright there are 28

27 Ibid., p. 135.

approximately fourteen high schools that have developed a Type-Six core.  

The program at Gillespie-Junior High School, Philadelphia is the best example of Type-Six Core. This program consists of a series of experience-units planned cooperatively by the teacher and students. Though the program is not pre-planned the problem of scope and sequence is significant. Noar defines the "scope" of the program thus:

The "scope" of the core of the school program inevitably includes those areas of living, those aspects or phases of life and life processes in society, for which the school is responsible because it deals with human children. In the elementary school the needs of childhood will impose certain limitations. In the junior high school there are demands of early adolescence. In the senior high, impending adulthood and economic independence present somewhat different requirements. In every school level, a second factor enters by reason of the fact that students always are living in a natural environment which they need to know, understand, interpret, and to which they must make personal adjustments. The third element grows out of the fact that all children at all educational levels must learn to communicate ever more effectively in an English speaking country and finally, in the school all the children of all the people must learn the American way of government and of organized social living.

Regarding the sequence of the program Noar states:

When students have been granted freedom to plan their units of work, they develop the habit of stopping at intervals to consider such questions as: What does education for effective citizenship include? What are the characteristics of the educated person? How far along the way to

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29 Wright, op. cit., p. 13.


these goals have we come? In the light of our progress and our needs, what must we study next? Sometimes they use a different approach to the next unit. They try to clarify further their common problems, to determine which of them is most pressing, and then proceed to plan for solving that one. These opportunities to practice the skills of critical thinking and to make the stream of their own lives the content of their study, are of greater significance in determining sequence than any pre-determined scheme or logical arrangement can possibly be. It is unlikely, moreover, that the expressions of needs and interests so derived will have too much to do with grade levels. 32

The following list of experience units reveal the contents of the program for two classes that remained together through the three years of the junior high school - 1947 to 1950. These units 33 were chosen by each class in cooperation with the teacher.

<table>
<thead>
<tr>
<th>Section 1</th>
<th>Section 2</th>
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<tbody>
<tr>
<td><strong>Seventh Grade:</strong></td>
<td><strong>Orientation Unit</strong></td>
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<tr>
<td></td>
<td>Community History</td>
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<tr>
<td></td>
<td>Money</td>
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<td></td>
<td>February's Great Men</td>
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<td></td>
<td>The Heavens</td>
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<tr>
<td></td>
<td>Animal Life</td>
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<tr>
<td></td>
<td>Safety</td>
</tr>
<tr>
<td><strong>Eighth Grade:</strong></td>
<td><strong>Air Age Is Here</strong></td>
</tr>
<tr>
<td></td>
<td>Plant Life</td>
</tr>
<tr>
<td></td>
<td>Juvenile Delinquency</td>
</tr>
<tr>
<td></td>
<td>The &quot;Good Neighbor Policy&quot;</td>
</tr>
<tr>
<td></td>
<td>Constitution</td>
</tr>
</tbody>
</table>

33Ibid., pp. 166-167.
The learning units are cooperatively planned and carried out under the guidance of the core teacher during a large block of time.

Regarding the unit Noar states:

The Unit is usually developed around an area, question, or problem, the source of which may be a need felt by the pupils, human needs or the needs of democratic society. It provides for learnings in two or more subject areas, a variety of activities, and a variety of experiences with a variety of materials, persons, and places.

The amount of time to be devoted to the unit needs to be considered and indicated in the survey . . . The actual length of any unit is dependent upon its content, relative importance interest to the children, range of possible activities and pressures from other elements in the school and the social life of the pupils.34

Throughout the teaching-learning process of the Type-Six Core the teacher is ever aware of the student, his needs, problems and interests.

Regarding the teacher Noar states:

The background framework was the teachers constant awareness of (1) the necessity for inducting their pupils into society, (2) meeting consequent to developmental tasks, (3) making sure that new concepts were formed and old ones widened and deepened, (4) the essential skills that were to be developed and strengthened.35

34 Noar, op. cit., pp. 5, 6.
35 Noar, op. cit., p. 165.
Type-Six Core meets the needs, interests and problems common to the adolescent. It is so planned and designed that emphasis is placed on the development of those understandings, knowledge, attitudes, skills and competencies which are essential for rich and intelligent living in a democratic society. The success of such a core rests in the hands of the core teacher.

An examination of these six types of core curriculum reveals outstanding characteristics of the core, some of which are common in each type or to a majority of them. These have been listed by Alberty as follows:

1. Learning activities cut across conventional subject-matter lines.

2. The core utilizes a relatively large block of time in the daily schedule in order to make possible diversified activities such as trips, library work, . . .

3. The core provides for the extensive use of teacher-student planning in terms of the immediate and long-range needs, problems, and interests of students.

4. The core encourages, and frequently provides for cooperative planning and teaching in terms of the most effective use of the specialized abilities of the teaching personnel.

5. The scope and sequence of learning activities are determined by the needs of the situation rather than by the logical organization of any one subject or field.

6. The core organization tends to discourage the use of long periods for drill or laboratory exercises which do not contribute directly to the central problems involved in the unit.

7. The core absorbs the activities generally assigned to homerooms. . .

8. Core programs include the guidance and counseling function.
9. The core organization encourages the development of broad comprehensive resource units which teachers may draw upon in planning learning activities.

10. A distinction is frequently made between the core period which embraces many marginal and related activities. . . and the core unit of work which serves as the unifying center of the activities of students.36

The stages through which the core curriculum is evolving reveals changing demands of the core teachers. Such demands differ significantly as the highly compartmentalized and specialized subject-centered curriculum moves gradually into the experience-centered curriculum. Since real changes in the curriculum occur in the classroom the progress made rests in the hands of the core teacher. It is only as he gains new insights, understandings and competencies that he can assume a significant leadership role in core curriculum development.

What competencies are needed by core teachers to meet the demands of the evolving core curriculum in the American high school? The chapter that follows proposes one answer to the question.

CHAPTER III

DETERMINING COMPETENCIES FOR CORE TEACHERS IN HIGH SCHOOLS

The evolving core program is described in the previous chapter. The present chapter relates to the problem of clarifying the kind of teacher that education institutions should prepare to meet the new demands created by the evolving core program.

What kind of teacher is needed for the core curriculum that is evolving in the American high school? What should be expected of a teacher who has such a dominant influence on the destiny of the curriculum of the American high school? These and other questions concerning the core teacher are being asked. Little effort has been made to clarify the role of the teacher in the core or to define what should be expected of him. Perhaps this is because the core curriculum is still in an experimental stage and therefore, at this point it is difficult to determine just what kind of teacher is needed.

Caswell emphasizes this fact. He states,

It is impossible at this time to indicate in detail what all the needed competencies are, because experience in developing high school programs of the kind considered desirable is limited to experimental efforts. Consequently, there have been no comprehensive efforts to prepare teachers for such programs. However, experimental efforts in leading high schools, newer practices of in-service education, special studies by some teacher-educating institutions, and processes of logical analysis provide a good basis for projecting a number of proposals regarding the kinds of competencies high schools of tomorrow should have. The achievement of these
abilities on the part of teachers is the central factor in modifying the program of the American high school.¹

Educators Describe the Core Teacher

Educators have formulated statements of special attributes, both professional and personal, or competencies that they consider essential for core teachers. A brief presentation of these follows.

A group of public school educators engaged in core curriculum development proposes an answer to the question: "What kind of teacher is desirable for a common learnings program?" This follows:

"Fundamental for all good teachers . . . and imperative for core teachers: A devotion to the ideal of democracy; recognition of the teaching profession as a challenging opportunity; understanding of boys and girls; patience, friendliness, tact, real appreciation of point of view, and a sense of humor."

"An understanding of the objectives, content, techniques, and philosophy of the common learnings program."

"The ability to recognize and to help solve problems of boys and girls."

"The ability to function as a group leader."

"The ability to co-ordinate all resources of scholarship."

In summary then, the common learnings teacher is a home room adviser and teacher (or teacher-adviser) who knows his pupils well and sympathetically; he feels a responsibility for coordinating their activities within the common learnings program with those outside of it; he guides individuals and groups in solving their problems

and understands that their total development has as its
goals ability to live together as responsible citizens
in a democratic society.

Romine describes the core teacher in terms of specified understandings, attitudes and capabilities. He states that all teachers proposing to work as core teachers should possess:

1. An understanding of children and adolescents, of their growth and development, and of techniques appropriate in the study of them.

2. An understanding of the basic philosophy of the core curriculum and of principles useful in its implementation.

3. The ability to interview and counsel, to serve as a friend and guide as well as an instructor, and genuine willingness to be helpful.

4. The ability to draw from several fields of study and relate the elements which are essential in exploring and solving contemporary pupil and world problems.

5. The ability to plan and work cooperatively with pupils and to do a flexible sort of pre-planning for advance preparation.

6. The ability to work cooperatively with other teachers and with administrators and supervisors.

7. The ability to work with laymen and to enlist the public support so essential to the success of any new and different educational ideas.

8. The ability to locate, identify, collect, and develop resource materials and to utilize them in teaching and learning situations.

9. The ability to teach basic skills as they are involved in the core curriculum.

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10. The ability to develop evaluation techniques in terms of such objectives as attitudes, ideals, interests, sensitivities, and other important elements of behavior.

11. The ability to use school and community resources on an increasingly broader basis.

12. The ability to bring into the classroom the ongoing events and issues of out-of-school life and to utilize them in promoting pupil growth and development.

13. An understanding of important educational research and ability to apply it in the classroom.

14. The ability to carry out classroom experimentation on a reasonable and sound basis.  

Educational leaders of the Eight Year Study describe the core teacher in terms of needed characteristics, abilities and attitudes:

The teachers of core work should be persons who have proved effective in the fields of guidance and counseling. Teachers who are sympathetic with, and sensitive to, the problems of youth, problems in human relations, and the developing culture, have proved to be the ones most successful in core work. The teacher who finds it difficult to depart from the subject matter of his special training finds it difficult to make those objectives concerned with the development of the individual a dominating factor in his work.

The core teacher must be one who finds security in the objectives of "general education." Core teachers must be able to direct activities in many areas of organized knowledge, but this does not mean that they must be masters of many fields, or even of any single field. The core teacher, more than any other teacher in the school, must be one who, in response to a question, can say, "I don't know, but we might find out by doing thus and so, or

looking here and there." . . . the teacher is to be considered as a partner in the enterprise. 4

Smith and his associates describe the core teacher in terms of needed understandings, knowledge and insights:

The function of the teacher in a core program—since the heart of this program consists of social issues—is to facilitate this process of personal reconstruction. In order to do this, the teacher must, of course, have adequate factual information and a thorough knowledge of laws and generalizations. These competencies, however, are not sufficient. In addition, he must be thoroughly disciplined in the socio-moral content of the culture; he must be familiar with the perspectives and strategies of the major social groups; and he must be thoroughly disciplined in methods of thinking appropriate to such socio-moral problems as those that characterize politics, economics, and education.

It is necessary that a thorough knowledge and mastery of these skills (human relations) become a part of the equipment of every teacher. Moreover, the teacher must understand children and possess the human relations skills essential to the development of a classroom atmosphere wherein the child feels emotionally secure.

The teacher should also be trained in a specialized field of knowledge. 5

Another description of the core teacher is presented in terms of competencies deemed essential for work in core programs. Caswell reports these as follows:

1. The core teacher should be able to sense and help solve the problems faced by individual boys and girls.

2. The core teacher should be able to relate the more common problems and concerns of youth to the larger

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social setting with its values, problems, and achievements.

3. The core teacher should be able to function as a group leader working with his students.

4. The core teacher should be able to relate community conditions and resources to the education of youth.

5. The core teacher should be able to draw upon and use effectively major general resources of scholarship needed to understand and deal with the more common and persistent personal-social problems and concerns of youth.

6. The core teacher should be able to guide youth in the selection of educational activities which foster continuous all-round development.

7. The core teacher should be able to guide youth in the wise selection of an occupation.

The teacher is again described in terms of competencies needed for teaching in a core. Alberty and a graduate seminar in Secondary Education propose the following list of competencies essential for core teachers:

1. The core teacher should know the contributions of the leaders in the field of general education and how to utilise these contributions in developing and improving the core program.

2. The core teacher should be able to interpret present-day events and movements as they relate to the learning activities of the core.

3. The core teacher should understand the processes of growth and maturation in children and adolescents for the purpose of identifying common basic needs and interests at various levels of development.

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_Caswell, op. cit., pp. 189-195._
4. The core teacher should be able to develop learning units in broad problem areas for the purpose of improving human relations.

5. The core teacher should know how to utilize and direct the various types of student activities (e.g., student council, assemblies, publications, social clubs, parties and sports) and relate them to the common learnings of the school program.

6. The core teacher should be able to evaluate programs of leading schools which emphasize the core curriculum and to understand their contributions to the improvement of education.

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

8. The core teacher should understand the nature and significance of controversial issues in terms of the major fields of knowledge and develop suitable techniques for dealing with them in the core class.

9. The core teacher should know how to utilise guidance and counseling techniques in relating the activities of the core to the total development of the adolescent.

10. The core teacher should know how to utilize the resources of the community (e.g., institutions, organizations, agencies and personnel) in solving the common problems dealt with in the core.

11. The core teacher should be able to utilize the occupational opportunities of the immediate and wider community for providing general vocational orientation for the adolescent.

12. The core teacher should have the ability to utilize techniques of cooperative planning and to work with colleagues in co-ordinating all the learning activities of the core groups.

13. The core teacher should know how to set up problem areas based on common problems, needs, and interests and how to utilize them in developing learning activities.
The core teacher should be able to build resource units related to broad problems areas and to utilize them in planning learning units with the pupils.  

Noar describes the core teacher in the following statements:

Teachers have a positive role to play in modernizing the junior high school. They must be willing to change their ways of looking at children. They must make themselves masters of the best knowledge that is available about how children grow and develop. They must get a firm grasp upon what is known about the learning processes and be willing to implement this in their day by day classroom work.

Teachers have a definite role to play as they modernize the junior high school. Without their determination to make democracy work as a way of life in the school, there will be less hope for its ultimate survival. This coming generation must be equipped with the know-how of the democratic processes as well as with a burning faith in the basic democratic principles. The world will look to them for the practice of a way of life in which the worth and integrity of the individual is recognized and participation in all aspects of democratic social life is common.

The description of the kind of teacher that is needed for the evolving core curriculum, as reported by educators in literature, reveal no basic agreement. Educators describe him in terms of essential attitudes, understandings, information, skills, abilities or competencies. There is need to clarify the kind of teacher who can best meet the demands of the evolving core curriculum.

The investigator is in agreement with some educators that the core teacher is best described in terms of competencies essential for

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assuming a leadership role in core curriculum development and in teaching in the core. In the section that follows an attempt is made to clarify the kind of teacher needed for core programs.

Procedures used in Determining Seventeen Competencies Essential for Core Teachers in High Schools

The list of competencies developed in a graduate seminar in secondary education under the direction of Harold Albery was accepted as the basis for this study. The reasons for its acceptance follow: first, the list was evolved from a validated list of working generalizations for high school teachers; second, it was considered to be the most complete statement found in the literature; third, it was based on a definition of core that the writer accepts for the present study; fourth, it was considered the best list of working generalizations; fifth, the investigator was a participant in the graduate seminar that developed the original list of competencies.

Procedures Used in Evolving the Original List of Fourteen Competencies for Core Teachers in High Schools

In an effort to answer the two questions, "What are the characteristics of a good core teacher?" and "What should the good core teacher know and be able to do?", a graduate seminar approached the problem of preparing core teachers for secondary schools first by agreeing that core should be defined as "that part of the curriculum that

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consists of broad problems or units of work which cut across subject lines and provide common learnings needed by all students at a given grade level. The group then accepted the fifty-one generalizations of working knowledge needed by high school teachers as the basis for developing the competencies for core teachers. In the process of analyzing the generalizations two questions directed the thinking of the group: "Which of the generalizations are especially applicable to core teachers?" and "Which are those that are especially applicable to the special interest teacher?" In the process of answering these questions two major steps were taken. First, the seminar members agreed upon the generalizations that were considered applicable to the core teacher after an examination of the list of fifty-one generalizations. This list was further analyzed in terms of those especially applicable to this group, by separating out the ones that were agreed upon as being especially applicable to the special interest teacher. The second step involved refining and restating the generalizations in terms of competencies considered essential for core teachers. A new list of competencies evolved as some generalizations were eliminated and others combined. An example of the modifications of two generalizations in terms of the unique responsibilities of the core teacher follows,

10Loc. Cit.
Original Generalization  

"The high-school teacher should know the contributions of the leaders in the field and how they may be utilized in improving the curriculum and classroom procedures."

"The high-school teacher should understand the nature and significance of controversial issues and the techniques for dealing with them in the classroom."

"The high-school teacher should understand the role of guidance and counseling in relation to classroom activities, and the techniques of individual and group guidance."

To determine further which of the competencies were unique to core teachers a third step was taken. Each of the fifteen members of the seminar judged each competency in terms of whether it applied to the core teacher and/or the special area teacher in a major way; in a minor way; or not at all. The competencies that were judged by the group to apply to the core teacher in a major way, and at the same time to apply to the special area teacher in a minor way or not at all, were listed as special competencies of the core teacher. The competencies which were rated as major for both the core and the special interest teacher were eliminated. From an analysis of these data the new list of fourteen competencies evolved.

\footnote{\textit{Ibid.}, pp. 30-31.}
\footnote{\textit{Ibid.}, p. 31.}
Procedures Used in Revising the Original List of Fourteen Competencies for Core Teachers in High Schools

The original list of fourteen competencies was revised by securing the judgments of a selected group of 134 educators on each generalization. This group of educators, composed of administrators, curriculum workers and teacher educators was selected on the basis of whether they have been or are now engaged in some aspect of core curriculum development. The names of core teachers were secured from the group of administrators, curriculum workers, and teacher educators who recommended names of outstanding teachers engaged in teaching in core programs in high schools.

The judgments of the 134 educators on the competencies were obtained by means of a questionnaire formulated to secure responses to each of the fourteen competencies in terms of the following: agree, agree with modification, or disagree. To secure suggestions for improving the competency each educator was requested to submit suggestions for modifying them if he responded to a particular competency in terms of "agree with modification." The table that follows shows the number of respondents in each of the sub groups of educators.

**TABLE I**

NUMBER OF EDUCATORS RESPONDING TO THE QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Status of Educators</th>
<th>Number of Requests</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>26</td>
<td>16</td>
</tr>
<tr>
<td>Curriculum Workers</td>
<td>28</td>
<td>20</td>
</tr>
<tr>
<td>Teacher Educators</td>
<td>40</td>
<td>34</td>
</tr>
<tr>
<td>Core Teachers</td>
<td>109</td>
<td>64</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>205</strong></td>
<td><strong>134</strong></td>
</tr>
</tbody>
</table>
The reports of the responses of the sub groups of educators to each of the competencies, are presented in the following order: (1) Statement of the original competency; (2) Table showing reactions of the sub groups of educators to the competency; (3) Analysis and interpretation of the table; (4) Suggestions for modifying the statement; (5) Evaluation of the suggestions submitted; and (6) Revised statement of the competency.

Competency I: The core teacher should know the contributions of the leaders in the field of general education and how to utilize these contributions in developing and improving the core program.

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Agree</th>
<th>Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Mods.</td>
<td>With Mods.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
</tr>
<tr>
<td>Administrators</td>
<td>12</td>
<td>75</td>
<td>4</td>
</tr>
<tr>
<td>Curriculum Workers</td>
<td>15</td>
<td>75</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Educators</td>
<td>23</td>
<td>68</td>
<td>9</td>
</tr>
<tr>
<td>Core Teachers</td>
<td>57</td>
<td>89</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
<td>80</td>
<td>22</td>
</tr>
</tbody>
</table>

A majority of the group of respondents expressed general agreement with Competency I. Eighty per cent of the group agreed completely with the competency while sixteen per cent agreed only with some reservations. Disagreement was expressed by only two per cent.

Some educators indicated greater agreement with the competency than did others. From sixty-eight to eighty-nine per cent of each
of the sub-groups reported complete agreement with the competency while from eight to twenty-six per cent expressed agreement with some reservations. It is of interest to note that the core teachers were less critical of the competency than were the other groups of educators. Eighty-nine per cent of this group reported complete agreement with the competency while only eight per cent indicated slight disagreement. The teacher educators and administrators were the most critical of the competency since a fourth of each of these groups expressed need for its modification; six per cent of the teacher educators expressed complete disagreement.

It is concluded from these data that Competency I is needed by core teachers. There was some slight indication that the statement of the competency should be modified. Suggestions reported are here presented and evaluated:

Suggestions for Modifications

Administrators

"Should have a knowledge of the contribution of many. Impossible to know all. Leadership defined."

"So far as time allows."

"'In general' inserted after 'know.' Too much abstract understanding is burdensome. Some young teachers are repelled by it."

Curriculum Workers

"The core teacher should know the contributions of a good number of the leaders in the field of general education."

"'Know' might better be 'have knowledge of where to find and be familiar with.'"
"I'd rather have her know the research."

"Through opportunities to work with people who know them as well as through individual reading."

"Much of this might not pertain to their work."

Teacher Educators

"Of at least a few major ones."

"O.K., if you mean the major ideas of the leaders."

"The core teacher should know the contributions in the field of general education and how to utilize these contributions."

"Should be familiar with important concepts and developments in the field of general education."

"The core teacher should be aware of the previous thinking with regard to the function of general education."

"The teacher should be critical in respect to the conflicting social-moral values that are explicitly or implicitly indicated in these proposals for improving general education. For example, General Education in a Free Society; Education for All American Youth; Van Doren, Liberal Education; Hutchins, Higher Learning in America."

"Indicate contributions, e.g., techniques in developing a core, studying the adolescent-identifying needs, problems, interests, how a faculty develops together a philosophy in action, etc."

Core Teachers

"Suggestion: people? idea? school? leaders ... "

"Should have the concepts well thought through but the knowledge of who, and when is relatively unimportant to the average teacher."

"Teachers should know and understand various contributions... but knowledge of the specific source of such contributions is a non-essential luxury."

"Some she may regard with healthy skepticism."
"I do not believe that the core teacher should be asked to do a lot of required reading that might be valueless."

The suggestions indicate need for a shift in points of emphases in the competency. The investigator is in agreement that the competency would be improved by shifting the emphasis from "the contributions of leaders in the field of general education" to major ideas, concepts and developments in the field of general education in secondary school. Such a change would set forth the statement clearly, and at the same time the statement would be general enough to be interpreted in terms of a variety of points of view. Emphasis should be placed on the selection as well as the use of ideas, concepts, and developments in improving the core program. The major ideas suggested by the educators are embodied in the revision of the statement:

THE CORE TEACHER SHOULD KNOW THE IMPORTANT CONCEPTS AND DEVELOPMENTS IN THE FIELD OF GENERAL EDUCATION OF SECONDARY EDUCATION AND SHOULD BE ABLE TO SELECT AND UTILIZE THEM IN DEVELOPING AND IMPROVING THE CORE PROGRAM.

Competency II: The core teacher should be able to interpret present-day events and movements as they relate to the learning activities of the core.

TABLE III
REPORTS OF EDUCATORS CONCERNING COMPETENCY II

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Agree</th>
<th>Disagree</th>
<th>No.</th>
<th>Per cent</th>
<th>No.</th>
<th>Per cent</th>
<th>No.</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Modifications</td>
<td>With Modification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>15</td>
<td>94</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Curriculum Workers</td>
<td>18</td>
<td>90</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Educators</td>
<td>29</td>
<td>85</td>
<td>5</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Core Teachers</td>
<td>59</td>
<td>92</td>
<td>5</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>121</td>
<td>91</td>
<td>12</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
The total group of respondents expressed general agreement with Competency II. Ninety-one per cent of the group agreed wholly with the competency while only nine per cent agreed with some reservations. None of the respondents reported disagreement.

From eighty-five to ninety-four per cent of each of the sub-groups were in complete agreement while from five to fifteen per cent expressed slight disagreement with the statement of Competency II. Fifteen per cent of the group of teacher-educators indicated a need for the revision of the competency in comparison to five to eight per cent of the other sub-groups.

It is concluded that Competency II is important for core teachers. A need for the modification of the competency, however, was reported by each of the sub-groups. The suggestions submitted are presented and evaluated:

Suggestions for Modification

Administrators

"Then again this is a big order but to some extent he can; certainly he shouldn't be wholly ignorant and should bone up on issues that are coming up in reports, etc."

Curriculum Workers

"... able to 'recognize and use' present-day events and movements. . . ."

"To develop learning activities which incorporate present day events and movements."

"This might be improved by being more explicit about what is involved in 'present-day events and movements.' Are they the same as Vin Til's Social Realities? Are they political, social, economic, and some combination of the three?"
Teacher Educators

"The core teacher should be able to interpret present-day events and movements as they relate to the objectives of the group." 

"For example, the implications of the various health bills (Taft, Hill, etc.) for the economic status of the family."

Core Teachers

"She should not only be able to do this herself but to some extent, be able to help students see these relationships... (extent would depend on maturational level)."

"Care is needed that teachers not be allowed to overdo this to the point of attempting to make all students take one side of an issue."

"Do you mean movements in education, or in the world in general? I agree with the latter interpretation."

"Present-day events should be integrated with the core in all problem areas."

The suggestions indicate that the competency should be clarified and stated in more specific terms. The competency is stated on a comparatively high level of generalization in order to be useful to groups concerned with the problem of teacher-education for core teachers. If it had been stated in more specific terms its meaning and therefore its interpretation would be limited. In its present form, its interpretation could vary with a group of educators. For example, present-day "events and movements" could be interpreted by some in terms of social realities and by others in terms of one or more areas of living, such as political, economic, etc.

It is the investigator's opinion that "present-day events and movements" should be an integral part of the total core program. The
competency, therefore, should be so stated that the events and movements dealt with in the core are related to the learning activities as they are developed. Since these few suggestions do not imply disagreement with the basic meaning of the competency, the statement remains in its original form.

The core teacher should be able to interpret present-day events and movements as they relate to the learning activities of the core.

Competency III: The core teacher should understand the processes of growth and maturation in children and adolescents for the purpose of identifying common basic needs and interests at various levels of development.

### TABLE IV

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Agree</th>
<th>No Modifications</th>
<th>With Modification</th>
<th>Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
</tr>
<tr>
<td>Administrators</td>
<td>13</td>
<td>81</td>
<td>3</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>Curriculum Workers</td>
<td>20</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Educators</td>
<td>31</td>
<td>91</td>
<td>3</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Core Teachers</td>
<td>61</td>
<td>95</td>
<td>3</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>125</td>
<td>93</td>
<td>9</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

The group of educators expressed general agreement with Competency III. Ninety-three per cent agreed wholly with the competency while only seven per cent expressed agreement with reservations. There was no disapproval.

Administrators, curriculum workers, teacher-educators and core teachers all expressed general agreement with the competency. From
eighty-one to one hundred per cent of each of the respondents reported complete agreement with the competency while from five to nineteen per cent of each of three groups expressed some need for its revision. The group of curriculum workers was in complete agreement with the competency. The administrators were the most critical of the competency since nineteen per cent indicated a need for its modification.

From these data it may be concluded that Competency III is needed by core teachers. The need for modifying the statement was indicated in the suggestions submitted by three sub-groups. These are presented and evaluated.

**Suggestions for Modification**

**Administrators:**

"She should also be sensitive to the differences between children in the group and able to identify problems of unique suitability to the individual."

"Again I would limit this to the age group in which the teacher is to specialize, with only a general knowledge of the 18 years."

"Can never understand fully. But must be a student in this field always."

**Teacher Educators:**

"At least fairly well."

"For example, implications of Olson's longitudinal studies for sequence of learning experience as well as recognition of developmental tasks such as achieving independence from parents and the development of vocational unit, etc."

"And for the purposes of applying."
Core Teachers:

"I would omit 'common' because individuals in a group differ at any given time."

"Does 'process' embrace areas of growth? (Physical, social, emotional, intellectual, etc.?) Not only 'common needs' which are very important but also this understanding of human growth and development would help teachers understand 'different needs'. Example, not all students mature at the same age."

General agreement with the basic meaning of the competency is expressed in the suggestions; however, a need for emphasis to be placed on the individual is indicated.

The statement of this competency was not meant to imply that the core teacher should have no concern for the individual. This should be a concern common to all teachers. Since the core program provides for meeting individual differences in abilities, interests and needs, the core teacher should be continuously aware of each individual in the on-going core class. Each aspect of the core program places demand on the teacher to know the individual, his background, his interests and problems and his behavior pattern.

A unique responsibility of the core teacher is to have insights and understandings in the field of adolescent development. Without this background he could not assume his major responsibility in planning for and guiding learning activities that are selected in terms of their meeting common problems, needs, and interests.

The suggestions for modification of Competency III were rejected, because they seemed to imply lack of insight.
Competency IV: The core teacher should be able to develop learning units in broad problem areas for the purpose of improving human relations.

### TABLE V

REPORTS OF EDUCATORS CONCERNING COMPETENCY IV

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Agree</th>
<th></th>
<th></th>
<th>Disagree</th>
<th></th>
<th></th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Modifications</td>
<td>With Modification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
</tr>
<tr>
<td>Administrators</td>
<td>15</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Curriculum Workers</td>
<td>17</td>
<td>85</td>
<td>2</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Educators</td>
<td>29</td>
<td>85</td>
<td>5</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Core Teachers</td>
<td>54</td>
<td>84</td>
<td>9</td>
<td>14</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>115</td>
<td>86</td>
<td>17</td>
<td>13</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

A majority of the respondents indicated general agreement with Competency IV. Eighty-six per cent of the total group agreed wholly with the statement while twelve per cent indicated a need for change. Not one in this group expressed complete disagreement with the competency.

Each of the sub-groups of respondents was in general agreement with the competency, which is indicated by the fact that from eighty-four to ninety-four per cent of each group was in complete agreement while from six to fifteen per cent indicated a need for revision. No one group reported complete disagreement. The administrators were in greater agreement with the statement than were the other sub-groups. Only six per cent of this group expressed a need for modification of the competency, in comparison with ten to fifteen per cent of the other sub-groups. It is interesting to note that the
Curriculum workers, teacher-educators and core teachers were critical of the competency, which is probably because of a slight disagreement with some aspect of the statement.

Competency IV, therefore, is essential for core teachers. However, the suggestions indicate need for its modification. These are presented and discussed:

Suggestions for Modification

Curriculum Workers

"... for the purpose of improving human relations ... Why be so limiting in the purpose of using broad units?"

"He should be able to develop such units cooperatively both with other teachers concerned with the same areas and with children of his class. There is in this statement an assumption that the job should be done alone."

Teacher Educators

"The core teacher should be able to lead in the development of learning units in broad areas for the ... (lead the class group)."

"The core teacher should be able to assist students in the study of human relations."

"Insert 'with the cooperation of students and colleagues' between 'teacher' and 'should' in the original statement."

"This needs some definite 'pinning down'. Does this mean skill in using principles of group dynamics, dealing with controversial issues, developing common concerns, meeting basic needs, i.e., for love and affection, achievement-sharing in decision."

"No use of units in this area are necessarily the most important medium."

Core Teachers

"The core teacher should be able to help develop learning units in broad areas. ... Learning units should be developed
cooperatively by many teachers points of view brought to bear on one problem. "The core teacher could play a leadership role."

"Teachers should be able to guide the development of the students of these learning units."

"Why isolate one purpose of education . . . human relations . . .? Why not develop units to help with purpose of self-realization, economic efficiencies, civic responsibility or do you consider human relation the core of all these purposes?"

"The core teacher, working with other interested staff members as resource people, should be able to . . ."

"With help from leaders in the field of general education and with opportunity for planning with other teachers."

"There are additional objectives, including the achieving of abilities and skills."

"A group of teachers from the core department should help form the units. The students must help in forming the units of learning. Should be kept on file as source of information to other teachers who might wish to develop some units."

The suggestions concerning the modification of the competency indicate criticism of the nature and purpose of the learning unit as well as the procedure suggested for its development. The core is dedicated to democracy and therefore, the purposes of the learning unit must be consistent with democratic values.

The purpose of the learning unit, "improving human relations" is not narrow or limiting. The term means democracy, democracy interpreted as a way of living together or a mode of associated living in light of the welfare of the group and the individual. If the purpose of the unit were changed to "self-realisation, economic efficiencies, and civic responsibility," the interpretation of the
competency would be limited. As it is stated it is sufficiently broad to carry more than one meaning and can be interpreted by those using it. The learning unit is developed in terms of improving our democracy by helping girls and boys learn to live and work together.

The generalization was not meant to be interpreted to mean that the teacher should assume all responsibility for planning the learning unit. Indeed it is agreed that it should be planned cooperatively and carried into effect by teacher and students. The unique responsibility of the core teacher for the cooperative planning process demands some pre-planning on his part, however. He should think through the problem, the various issues involved, the possible solutions and approaches to its solution, in addition to drawing together all available data and possible suggested resources for data that are pertinent to the problem. Such background is a necessity if the core class is to move forward. The teacher and class should draw upon resource persons when needed. All available persons who might have specialized competencies in areas that are related to the problem should have some part in the development of the unit. Such cooperative planning is consistent with the philosophy of the core.

"Human relations" as such is not in and of itself a study. It is something to be achieved. Only as opportunity for directed experiences in democratic group living are provided can girls and boys gain insight into the problem of ways of improving human relations and possible ways of raising the quality of the relationships among people.
The ideas implied in the suggestions above gave direction to a slight change in the phrasing of Competency IV.

THE CORE TEACHER IN COOPERATION WITH STUDENT AND COLLEAGUES SHOULD BE ABLE TO DEVELOP LEARNING UNITS FROM BROAD PROBLEM AREAS FOR THE PURPOSE OF IMPROVING HUMAN RELATIONS.

Competency V: The core teacher should know how to utilize and direct the various types of student activities (e.g., student councils, assemblies, publications, social clubs, parties and sports, etc.) and relate them to the "common learnings" of the school program.

TABLE VI
REPORTS OF EDUCATORS CONCERNING COMPETENCY V

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Agree</th>
<th>Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Mod.</td>
<td>With Modifications</td>
<td>No.</td>
</tr>
<tr>
<td>Administrators</td>
<td>9</td>
<td>57</td>
<td>4</td>
</tr>
<tr>
<td>Curriculum Workers</td>
<td>14</td>
<td>70</td>
<td>5</td>
</tr>
<tr>
<td>Teacher Educators</td>
<td>22</td>
<td>65</td>
<td>11</td>
</tr>
<tr>
<td>Core Teachers</td>
<td>54</td>
<td>84</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>74</td>
<td>27</td>
</tr>
</tbody>
</table>

The majority of the group of respondents expressed general agreement with Competency V. Seventy-four per cent of the respondents agreed wholly with the competency while twenty per cent indicated a need for its modification. Only five per cent reported complete disagreement.

Each of the sub-groups of respondents expressed general agreement with Competency V. From fifty-seven to eighty-four per cent of each of the sub-groups agreed wholly with the statement, while from eleven to thirty-two per cent agreed with reservations. Core teachers
expressed higher agreement than did the other sub-groups. Only eleven per cent of them indicated a need for the revision in comparison with from twenty-five to thirty-two per cent of the other groups. The core teachers were less critical of the competency than were the administrators, curriculum workers, since eighty-four per cent of this group favored it. The educators responsible for the overall school program reacted more negatively toward the competency than did the other educators. Twelve per cent of this group was in complete disagreement with the learning unit.

There is a need for core teachers to be proficient in Competency V. The educators who considered improvement necessary submitted suggestions which are presented and evaluated.

**Suggestions for Modification**

**Administrators**

"He can't do all but he should pool his competencies with others and contribute more than his share . . . more because he's concerned with social education."

"Much of this can be learned on the job, so to speak. The good core teacher, when qualified on the other items above will have the basic understandings for student activities."

"Insofar as possible have these activities as an outgrowth of the students core situation."

**Curriculum Workers**

"The core teacher should know how to utilise and direct some of the various types of student activities. . . ."

"At least know how to utilise and relate them to common learning."

"The core teacher should know how to utilise and direct . . . e.g., . . . and play production, etc."
"I question whether a core teacher needs to know how to direct publications and sports, which require quite specialized techniques and which may or may not be necessary in a given core program. Probably not."

"Utilize, yes. It is too much to expect him to be able to direct skillfully each of these."

"I agree with the idea generally as to utilization; not with the statement to "direct the various types of student activities." He certainly should have competency with certain types but not necessarily all, which the statement implies."

"Complete agreement here would require that you include guidance and what generally goes in 'homeroom' in your definition of core."

Teacher Educators

"Your statement sounds as if the core teacher must be capable of directing the widely diversified and often quite specialized student activities (e.g., sports or publications). Should not this be modified to involve skill in directing some and appreciation of the contributions of all?"

"Should know how to utilize and direct some of the types... This ability to utilize and direct will develop with time, but will not be adequate as would be useful."

"The core teacher should know how to utilize and direct a number of types of student activities..."

"Know how to utilize; not know in detail how to direct all these activities."

"The core teacher should be able to use many types of activity in carrying out the total school program."

"At least one. Too much to expect competency in all."

"I question the use of the word 'direct' as applied to all of the student activities listed. A teacher can be a good core teacher without being able to direct school publications, for example."

"Utilize yes, but not direct all of them, e.g., a core teacher does not need to be an expert on student government and/or student publications."
"Some of the more relevant."

Core Teachers

"The core teacher should be able to direct some types of activities perhaps; but more important of these activities is the ability to use those who can direct such special programs as contributions to the common problem units of the core. Ability to direct is less important than ability to utilize."

"Should know how to utilize all of these and direct some of them. No teacher can be an expert in everything."

"At least utilize types of activities. Many activities grow out of experiences in classroom. Assembly programs could be showing of classroom activities... teachers should know how to relate and develop."

"... Utilize and direct... activities."

"Not sure of your meaning."

"A core teacher unaware of such activities is only another subject teacher... not a core teacher to say all could direct such programs is strong."

"The activities of a student council should be included in the core. Parties and programs should be outgrowth of the core."

Conflicting points of view regarding the relationship of student activities and the core program are in evidence in these comments. Each position expressed has merits but not one in itself is adequate. Student activities such as those listed in the competency should be an integral part of the total school program, and should also be an integral part of the core program. These activities may grow directly from the broad problem areas or out of the learning unit, or they may evolve from special needs and interests of members in the core or from the experiences in the special interest areas, etc. The core teacher, then, should be competent in guiding students to plan and
develop activities and at the same time draw upon the various activities outside of the core as they have a significant bearing on the development of the learning unit.

The very nature of the core program encourages a cooperative working relation among the school staff. Since it is recognized that the core teacher cannot be a specialist in all fields, provision is made for school personnel to share their special abilities. If such were not the case, the core program would become only a different means of perpetuating the disintegrated educational program that now dominates many of our American high schools.

The above suggestions directed the following revision of the competency:

**THE CORE TEACHER SHOULD KNOW HOW TO UTILIZE AND GUIDE STUDENT ACTIVITIES (E.G., STUDENT COUNCILS, ASSEMBLIES, PUBLICATIONS, SOCIAL CLUBS, PARTIES, AND SPORTS) WHICH GROW OUT OF OR ARE CLOSELY RELATED TO THE LEARNING ACTIVITIES IN THE CORE PROGRAM.**

**Competency VI:** The core teacher should be able to evaluate programs of leading schools which emphasize the core curriculum and to understand their contribution to the improvement of education.

**TABLE VII**

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Agree</th>
<th>Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Modifications</td>
<td>With Modifications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
</tr>
<tr>
<td>Administrators</td>
<td>8</td>
<td>50</td>
<td>7</td>
</tr>
<tr>
<td>Curriculum Workers</td>
<td>13</td>
<td>65</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Educators</td>
<td>21</td>
<td>62</td>
<td>8</td>
</tr>
<tr>
<td>Core Teachers</td>
<td>52</td>
<td>81</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>94</strong></td>
<td><strong>70</strong></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>
Seventy per cent of this group agreed with the competency while twenty per cent expressed agreement with some reservations. Only five per cent reacted negatively.

Each of the sub-groups of educators indicated general agreement with the statement. From fifty to eighty-one per cent reported complete agreement while from eleven to forty-four per cent indicated a need for its modifications. Complete disagreement was expressed by from five to nine per cent of three groups. Core teachers expressed the most complete agreement. Eighty-one per cent of this group agreed wholly with the competency while eleven per cent reported agreement but indicated some need for modification. The administrators expressed the least agreement, with only half of the group agreeing completely and forty-four per cent reporting agreement with reservations. Six per cent expressed complete disagreement. The fact that fifteen per cent of the group of curriculum workers made no report is highly significant.

It may be concluded that Competency VI is needed by core teachers, however, the data indicate a need for some revision of the statement. The suggestions for its revision submitted by educators in each of the sub-groups are presented and discussed.

Suggestions for Modification

Administrators

"This is a good thing but not essential."

"The statement seems to indicate that all core programs do contribute to the improvement of education. The core
teacher should be able to exert influence upon the colleagues and close associates in the formation of a good core program."

"Maybe become 'familiar with them'; shouldn't the staff, rather help in evaluating them?"

"Yes, but this ability will develop as the teacher gains experience. No arbitrary standards should be established."

"This may require information which needs to be supplied by in-service education."

Teacher-Educators.

"Should be able to evaluate particular educational programs which emphasize the core curriculum and to identify their contributions to education."

"This could perhaps be cleared up by statement as to the criteria to be used in evaluation of programs of leading schools."

"Delete the entire statement. Substitute 'the core teacher should be able to evaluate the effectiveness of any educational program in meeting student needs, illuminating basic social realities, and promoting democratic values."

"The core teacher should be aware of the nature of core programs in existence."

"Some good example."

Curriculum Workers

"I suppose you mean prospective core teachers. Also I believe this would entail visitation, not reading about such schools. Evaluation cannot really be done by casual observers. To do this would require intensive study of the school."

"Provided no 'en masse' adoptions of those programs of other schools are brought about. The core should evolve from the local situation and reflect it."

"A core teacher might be a good one without knowing much about other core programs."

"The core teacher should have a knowledge of leading schools which . . . . "
"A knowledge of efforts in other schools would be helpful in developing a suitable core program."

"If she can understand and evaluate her own she will do well."

"I don't feel that we are capable of evaluating core programs yet. Because of its fairly recent development, we as teachers, can only apply the procedures and techniques of the core program through actual experience and note the contributions to the improvement of education. We, as core teachers, need more experience and training before we can evaluate. I can only judge my core program in light of the achievement goals I have set up with the students."

"This competency would be desirable in helping to fortify the positions of the common learning teacher but would not have to be an absolute must."

"It is desirable, in this regard for teachers to observe, and if possible, participate in, programs in action. If this can not be done, descriptive record, conferences with experienced personnel will be of value."

The comments reported by the sub-groups of educators reveal some confusion in the basic meaning of the competency. Some imply disagreement with certain aspects of the competency and agreement with others.

It is essential for one to go beyond "gaining a knowledge of" or "becoming familiar with" programs in schools with core curriculum if proper use is to be made of that which is gained. The information secured concerning core programs in schools should be measured against criteria for determining the adequacy of the core program. There is no one procedure that should be used in applying the criteria, however, the one used should be selected by the teachers studying the school. The procedure revealed in the comments could serve as
suggestions, but no special one should be designated as the one that every core teacher should follow.

Experiences in evaluating educational programs in the schools with core programs will help the teacher develop deeper insights and understandings into the various types of core program. With such greater awareness, the core teacher may develop a broader perspective and may be able to examine more critically the program in which he is working. Too, he may be more eager and more willing to make changes in the program through improving old practices and introducing new ones. All new practices introduced into the core should be selected in light of criteria and the broad purposes of the particular core program. No one idea or practice common to other programs should be accepted as good and as appropriate for all others. In other words, any changes made should be based on significant criteria cooperatively developed by the core staff engaged in core curriculum development in a particular school.

The interpretation of the competency would be too narrow if it were stated in terms of a specific type of school, a specific program, or any one particular aspect of the program to be evaluated. A restrictive measure is implied in the present statement of the competency. It is agreed, however, that "in leading schools" should be changed to "educational programs" in schools that emphasize the core program.

The competency should be stated at a high level of generalization and the interpretation should always be made by those using it.
On the basis of the suggestions for modifications, the competency is revised to read,

THE CORE TEACHER SHOULD BE ABLE TO EVALUATE EDUCATIONAL PROGRAMS WHICH EMPHASIZE THE CORE PROGRAM AND TO UTILIZE THEIR CONTRIBUTIONS IN THE DEVELOPMENT OF HIS OWN PROGRAM.

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

TABLE VIII
REPORTS OF EDUCATORS CONCERNING COMPETENCY VII

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Agree</th>
<th>No Modification</th>
<th>With Modification</th>
<th>Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
<td>Per cent</td>
</tr>
<tr>
<td>Administrators</td>
<td></td>
<td>12</td>
<td>75</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Curriculum Workers</td>
<td></td>
<td>18</td>
<td>90</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Teacher Educators</td>
<td></td>
<td>26</td>
<td>76</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>Core Teachers</td>
<td></td>
<td>61</td>
<td>95</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
<td>88</td>
<td>17</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

The group of respondents was in general agreement with Competency VII. Eighty-seven per cent agreed with the competency and thirteen per cent agreed with reservations.

Each of the sub-groups of respondents was in general agreement with this competency. From seventy-five to ninety-five per cent of each group expressed complete agreement, and from five to twenty-five per cent indicated a need for its modifications. More core teachers expressed complete agreement than did the other groups of educators. Administrators and teacher-educators expressed the least agreement.
with the competency since twenty-five per cent and twenty-four per cent, respectively, reported need for its modification.

This shows that Competency VII is one needed by core teachers. It also indicates need for modification of the competency. The suggestions submitted by each of the groups of educators for modifying the statement are presented and discussed.

Suggestions for Modification

Administrators

"The core teacher should be able to draw upon a number of the major fields of knowledge . . . ."

"Capacities are limited but by co-operative effort of all areas of the school this may be accomplished."

"No one can draw from all fields, he should have several competencies and use resource people in fields in which he is weak or uncertain."

Curriculum Workers

"Should be able to encourage use of major fields of knowledge."

"I would not expect such a breadth of background that it would discourage preparation for the job."

"In my own experiences I am finding general area courses like 'How to Think Clearly' are very beneficial to the education of core teachers."

Teacher Educators

"The core teacher should be able to draw upon major fields of knowledge in illuminating the pressing social realities of our time and in promoting an informed devotion to democratic values."

"Not all; too much to expect of one teacher."

"But he can't be expected to know everything. The core teacher should be a member of a team of experts"
some of which will be authorities in the various fields indicated."

"Not necessarily use expert in each field, but know how to obtain and to use persons competent in each field."

"Plus whatever other resource areas may be necessary or desirable."

"Some responsibility of core teacher to extend interest through drawing upon major fields of knowledge."

"Yes, with your conception of core teacher, but where is the individual who has enough of all of these abilities to challenge many of our more alert secondary school pupils."

Core Teachers

"A core teacher should not be expected to have all knowledge to enable him to do a good job of teaching in the core."

"If the core teacher is to be prepared in all of these major fields of knowledge, the length of time for teacher training will have to be increased. In some schools groups of teachers planning together are able to utilise their various competencies to meet these broad needs."

"This should include the working with special areas teachers who can contribute valuable experience to a common learning teacher."

"Or to have the services of consultant in these fields."

"To a degree of course, but there should be specialized teachers who can serve as resource teachers in certain areas."

"Also the core teacher should be able to call upon teachers from the fields for help in planning the core units, and also for direct contributions to the group work."

"By 'draw upon', I mean not necessarily have all himself but should be able to draw from departments in the school."

"The teacher must be able to do this in order to be a good core teacher."
"Yes, if one doesn't get as involved as the Harvard Report. And if you underscore the part solve their problems."

"I assume that some help from specialists might be sought."

The suggestions express agreement with the basic idea of the competency. They imply however, that it should be stated in more specific terms.

The competency was not meant to imply that the core teacher should be a specialist in each of the major areas of knowledge. A broad background in each area is needed to enable him to guide youth to secure appropriate data for the solution of the problems of living dealt with in the core. With such a breadth of knowledge he is able to see each problem in a broader perspective and to help youth relate the functions of the area of knowledge to the solution of problems of living.

If the phrase "for illuminating the pressing social realities of our time and in promoting an informed devotion to democratic values" were substituted for "meeting needs and interests and helping youth to meet and to solve their problems" the competency would be too narrow. The use of the word problems would be less restrictive since it could be interpreted as social, personal, or personal-social. It is of greatest importance for the competency to be stated broadly enough for effective use in planning programs for the preparation of core teachers.

The suggestions imply a need for the competency to specify procedures to use in drawing upon the major fields of knowledge. This
change would be too restricting. Teacher-education institutions and officials in in-service education institutions should be responsible for deciding the various procedures to use in drawing upon the major areas of knowledge as well as in determining the extent to which the teacher should be prepared to utilize them.

Since the majority of the suggestions do not imply basic changes in Competency VII, it remains in its original form:

THE CORE TEACHER SHOULD BE ABLE TO DRAW UPON MAJOR FIELDS OF KNOWLEDGE (E.G., THE HUMANITIES, SOCIAL STUDIES, SCIENCE, AND THE ARTS, ETC.) IN HELPING YOUTH MEET THEIR COMMON NEEDS AND SOLVE THEIR PROBLEMS.

Competency VIII: The core teacher should understand the nature and significance of controversial issues in terms of the major fields of knowledge and develop suitable techniques for dealing with them in the core class.

TABLE IX
REPORTS OF EDUCATORS CONCERNING COMPETENCY VIII

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>No Modifications</th>
<th>With Modification</th>
<th>Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
<td>Per cent</td>
</tr>
<tr>
<td>Administrators</td>
<td>14</td>
<td>100</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Curriculum Workers</td>
<td>15</td>
<td>75</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Educators</td>
<td>21</td>
<td>62</td>
<td>10</td>
<td>29</td>
</tr>
<tr>
<td>Core Teacher</td>
<td>55</td>
<td>86</td>
<td>7</td>
<td>10</td>
</tr>
</tbody>
</table>

Total 105 79 18 13 4 3 7 5

The majority of the group of respondents expressed agreement with Competency VIII. Seventy-nine per cent agreed with the competency with no reservations while thirteen per cent agreed with some
reservations. As few as three per cent of the respondents were in complete disagreement with it.

General agreement with the competency was reported by each of three sub-groups. From sixty-two to eighty-eight per cent of each of these groups was in complete agreement, while from six to twenty-nine per cent reported agreement with modifications. The administrators expressed highest agreement while the teacher-educators expressed least agreement. Eighty-eight per cent of the administrators reported complete agreement while not one reported complete disagreement. Only sixty-two per cent of the teacher-educators agreed completely and three per cent disagreed completely. The teacher-educators were more critical of the statement since twenty-nine per cent reported a need for the statement to be modified in comparison with from six and ten per cent of the two other groups reporting this position.

It is concluded that Competency VIII is needed by core teachers. However, the data reveal evidence that the statement should be modified. The suggestions for modifications submitted by respondents are presented and discussed.

**Suggestions for Modification**

**Curriculum Workers**

"Eliminate 'in terms of major fields', add to 'major fields of knowledge' the words, 'and their meaning' to the numbers of the class."

**Teacher Educators**

"Yes, with your conception of core teacher but where is the individual who has enough of all of these abilities to challenge many of our more alert secondary school pupils."
"As in VII. Know how to get expert help. (VII. Not necessarily use expert in each field, but know how to obtain help and to use persons competent in each field.)"

"The core teacher should understand the controversial issues in the society."

"Delete 'in terms of the major fields of knowledge.'"

"Important controversial issues in contemporary life and be able to draw upon the major fields of knowledge and to use suitable techniques for dealing with them in the core class."

"Not all those but prepared for, e.g., I can in social studies but not in science."

Core Teachers

"This is necessary for teacher growth and development, but after attempting to be a core teacher for six years in the senior high school I have found no great need, if any, for the point above."

"Some areas will be stronger than others."

"Teachers should avoid subjects dealing with religious controversies and problems related to long established and currently accepted mores."

"Some areas will be stronger than others."

"I agree wholeheartedly that significant controversial issues should be dealt with. I believe the core teacher, if human, might need help from specialists in understanding some of the issues in some fields of knowledge."

"This need not be done to the point of treating them as problems for students to solve. I've seen students suffer by having to struggle with problems 'too large' for them."

General agreement with the basic meaning of the competency was expressed in the suggestions. There was some question as to the "major areas of knowledge" and the "controversial issues."

It is agreed that the core teacher cannot be a specialist in all major areas of knowledge but he should be competent in utilizing the
services of the expert. A breadth of knowledge in all major areas is needed in order to participate in clarifying and setting up broad preplanned problems, and to plan for attacking and solving the problems. Too, he should be able to guide youth to secure appropriate data for dealing with the challenging problems of living. The teacher should indeed be competent enough to help create a learning environment in which the student faces challenging problems.

To develop an educational program that is consistent with the overall purpose of the evolving core program it is essential for controversial issues to be selected and defined in terms of problems of living in contemporary society rather than in terms of major areas of knowledge. Those dealt with in the core should be wisely selected in terms of criteria developed cooperatively by the school faculty and laymen. Precaution should be taken in the selection of issues since there may be some danger of defeating the purpose for which they are to be studied. The services of the specialist in various areas of knowledge should be utilized not only in identifying issues but also in analyzing and dealing with them.

In light of the suggestions the competency is revised as follows,

THE CORE TEACHER SHOULD HAVE THE ABILITY TO UTILIZE THE CONTRIBUTIONS OF VARIOUS FIELDS OF KNOWLEDGE IN CLARIFYING THE MAJOR CONTROVERSIAL ISSUES IN CONTEMPORARY SOCIETY AND TO UTILIZE SUITABLE TECHNIQUES FOR DEALING WITH THEM IN THE CORE CLASS.

Competency IX: The core teacher should know how to utilize guidance and counseling techniques in relating the activities of the core to the total development of the adolescent.
### TABLE X

**REPORTS OF EDUCATORS CONCERNING COMPETENCY IX**

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Agree</th>
<th>No Modifications</th>
<th>With Modification</th>
<th>Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
</tr>
<tr>
<td>Administrators</td>
<td>13</td>
<td>81</td>
<td>2</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Curriculum Workers</td>
<td>20</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Educators</td>
<td>30</td>
<td>88</td>
<td>4</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Core Teachers</td>
<td>60</td>
<td>94</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>123</td>
<td>92</td>
<td>9</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

The majority of the respondents indicated general agreement with Competency IX. Ninety-two per cent agreed completely while only seven per cent agreed but with reservations. Only one per cent of this group expressed complete disagreement.

Each of the sub-groups of respondents reported general agreement with the competency. Not one respondent disagreed wholly. From eighty-one to one hundred per cent of each group expressed complete agreement while from four to thirteen per cent indicated a need for changing the statement. The total group of curriculum workers and ninety-four per cent of the core teachers expressed greatest agreement. Administrators and teacher-educators shared a critical view with thirteen and twelve per cent, respectively, expressing disapproval.

It may be concluded that Competency IX is highly significant for core teachers and that there is little dissatisfaction with the statement. Suggestions for modifications submitted by each of three
groups of educators are presented and evaluated.

Suggestions for Modification

Administrators

"Each core teacher should be qualified to act as a guidance person so that there would be no necessity to send a problem child to a counselor."

"The core teacher doesn't need a lot of guidance courses for this, excepting perhaps a basic course in counseling."

"Guidance should be informal, man to man, friend to friend even though the school provides many records of tests, etc. (as they should)."

Teacher Educators:

"within time and capacity of teacher."

"Is this something apart from dealing with critical common problems? It seems to me where students are studying and thinking about their common-personal problems this is probably a significant aspect of the 'guidance' emphasis in the core program, special counseling techniques help in sharpening up this process."

"This, it seems, should be stated to show that the core teacher should have skill in dealing with personal-social problems which might arise in relation to certain units of work, and also a broader concept of vocational guidance than the average special interest teacher. Yet, an effort should be made to show that you do not expect a core teacher to be a clinical psychologist. Also, core teachers need to use good judgment in referrals."

"The core teacher should understand some of the techniques for teaching individual students."

Core Teachers

"An understanding of how to carry out a group guidance program"
within the core and relate same to guidance program of school and country."

"And should recognize his own limitations as a counselor. He should know when to use the service of the specialist."

"Teacher need not be qualified to give technical vocational guidance or be required to do scientific aptitude testing, should do general guidance as related to the social growth and mental health of the child."

The suggestions imply that guidance and teaching have different functions in the core. The statements of the competency were not meant to be interpreted thus, for it is believed that guidance and teaching are synonymous. Since the core program is designed to help adolescents, its very nature places a demand on the core teacher to assume a significant responsibility for guidance.

Guidance is an integral part of the total core program and it is carried on as personal-social problems are dealt with. It is necessary, therefore, for core teachers to be able to select and utilize guidance and counseling techniques. There are occasions, however, when the teacher does not have the technical skills and insights to deal with some problems which are unique to the individual and to the group. At this point, then, the services of the guidance expert should be utilized.

The suggestions do not specify definite change in the competency; however, they imply a need to clarify the statement. With this in
mind, the competency, therefore, is revised:

THE CORE TEACHER SHOULD HAVE THE ABILITY TO SELECT AND UTILIZE SUITABLE GUIDANCE AND COUNSELING TECHNIQUES AND SERVICES IN THE DEVELOPMENT OF LEARNING ACTIVITIES WHICH DEAL WITH PERSONAL-SOCIAL PROBLEMS OF THE ADOLESCENT.

Competency X: The core teacher should know how to utilise the resources of the community (e.g., institutions, organizations, agencies, and personnel) in solving the common problems dealt with in the core.

TABLE XI

REPORTS OF EDUCATORS CONCERNING COMPETENCY X

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Agree No Modifications</th>
<th>With Modification No.</th>
<th>Disagree No.</th>
<th>No. Response No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per cent</td>
<td>Per cent</td>
<td>Per cent</td>
<td>Per cent</td>
</tr>
<tr>
<td>Administrators</td>
<td>13 81</td>
<td>2 13</td>
<td>0 0</td>
<td>1 6</td>
</tr>
<tr>
<td>Curriculum Workers</td>
<td>19 95</td>
<td>1 5</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>Teacher Educators</td>
<td>33 97</td>
<td>1 3</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>Core Teachers</td>
<td>62 97</td>
<td>2 3</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>Total</td>
<td>127 95</td>
<td>6 4</td>
<td>0 0</td>
<td>1 1</td>
</tr>
</tbody>
</table>

Ninety-five per cent of this group agreed completely with the competency while four per cent agreed with reservations. No disagreement was reported.

Each of the sub-groups of respondents expressed agreement with Competency X. From eighty-one to ninety-seven per cent of each group reported complete agreement while from three to thirteen per cent indicated some disapproval. Teacher-educators and core teachers expressed complete agreement while the administrators expressed greater dissatisfaction with the competency than did the other groups. Thirteen per cent of the later group indicated a need for the competency.
to be modified. From three and five per cent of the other groups re-
acted likewise.

It is concluded from these data that Competency X is needed by
core teachers. The need to modify the competency is revealed in sug-
gestions submitted by each group of respondents. These are presented
and discussed.

Suggestions for Modification

Administrators

"Difficult but gradually, if one has tenure, he should
develop techniques, in fact begin as soon as he gets 'on
the job' for it is a long difficult job. I was in . . .
28 years and still was discovering resources."

"The core teacher should be well acquainted with the re-
sources of the community . . . can be accomplished through
business industry-education days or through individual
research."

Curriculum Workers

"I would add: and in educating the community with respect
to the purposes and functioning of the core. (I feel that
this is an essential emphasis in utilising the resources
of the community.)"

Teacher Educator

"Here again, team work involving representatives of these
agencies should be deliberately planned for."

Core Teacher

"In a small community this is most essential."

The comments indicate general agreement with the competency, but
they imply a need for new points of emphasis.

The utilization of resources in the community is a major step
toward bridging the gap between the school and community; however,
the immediate purpose for selecting and utilizing the resources of the community is to have available more data for the solution of problems of living common to adolescents.

Appropriate procedures and techniques are essential to the location, selection and utilization of resources to be studied for the solution of problems of living dealt with in the core class. In the process, the procedures and techniques may be improved and at the same time new ones developed. It is agreed that cooperative procedures should dominate the process. There may, however, be some phase of the program in which another procedure would be more appropriate for achieving the immediate goal of the core class; this was meant to be implied in the competency.

The suggestions for modifying the competency were made in the statement. The revision of the competency follows:

THE CORE TEACHER SHOULD HAVE THE ABILITY TO SELECT AND UTILIZE RESOURCES OF THE IMMEDIATE AND WIDER COMMUNITY WHICH WILL CONTRIBUTE TO THE SOLUTION OF PROBLEMS DEALT WITH IN THE CORE.

Competency XI: The core teacher should be able to utilize the occupational opportunities of the immediate and wider community for providing general vocational orientation for the adolescent.

TABLE XII
REPORTS OF EDUCATORS CONCERNING COMPETENCY XI

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Agree</th>
<th>Disagree</th>
<th>No.</th>
<th>Per cent</th>
<th>No.</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Modifications</td>
<td>With Modifications</td>
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<td></td>
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<td></td>
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<tr>
<td>Administrators</td>
<td></td>
<td></td>
<td>11</td>
<td>69</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Curriculum Workers</td>
<td>14</td>
<td>70</td>
<td>4</td>
<td>20</td>
<td>0</td>
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<tr>
<td>Teacher Educators</td>
<td>24</td>
<td>70</td>
<td>5</td>
<td>15</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Core Teachers</td>
<td>57</td>
<td>89</td>
<td>4</td>
<td>6</td>
<td>3</td>
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<td>Total</td>
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<td>6</td>
<td>4</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>No.</th>
<th>Per cent</th>
<th>No.</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Response</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
A majority of the respondents are in general agreement with Competency XI. Seventy-nine per cent reported agreement with no reservations while thirteen per cent reported agreement with reservations. Complete disagreement was expressed by only four per cent.

The majority of each of the sub-groups of respondents expressed agreement with Competency XI. From sixty-nine to eighty-nine per cent of each group reported agreement while from six to twenty-five per cent reported agreement but with reservations. Core teachers expressed highest agreement with the competency while the administrators expressed the least agreement. The administrators and curriculum workers were more critical than were the other groups since twenty-five per cent and twenty per cent respectively, of these two groups expressed a need for its modification.

It is concluded that core teachers should be proficient in Competency XI. A need is revealed to change the competency. The suggestions for changes submitted by each of the sub-groups of respondents are presented and discussed.

Suggestions for Modification

Administrators

"Unless this will interfere with a guidance department. Cooperation with experts in guidance is essential."

"Yes, but he needn't be a vocational guidance specialist. A lot of common sense will help in this area."

"Applicable to a limited situation."

"But give him a year or two."
Curriculum Workers

"This raises the administrative question of the relationship of the guidance services to core services, the assignment of the responsibility for occupational guidance, etc. There's no one right answer."

"This really depends upon what is done by teacher in other areas with the school. For example, shop and home arts teachers should be held responsible for much of this."

"Not much more intensively than any other problems."

"Does this not duplicate point IX above? To me it does."

Teacher Educators

"Not necessarily be an expert herself, but know where to get help and when and how to use it."

"This seems to be a specific illustration of X on the preceding page and as such appears unnecessary unless a whole range of equivalent specifics are to be included."

"Same comment as for X (X. Here again, team work involving representatives of these agencies should be deliberately planned for.)"

Core Teachers

"Trends, but not specifics."

"The ninth grade teacher needs to know and use this more in my situation than the 7th or 8th grade teacher. All should have the information though."

"An understanding of occupational opportunities is important . . . but focus should be on bringing out potentialities of students . . . New occupations are born in the minds of people. Occupational patterns held in front of the students could be dangerous. Vocational guidance should help students find themselves. Doesn't educational guidance embrace vocational guidance?"

"Core teacher should be assisted by the professional guidance director of the school in this phase of the problem."

"Not to include any period of extended, on-the-job training."
Some comments expressed agreement with the basic meaning of the competency, while others expressed or implied a doubt as to its necessity since it is implied in other competencies in the list. The investigator is in agreement with the latter view expressed. In the light of this view, this competency was dropped from the list.

Competency XII: The core teacher should have an ability to utilize techniques of cooperative planning and to work with colleagues in coordinating all learning activities of the core group.

### TABLE XIII

REPORTS OF EDUCATORS CONCERNING COMPETENCY XII

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Agree</th>
<th>Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Modifications</td>
<td>With Modification</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
</tr>
<tr>
<td>Administrators</td>
<td>15</td>
<td>94</td>
<td>0</td>
</tr>
<tr>
<td>Curriculum Workers</td>
<td>19</td>
<td>95</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Educators</td>
<td>31</td>
<td>91</td>
<td>2</td>
</tr>
<tr>
<td>Core Teachers</td>
<td>60</td>
<td>94</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>125</td>
<td>94</td>
<td>7</td>
</tr>
</tbody>
</table>

Again a majority of the respondents expressed general agreement with Competency XII. Ninety-four per cent agreed completely, while only five per cent of the group agreed with reservations.

General agreement with the competency was reported by each of the sub-groups. This is shown clearly by the fact that from ninety-one to ninety-five per cent of each of the sub-group reported complete agreement while from five to six per cent of each of three sub-groups indicated a need for the competency to be modified. The administrators
were in complete agreement with it while only a slight criticism was expressed by the curriculum workers, teacher educators and the core teachers.

The conclusion is drawn that Competency XII is highly important for core teachers. Some data reveal, however, that the statement needs to be modified. The suggestions for modifying it are presented and evaluated as follows:

Suggestions for Modification

Administrators

"He will be a poor teacher if he doesn't."

Curriculum Workers

"If you put a period here ( . . . and to work with colleagues . . . ) It is not essential and often is not desirable that all the learning activities be coordinated and too often that leads to too much waste of time, boredom, and requires entirely too much planning."

"... to work with colleagues in coordinating ... Amen!"

Teacher Educators

"The core teacher should ... utilize techniques of cooperative planning ... in working with colleagues on coordinating all the learning activities of the core group."

"When possible and feasible."

Core Teachers

"This is often the weakest link."

"This needs a lot of practice and presupposes the same for non-core teachers."

"These are the key competency."

"There is not success without this."
General agreement with the basic idea of the competency is expressed in the group of comments. They indicate that there is some concern for the cooperative factor as well as the need to clarify meaning of the competency.

Coordinating all learning activities of the core classes is basic to the success of the core program. This is essential for developing continuity and unity in the total core program. It is questioned whether this practice would lead to "boredom" or to "a waste of time" if carried out in the same spirit of the core. Dealing with problems that arise in the process of coordinating activities may be time-consuming; however, it is only when minds meet through "shared intelligence" that common problems can be solved and greater unity can be developed within the core program staff and within the school program as a whole. The suggestion to delete this idea is therefore rejected.

Since the basic meaning of the competency will not be changed, it is agreed that the competency could be improved by substituting the phrase cooperative planning in working with colleagues for "cooperative planning in working with."

Suggestions for the modification of the competency accepted by the investigator were used to improve the statement of the competency which now reads:

THE CORE TEACHER SHOULD HAVE THE ABILITY TO UTILIZE TECHNIQUES OF COOPERATIVE PLANNING IN WORKING WITH COLLEAGUES IN THE COORDINATING OF ALL LEARNING ACTIVITIES OF THE CORE PROGRAM.
Competency XIII: The core teacher should know how to set up problem areas based on common problems, needs, and interests and how to utilize them in developing learning activities.

**TABLE XIV**

**REPORTS OF EDUCATORS CONCERNING COMPETENCY XIII**

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Agree</th>
<th>Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Modifications</td>
<td>With Modification</td>
<td>No.</td>
</tr>
<tr>
<td>Administrators</td>
<td>14</td>
<td>88</td>
<td>1  6</td>
</tr>
<tr>
<td>Curriculum Workers</td>
<td>19</td>
<td>95</td>
<td>0  0</td>
</tr>
<tr>
<td>Teacher Educators</td>
<td>31</td>
<td>91</td>
<td>2  6</td>
</tr>
<tr>
<td>Core Teachers</td>
<td>59</td>
<td>92</td>
<td>5  8</td>
</tr>
<tr>
<td>Total</td>
<td>123</td>
<td>92</td>
<td>7  5</td>
</tr>
</tbody>
</table>

General agreement with Competency XIII was reported by the majority of the respondents. Ninety-one per cent of the group were in complete agreement and six per cent of the group agreed with reservations. Disagreement was reported by only one per cent of the group.

Each of the sub-groups indicated general agreement with this competency. From eighty-eight to ninety-five per cent of each of the sub-groups reported complete agreement while from six to eight per cent of each of three sub-groups indicated a need for its modification. The curriculum workers more than any other group expressed highest agreement with the competency since slightly less than one hundred per cent reported complete agreement. This group was the only one that expressed a negative attitude toward the competency, as shown by the five per cent reporting complete disagreement.
It is shown that Competency XII is needed by core teachers. The data reveal a need for its modification. The respondents who expressed this need submitted suggestions for its improvement. These are presented and evaluated.

Suggestions for Modification

Administrators

"He will grow in skill as he goes along but he should strive for that as an ideal."

Curriculum Workers

"The core teacher should know how to identify and evaluate problem areas based on common problems."

Teacher Educators

"The core teacher should be capable of functionally focusing learning activities upon the problems which are cooperatively located and defined by the group."

Core Teachers

"This takes study and background which does not come after just four years teaching."

"This should be done by a faculty or grade staff. The core teacher should make important contributions but he should not do it alone."

"The core teacher must know various techniques, skills, and devices necessary to ascertain these common problems, needs, and interests."

"The core teachers should play a leadership role, but other staff members probably would need to help."

"I suggest more emphasis on the teacher's ability to utilize student-planned areas of needs and problems rather than teacher-planned areas. Perhaps this is what you meant in XIV."

The comments expressed general agreement with the basic meaning of the competency, however, concern over processes was also expressed.
It is agreed that the problem areas should be developed cooperatively by all core teachers with the assistance of others (staff members and of parents), under the leadership of the core teacher who is informed about the appropriate use of techniques and procedures. The problem areas developed by others would, no doubt, be helpful in setting up problem areas for a particular school.

In light of the suggestions submitted, the competency is changed slightly:

**THE CORE TEACHER SHOULD HAVE THE ABILITY TO WORK COOPERATIVELY WITH OTHERS IN SETTING UP BROAD PROBLEM AREAS BASED ON COMMON PROBLEMS, NEEDS, AND INTERESTS OF ADOLESCENTS AND TO UTILIZE THEM IN DEVELOPING LEARNING ACTIVITIES OF THE CORE PROGRAM.**

Competency XIV: The core teacher should be able to build resource units related to broad problem areas and to utilize them in planning learning units with the pupils.

### TABLE XV

**REPORTS OF EDUCATORS CONCERNING COMPETENCY XIV**

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Agree</th>
<th>With Modifications</th>
<th>Disagree</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>No. Per cent</td>
<td>No. Per cent</td>
<td>No. Per cent</td>
</tr>
<tr>
<td>Administrators</td>
<td>13</td>
<td>81</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Curriculum Workers</td>
<td>18</td>
<td>90</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Educators</td>
<td>28</td>
<td>82</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Core Teachers</td>
<td>54</td>
<td>84</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>113</td>
<td><strong>85</strong></td>
<td>15</td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

A majority of the respondents expressed agreement. Eighty-six per cent of the group agreed completely with the statement while ten per cent expressed a need for its modification. Only one per cent
disagreed.

Each sub-group expressed agreement with the competency. From eighty-one to ninety per cent of each group of respondents expressed complete agreement, whereas from nine to sixteen per cent reported agreement with reservations. Not one of the curriculum workers expressed criticism of the competency. However, the administrators and core teachers were somewhat more critical than the other groups, with sixteen and twelve per cent respectively, of these two groups of respondents expressing this view.

It is concluded, therefore, that Competency XIV is needed by core teachers. The suggestions for the improvement of this competency which were submitted by educators, are presented and discussed as follows:

**Suggestions for Modification**

**Administrators**

"Should develop resources of many kinds. The exact form of organization may differ with different situations."

"The core teacher should be able to build cooperatively resource units related to broad problem areas. . . ."

**Curriculum Workers**

"The core teacher should in cooperation with others be able to build resource units related to broad problem areas . . . and as an individual be able to utilize them in planning learning units with the pupils. She should know how to use them . . . at least."

**Teacher Educators**

"Resource unit approach is one way. There may be others equally valid."
Core Teachers

"Groups should develop resource units . . . authorities should be consulted."

"Again I believe that help from other teachers might be needed."

"The core teacher, with other staff and community people as resource persons . . . ."

"In some schools units are worked out in general terms by a group of teachers. Also, some units are required for pupil study."

"This should be done by a faculty or grade staff. The core teacher should make important contributions but he should not do it alone."

"Individual differences among teachers means that some will lead other teachers in building resource units. Each, so far as he can, should build resource units, but some may have to lean on others heavily in this regard. In both XIII and XIV group interchange is important."

"with the understanding that much of a resource unit planned in college could not be filled with the materials found in the average school should know where these materials can be obtained."

"My experience is that resource units can only suggest."

"If resource units do not 'blind' her real needs, interest of a particular group in a particular location."

The comments of educators indicate general agreement with the basic meaning of the competency. Concern was expressed, however, for more appropriate procedure for developing and using resource units.

The resource unit is believed to be the most promising organization material to be used to provide learning situations for citizenship education in a democracy, although more than one procedure may be used in developing resource units. The particular method used would
depend, certainly, upon the purpose of the core program, the purpose of the resource unit as well as the philosophy of the staff of core teachers.

The statement of competency was not meant to imply that the core teacher should assume the sole responsibility for developing resource units. Each unit should be developed cooperatively by the school staff and other competent persons. With the high degree of specialized information in various major areas of knowledge, it would be most extraordinary for any one person to have specialized competencies in all of the areas to utilize as data in analyzing and clarifying issues, and in solving problems of living. The very process of cooperative planning in the development of the unit is of value to each member of the core staff, for the success of the core program is dependent upon the quality of working relations among core staff members as well as the quality of curriculum materials developed.

The use of the resource unit in the core varies with the teacher and with the total school environment. In some instances it is possible that the unit will be used as a crutch; it is believed however, that this may be avoided when core teachers are encouraged to share in planning and in developing resource units used in the school. No doubt some parts of the resource unit might contribute to the development of the learning unit more significantly than others and some parts might be more appropriate for use by students than are others.

Competency XIV was revised on the basis of the suggestions of the educators. It now reads:
THE CORE TEACHER SHOULD HAVE THE ABILITY TO WORK COOPERATIVELY WITH OTHERS IN THE DEVELOPMENT OF RESOURCE UNITS BASED ON BROAD PROBLEM AREAS AND TO UTILIZE THEM IN PLANNING LEARNING UNITS WITH PUPILS.

The preceding section presented, analysed and evaluated responses of educators to the original list of fourteen competencies considered essential for core teachers. The section that follows deals with suggestions for additional competencies considered important for core teachers.

Procedures Used in Formulating Four Additional Competencies for Core Teachers in High Schools

Educators in each of the groups of administrators, curriculum workers, teacher educators and core teachers submitted one or more suggestions for additional competencies thought to be essential. These suggestions were not all stated as competencies. Some were stated as attributes, such as abilities and skills, and some were stated as personal characteristics or qualities. Classification of suggestions are presented as follows.

**Characteristics and Qualities**

"A sense of humor"

"A desire to do things better and lots of courage to follow through"

"A willingness to work twice as hard as routine teachers"

"To be friendly as well as keenly critical"

"To understand time as a dimension of all experience"

"Patience on job, physical endurance"

"Maturity"
"Originality and fertile imagination"

"A vast amount of common sense; a sense of humor or proportion; a relaxed and open mind"

"The core teacher must have a boundless source of energy, an unfailing sense of humor, and a deep love for people."

"Rugged nervous system"

"Lack of prejudice (racial and religious)"

"Charm and strong personality"

"Personality, cheerful, well-adjusted, patient, don't take self or subject too seriously; sense of humor. These characteristics plus energy, imagination and resourcefulness are basic"

Attributes: Abilities and Skills

"Ability to become interested in what every student wants to study"

"The core teacher should have special help in techniques for organizing time, space and equipment. Ability to organize is a most important element for core teachers"

"To be able to play"

"The ability to take active part in community life"

"The ability to view persons and events with perspective"

"The core teacher should possess competencies in speaking and writing"

"Skills in crafts, drama, folk dancing, social activities and other activities"

"Skill in questioning students to bring out bases for beliefs, prejudices, actions, etc"

"The potential core teacher should be helped to see the opportunities for constant use of many, many skills"

"The core teacher should understand how skill in language arts is developed"
Should know how to plan the development of essential skills through work undertaken in broad problem areas

Classification, Analysis and Evaluation of Suggestions for Competencies

The above suggestions for possible competencies are analyzed and classified into the following broad categories: (1) Children; (2) Group Dynamics; (3) Evaluation; (4) Action Research; (5) School and Laymen Relations. In the section that follows the suggestions in the five groups are evaluated in terms of need.

Competency Concerning Children

Suggestions for an additional competency dealing with children were expressed by a small group of educators. It is of interest to note that core teachers expressed this concern more frequently than did others. These follow:

Administrators

"A core teacher must be a student of how children grow and develop, how children learn, and what demand society makes on children and youth as a basis for decision making in areas mentioned above."

Teacher Educator

"The core teacher should be able to identify individual differences and to provide for them in the core group."

Core Teacher

"The core teacher should be happy with children and be a well integrated personality herself. A poorly adjusted teacher cannot provide for the needs of boys and girls. Getting along with people is highly essential."

"The core teacher's chief concern must be the welfare and development of the children in her class."
"Genuine liking for and understanding of youngsters of all degrees of ability and variety of background."

"A core teacher must be able to consider pupils as her equal and develop the ability to accept their viewpoints with respect and consideration."

"Must have a genuine interest in students to that rapport can readily be established. I am inclined to believe this is more important than any formal training or special skill or knowledge."

"The core teacher should realize that effectiveness in acquiring competencies for modern living require adequate provision for individual differences and should be able to guide the sequential development of boys and girls."

These suggestions point to the need for teachers to be able to identify individual differences of children, to be happy and interested in children, to understand, to like and to respect children. Indeed it is essential for the core teacher as well as every other teacher to have such abilities and concerns. Since the investigator believes that a competency in this field is not unique to core teachers the suggestion for an additional competency in this area is rejected.

Competency Concerning Group Dynamics

Suggestions for an additional competency which deals with one or more aspects of group dynamics were submitted by a curriculum worker, five teacher educators and twelve core teachers. These follow:

Curriculum Worker

"We cannot emphasise too much the need for cooperative planning and action in the training experiences of core teachers."

Teacher Educator

"The core teacher should understand the underlying principles"
of democracy as a way of life in comparison with authoritarianism and how to utilize the foregoing competencies for helping students gain this understanding.

"The core teacher should be competent in directing reflective and policy-making thinking and (if Democracy means voluntary cooperation) in assisting pupils both in building consensus where this is possible and respecting differences where there are minority opinions. Perhaps this is implied in VIII and XII above, but to me it is so crucial that it should be made explicit. In this effort the teacher should be competent in such skills as (a) directing the constructions of operational definitions of terms, (b) uses of a functional logic, (c) recognition of the common logical and psychological fallacies (the latter, of course, in relation to mental hygiene) (d) infinite patience."

"The core teacher should be able to diagnose the problems of group formation and effective group functioning such as interpersonal relations, lack of goal structure, ineffective use of the resources of group members, causes of apathy, and the individually centered roles that block group formation and functioning."

"The core teacher should be able to train group members to overcome such difficulties as are indicated (above)."

"Although implied in some of the above, I believe special competence—mental hygiene and group therapy would be desirable."

Core Teacher

"A core teacher should be so completely grounded in democratic method that his work with children is a constant model for correct behavior."

"A thorough working knowledge of the democratic principles of group living."

"Core teachers should have much experience in group planning and group work."

"A knowledge of group dynamics."

"I would be tempted to say that experience in handling groups and the mechanics of classroom control should be prerequisite for core teaching. Be interested too in teachers with many interests."
"The core teacher should know as much as possible about group action in order to help pupils develop good group action behavior."

"The core teacher should know the recent and developing research on 'groups' and be able to use group procedures effectively, in building a group from her students, and in helping them to deal with each other and with groups effectively."

"I regret the absence of any reference here to a teacher’s ability to work with various groups, to care for varied interests and levels, to provide varied activities and still keep the class together in major understandings and learnings, etc."

"It would seem to me that you failed to mention the important competency of the ability to plan with others and understand the problems of the resource teacher. The success of the program depends on tactful use of leadership to gain teacher cooperation with the program."

"Every core teacher should, I believe . . . be given wider instruction in the art of teacher-pupil planning."

"I feel that the success of the core program depends, too, on the relationship existing between the core teacher-librarian and core teacher-other teachers."

These comments reveal that core teachers should become competent in the scientific field of group work . . . group dynamics. Various aspects of group dynamics considered of value to core teachers include effective use of cooperative planning, reflective thinking, diagnosing problems of group formation and effective group functioning, overcoming difficulties by the use of mental hygiene and group therapy and underlying principles of democracy.

The core program is characterised by group processes since it is dedicated to the development of intelligent citizens who can participate effectively in our democratic society. Girls and boys utilise democratic group processes in all phases of the learning activities
planned and carried out in the core, e.g., clarifying and defining common problem, attacking, and solving the problem, evaluating accomplishments, etc. The extent to which group processes are used in the core program however, varies with the school and the particular core teacher. Albery reports this feature of the core. He states:

Such a program encourages the use of democratic practices in the classroom. The subject-centered program, which its fixed quotas of subject matter to be mastered, is not conducive to teacher-student planning... The problem-centered approach changes the scene completely. The student has a role in identifying problems, in planning the attacks upon them, and in evaluating the effectiveness of the work. These practices are the essence of the democratic process.

He also emphasizes the fact that the core provides for extensive use of teacher-student planning in terms of the immediate and long-range needs, problems, and interests of students. Smith places emphasis on teacher-student planning as the dominant procedure of the core program.

However, within the wide boundaries of core areas, the method of problem solving, considerations of sound educational method, and the democratic value-system combine to make cooperative teacher-pupil planning an essential feature of the core curriculum.

The core teacher has significant responsibilities outside of the core class that necessitate effective use of group processes. He has the responsibility of working cooperatively with other core teachers

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13 Albery, op. cit., p. 155.
15 Smith, et al. op. cit., p. 476.
in planning and setting up broad problem areas of the core, in selecting, organizing and developing curriculum materials, e.g., resource units, source units, materials bureau, etc., in coordinating all learning activities of the core program, in working with specialists, in working with the parents and other laymen. To carry out these responsibilities successfully the core teacher should be skilled in the use of group processes. Alberty points to one such responsibility that involves cooperative planning among core teachers and those in special interest fields. He states:

The core encourages, and frequently provides for cooperative planning and teaching in terms of the most effective use of the specialized abilities of the teaching personnel.\(^{16}\)

As the core class provides for rich experiences in democratic group living there are many responsibilities that the core teacher must assume that require competencies in the field of group dynamics. Caswell asserts that the core teacher should be able to function as a group leader when working with pupils. He further states,

Effective group leadership which causes each member of the group to accept responsibility for the work of the group is absolutely essential, and this role the teacher must fill. Ability to provide such leadership must be developed . . . In the high school of tomorrow it becomes a required competence for core teachers.\(^{17}\)

Alberty points to essential responsibilities for such a leader: to help the group define its goals and to plan ways of realizing them; to help the group discover effective ways of working and to make

\(^{16}\)Alberty, op. cit., p. 155.

\(^{17}\)Caswell, op. cit., p. 192.
appropriate use of special abilities of members; to contribute to the ongoing process in terms of his own special competencies; to assume special responsibility in improving group moral and to serve as a coordinator of the activities of the group.  

Faunce and Bossing believe that the core teacher should be proficient in the field of group dynamics. This is revealed in the following statement in which points answers to the question, What is responsibilities of the core teacher in the classroom?

The teacher as participant. In the first place, the teacher is the oldest and presumably the most mature member of the group. The counsel of the experienced core teacher is listened to with attention and real respect, not because he has insisted upon such listening but because the group has learned that he usually has some worthwhile ideas that will help them. Yet they know that they can ignore his counsel if they decide to do so, for that, too, is a part of their respect for him. He operates as a member of the group and makes suggestions on the same plane as other members. He earns respect and attention by the merit of his contributions. When a course of action is decided upon, he accepts responsibility like other members of the group. He no longer assigns tasks for students to perform. He helps them to develop their own assignments in contributing to the attack on a real problem. (161-162)

Thus, the first role of the good core teacher is that of participation, not as dictator or observer, in the planning, executing, and evaluating of group projects. (162)

He is a technician in the group process that the class is struggling to master. He understands the principles of group planning and group activity. He is interested in this vital business of learning to plan and work together, and he has learned many of the necessary techniques by

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reading and by experience. Group and individual evaluation, too, is a field of which he has achieved reasonable command. (165-166)

The skillful core teacher is a student of adolescent psychology. He understands what makes boys and girls behave as they do. He has learned much about child growth and development. He knows boys and girls, and he is a skillful technician in helping them develop group unity and aid each other’s development through their work and play together.

The skillful teacher of a core class is (1) a participating member of the class group, (2) a friendly counselor, (3) an expediter of the group’s plans, and (4) a technician in the group process. (166-167)

Since the work of the core teacher is characterized by democratic group work and since it is believed that he should be proficient in scientific use of group processes, the following competency is added to the list considered essential for core teachers:

THE CORE TEACHER SHOULD HAVE THE ABILITY TO UTILIZE GROUP DYNAMICS IN CARRYING ON THE LEARNING ACTIVITIES OF THE CLASS.

Competency Concerning Evaluation

Suggestions submitted by two curriculum workers, three teacher-educators, and two core teachers, express a need for the addition of a competency which deals with evaluation as it relates to the core program. These suggestions follow:

Curriculum Worker

“The core teacher should be able to prepare and keep accurate records of the learning experiences of boys and girls in the core program. (Record-keeping is highly important in a flexible program such as the core.)”

"To know what records to keep and what not to keep."

Teacher Educator

"The core teacher should be able to evaluate the progress students are making toward the objectives of the core."

"The core teacher should be able to make evaluation an integral part of the work of the core group."

"Recording and evaluation in real-life terms."

Core Teacher

"The core teacher should be able to use different and varied methods of evaluation of his pupils, himself, and the teaching process. Also, he must be able to aid his pupils to learn how to evaluate themselves."

"The prospective core teacher should have some help in the phase of evaluation . . . we have few measuring sticks for outcomes that the program emphasizes."

These suggestions imply a need for a program of evaluation that is unique to the core. The core teacher should develop a philosophy of evaluation that gives direction to the development of a program of evaluation which is consistent with the philosophy of the core.

The program should provide for keeping records, for the selection and utilization of procedures of evaluation which are consistent with the objectives of the core program.

In a core program evaluation is an integral part of the total program. It continues throughout all learning activities for it provides direction toward which the program should move. It measures not only the growth of the individual and the group, but also the achievements of the program.

Since evaluation is planned in terms of the goals and purposes of the core program, the procedures and techniques used must be
consistent with the overall purposes of the core program. The core teacher, then, has the responsibility for planning, selecting and carrying out an evaluation program that will promote the growth of students along the lines of the core program. Any plans for evaluation should be consistent with the purposes of the program or a particular area of the program. Mudd places emphasis on this fact:

We are frequently disturbed to observe educational programs premised on objectives pointed at changed behavior and then measured only in terms of increased information. The correlation between factual knowledge and changed behavior is not particularly high and consequently we are looking for measures of growth... In order to guide our program toward objectives other than information, we have found it well to emphasize other evaluative measures.20

There is a need for core teachers to be competent in selecting, planning, constructing, and utilizing the evaluative measures that are consistent with democratic group living. Alberty emphasizes the value of determining how well and to what extent these purposes are being realized and the opportunity that should be provided for the redirection or reformulation of the objectives of the core program.

Educators in schools with core programs report features of their program of evaluation. An educator from one school writes,

The purpose of examining or evaluating individual and group performances is to give the student and his fellows guidance for future efforts. It is a process by which standards are set and constantly raised. In the case of reports, such questions are asked as: Were the materials adequate? What about their organization? Presentation? Were the illustrative materials adequate? Did the reporter...

make proper use of human interest? What other suggestions do you have as to how the report could have been improved, made more interesting or more effective?

Core program pupils have become so used to evaluation that they frequently want to evaluate activities that take place outside the core room, such as speeches made during the home room assembly... or the program of one of our all-school assemblies...

The evaluation habit seems to develop a scientific attitude, a spirit of critical analysis of human effort. The core program philosophy always emphasizes that the positive should be considered first. What was good, what was effective about this effort? What was creative and geared to the accomplishment of the aims of the occasion? Then: What could have been improved? What failed to accomplish its purpose?

He continues,

Evaluation of student effort is of three kinds: (1) evaluation by the group of a student's single effort in core studies; (2) personal evaluations which are an overall evaluation of an individual student's general effort and social effectiveness; (3) mimeographed and typewritten evaluations that are sent home by the staff twice each semester.

An educator from a second school reports five criteria that are used by teacher, students and parents to help them see how well the objectives of the core program are being realized. He lists these as follows: evaluate in terms of attitudes and behavior; evaluate in terms of individual growth and progress; evaluate in terms of personality adjustment; evaluate in terms of growth in skills; and evaluate in terms of growth in handling materials.

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22 Ibid., p. 46.

23 Minneapolis Public Schools, op. cit. p. 40.
The investigator is in agreement with the educational authorities who believe that core teachers should be competent in planning and carrying out a program of evaluation that is consistent with the purposes of the general education program designed in terms of the core. It is believed, therefore, that a competency concerning evaluation as it relates to the core program should be formulated and included in the list of those considered essential for core teachers. Because of the need for core teachers to be competent to plan, select and utilize evaluative instruments and procedures that are consistent with the purposes of the core program the following competency was formulated and added to the list:

**THE CORE TEACHER SHOULD HAVE THE ABILITY TO EVALUATE INDIVIDUAL AND GROUP PROGRESS TOWARD THE OBJECTIVES OF THE CORE PROGRAM.**

**Competency Concerning Action Research**

One curriculum worker reported the need for core teachers to be competent in the area of research. It is significant that one educator only listed this as an important need for core teachers. He suggests the following:

"The core teacher should be able to do action research and experimentation relating to his core program and should develop techniques for interpreting this experimentation to the profession and to the public."

The suggestion means that one educator values action research as a promising procedure to use in bringing about changes in the high school curriculum. It means also that a planned program of attack should be made when bringing about some improvements in the curriculum.
Only as the core teacher participates in such endeavor can the core move forward. Corey expresses this fact. He states,

Improvement in educational practices and curriculum will continue to be exceedingly slow and involve discouraging digressions until the time comes when a large number of individuals and groups are engaged in numerous action research studies. ... Curriculum and educational practices in general can be done to make it easy, rewarding, and exciting for teachers and administrators and supervisors to accumulate their own evidence individually and in cooperation with others as to the success or failure of their actions.24

The core program has evolved as educators have made concerted effort to improve the educational program of the American high school in terms of making more adequate provision for meeting the needs of living common to adolescents.25 It is only as educators continue with their search that progress toward the realization of our American dream can be made. Not any one practice carried on in the program should be accepted as the best. Core teachers and others who work directly with the core should use scientific procedure to examine practices in view of finding ways of improving them, or of discovering practices that better achieve the goals of the core. Corey emphasizes this value in the following statement:


Teachers, supervisors, and administrators would make better decisions and engage in more effective practices if they, too, were able and willing to conduct research as a basis for these decisions and practices. The process by which practitioners attempt to study their problems scientifically in order to guide, correct and evaluate their decisions and actions is what a number of people have called action research.26

Despite the fact that research and experimentation have given to the educator means by which educational programs can improve in terms of meeting youth needs, and curriculum of the high school has been slow to change.27 This points up a need for core teachers to become engaged in scientific study to examine practices common to the core program to evaluate their effectiveness in achieving better broad purposes. Participation in such research has significant value for the core teacher. Corey points up this fact in the following statement,

A teacher is most likely to change his ways of working with pupils when he accumulates and interprets information about these pupils because he wants to work more effectively with them . . . . These changes in practice, however, are more likely to occur if they are a consequence of inquiry in which the teacher has been involved and are based upon evidence he has helped to procure and interpret in his attempts to solve an instructional problem important to him.28

He continues:

What is being emphasised, however, is that learning that changes behavior substantially is most likely to result when a person himself tries to improve a situation that makes a difference.


27Note discussion in Chapter I.

28Corey, op. cit., p. 9.
to him. He then does his best to obtain and interpret some evidence describing the consequences of his presumably more adequate practice. When he defines his problem, hypothesises actions that may help him cope with it, engages in those actions, studies the consequences, and generalises from them, he will more frequently internalise the experience than when all this is done for him by somebody else and he reads about it. One reason for this is that in the course of his inquiry, which involves the testing of hypotheses in action, he will actually practice the changed behavior that he has decided is more promising. He will also practice whatever is involved in evaluating the consequences of this changed behavior. He does not read about these practices, he engages in them. And he learns what he does.29

A program of action research is a significant approach to the improvement and development of the core curriculum and also of the core teacher. It is believed, therefore, that a competency dealing with action research should be added to the list considered essential for core teachers. The following competency was formulated in light of the ideas presented above:

**THE CORE TEACHER SHOULD HAVE THE ABILITY TO CARRY ON INDIVIDUAL AND COOPERATIVE ACTION RESEARCH IN THE DEVELOPMENT AND IMPROVEMENT OF THE CORE PROGRAM.**

**Suggestions Concerning School and Laymen Relations**

Administrators, curriculum workers, teacher-educators and core teachers expressed the need for a competency concerning the relationship of the core teacher to parents and other laymen in the community. These suggestions are listed as follows,

**Administrators**

"The core teacher should be able to interpret and defend movements in modern education, particularly the movement toward core curriculum to parent groups."

29Ibid., pp. 9-10.
Curriculum Workers

"The core teacher should be able to interpret the purposes and activities of the core program to the parents and patrons in the community."

"... in educating the community with respect to the purposes and functioning of the core."

Teacher Educator

"Interpretation to parents."

"Involving pupils and parents in planning."

"The core teacher should be able to work effectively with parents and with community groups in helping them share in the development of core programs."

Core Teacher

"A core teacher must develop a high type of relationship existing between teacher-parent and teacher-pupil."

"Core teachers should know how to cooperate with parents to estimate home influences and utilize them in planning work with an individual or a group."

The need for core teachers to be able to help bridge the gap between the schools with the core and the community is emphasized by comments submitted by participants in the study. These educators expressed specific responsibilities that point up the need for core teachers to be competent in the area of parent-school relationship.

One of the significant features of the core program is the provision it makes for lay participation in the ongoing general education program. Their contribution to this program varies from one school to another. However, an examination of practices reveals that the laymen, particularly the parents, have significant roles in the evening program, such as planners, resource persons, evaluators, and counselors.
The following comment reveals the attitude that parents have toward participating in curriculum development and the important role they have in a core program now in operation:

The role of parents in the development of the program of the New School was considered to be of consequence from the very outset. In fact, even before the school opened in the fall of 1937 a series of meetings was held for parents who were interested in the enterprise of building a new school designed to prepare youth of high school age for democratic living. The procedure employed in these meetings was not that of lecture, but rather one of consultation and discussion. The basic democratic and educational principles were advanced and defended by the teachers. In this they had the help of certain parents who had done much thinking about such matters. (98)

The basic organization of New School parents' work centered in what was known as the Parent Planning Committee. (98-99)

It would appear that one of the most helpful things accomplished by the Planning Committee was to provide for an overall criticism of the work of the school from time to time. Where were we failing, where succeeding? These questions were discussed frequently and with genuine concern by the group. (99)

One of the most valuable organizations which have emerged from the work of the Parent Planning Committee has been that of the Core Room Mothers. (101)

These parents valued and wish to have extended shared experiences between parent and teacher, parent and parent, teacher, parent and child.

They recommended that the staff and parents should continue to emphasize two emerging concepts. The first was a new realization for the parents of a responsibility for a social group rather than a single child . . . The second recommendation concerned the acceptance by the parents of responsibility to contribute to the school's guidance program by sharing as objectively as possible their great store of knowledge concerning the child's complete history. (108)

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The success of the core curriculum is influenced significantly by the quality of relationship between the core program in the school and the parents and laymen of the community. The extent to which these lay people participate in core curriculum development also influences the effectiveness of the program. Krug states,

The salvation of American education (or of American life generally) depends on widespread and effective interest in education on the part of people who are not professional educators. This group includes not only parents but all other citizens whose lives affect and are affected by the course of our society. Such widespread and effective interest in education can come about through discussion and participation. Viewed in these terms lay participation in curriculum planning becomes not a form of administrative window dressing or a new kind of public relations, but a vital necessity to the healthy functioning of American democratic life.31

Authorities in the field of education emphasize the significant responsibility that the core teacher has to help laymen clarify the concept of the core curriculum and to draw them into curriculum planning. The importance of lay-participation in program planning is emphasized by Alberty,

Obviously, if the school is to become a dynamic force in promoting democracy, it must be transformed into an institution that provides the finest possible illustration of democratic living. The best way to learn the ways of democracy is to live democratically, and administrators, teacher, students and parents need to discover and practice cooperative planning and working.32

Smith, Stanley and Shores also give recognition to this need,

However, when a new organization and new methods are established to replace the ones the members of the community


have known so well, the school is faced with a task of adult public re-education. Parents and the lay public have difficulty understanding the values or advantages of pupil participation in setting of goals, or of problem solving over an exacting expository presentation of subject matter. . . . the public must see the value of the core curriculum.  

Thus the community must not only understand and approve the general organization and methods but must also see value in the problems under study at any one time.

MacConnell reports:

One obstacle toward bringing about a close and cooperative relationship between parents and teachers in the attitude of the teachers. They naturally fear an invasion of their field by people who are untrained and unprepared for educational responsibility. While there is some reason for this hesitancy on the part of teachers, the fact remains that no school should move faster than its local community. We believe that we are living and working in a democracy in which the education of the total population is a public concern and, therefore, in which all people should have an actual voice. The teaching craft should give leadership in this public enterprise.

Parents and other laymen, then, should be given a part in the ongoing core program. The extent of their responsibility as well as the nature of it will vary. It is the responsibility of the core teacher to bring the lay public into the school, and to help them clarify and define the meaning of the core curriculum.

The expressed suggestions of the educators and the significant responsibility that the core teacher must assume in encouraging and guiding lay participation in the core resulted in the formulation

33Smith, et. al., op. cit., pp. 488.
34Ibid., p. 489.
35MacConnell, et. al., op. cit., p. 97.
new competency. The competency follows,

THE CORE TEACHER SHOULD HAVE THE ABILITY TO COOPERATE WITH TEACHERS, PARENTS AND LAYMEN IN DEVELOPING AND IMPROVING THE CORE PROGRAM AND RELATING IT TO THE COMMUNITY.

Summary

The preceding section dealt with the formulation of four competencies considered essential for core teachers. These evolved from suggestions submitted by educators and were substantiated by authorities in the field of education. These are listed as follows:

THE CORE TEACHER SHOULD HAVE THE ABILITY TO UTILIZE GROUP DYNAMICS IN CARRYING ON THE LEARNING ACTIVITIES OF THE CORE CLASS.

THE CORE TEACHER SHOULD HAVE THE ABILITY TO EVALUATE INDIVIDUAL AND GROUP PROGRESS TOWARD THE OBJECTIVES OF THE CORE PROGRAM.

THE CORE TEACHER SHOULD HAVE THE ABILITY TO CARRY ON INDIVIDUAL AND COOPERATIVE ACTION RESEARCH IN THE DEVELOPMENT AND IMPROVEMENT OF THE CORE PROGRAM.

THE CORE TEACHER SHOULD HAVE THE ABILITY TO COOPERATE WITH TEACHERS, PARENTS, AND OTHER LAYMEN IN DEVELOPING AND IMPROVING THE CORE PROGRAM AND RELATING IT TO THE COMMUNITY.

With the additional four competencies the revised list now includes seventeen competencies essential for core teachers. The complete list follows:

Competencies Essential for Core Teachers in High Schools

1. The core teacher should know the important concepts and development in the field of general education of secondary education and should be able to select and utilize them in developing and improving the core program.
II. The core teacher should be able to interpret present-day events and movements as they relate to the learning activities of the core.

III. The core teacher should understand the processes of growth and maturation in children and adolescents for the purpose of identifying common basic needs and interests at various levels of development.

IV. The core teacher should have the ability to utilize the contribution of various fields of knowledge in clarifying the major controversial issues in contemporary society and to utilize techniques for dealing with them in the core class.

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

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

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

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

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

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

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

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

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

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

XV. The core teacher should have the ability to utilize group dynamics in carrying on the learning activities of the core class.

XVI. The core teacher should be able to evaluate educational programs which emphasize the core program and to utilize their contributions in the development and improvement of his own program.

XVII. The core teacher should have the ability to carry on individual and cooperative research in the development and improvement of the core program.

In the chapter that follows an evaluation of the revised list of competencies for core teachers is presented.
CHAPTER IV

EVALUATION OF THE REVISED LIST OF COMPETENCIES FOR
CORE TEACHERS IN HIGH SCHOOLS

Seventeen competencies considered essential for core teachers are established in the preceding chapter. The purpose of the present chapter is to determine the relative value of these competencies.

Source of Data

Though it is assumed that the establishment of the competencies meant that the group considered them to be highly significant, it is necessary to evaluate these premises further to establish their relative value since significant changes were made in the original list of competencies. To this end the judgments of a selected group of educators were secured. This group was composed of nineteen administrators, and fifteen curriculum workers, forty-four teacher-educators and forty-one core teachers. Each was asked the question: "How valuable are these competencies for core teachers?" and to evaluate each on a five-point value scale: highest value, very valuable, considerable value, little value and no value.

Several steps were taken to determine the relative value of each competency. First, an arbitrary number was assigned to each of the four items included in the five-point value scale thus: highest value - 4, very valuable - 3, considerable value - 2, little value - 1, no value - 0. Second, the average rating was computed for each
compétency by multiplying this arbitrary number by the number of educators responding to the items and then adding the result. The sum was divided by the number of respondents. Each competency that received an average rating of two and above was considered to be of significant value for the work of the core teacher.

In the section that follows the evaluation of each of the seventeen competencies by the group of educators is presented and interpreted.

COMPETENCY I. THE CORE TEACHER SHOULD KNOW THE IMPORTANT CONCEPTS AND DEVELOPMENTS IN THE FIELD OF GENERAL EDUCATION OF SECONDARY EDUCATION AND SHOULD BE ABLE TO SELECT AND UTILIZE THEM IN DEVELOPING AND IMPROVING THE CORE PROGRAM.

TABLE XVI
THE EVALUATION OF COMPETENCY I BY GROUPS OF EDUCATORS

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>No. of Respondents</th>
<th>Highest Value</th>
<th>Very Valuable</th>
<th>Considerable Value</th>
<th>Little Value</th>
<th>No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm.</td>
<td>19</td>
<td>10</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C. W.</td>
<td>15</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>T. Ed.</td>
<td>42</td>
<td>16</td>
<td>19</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C. T.</td>
<td>41</td>
<td>17</td>
<td>21</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
<td>50</td>
<td>53</td>
<td>13</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

The average rating of 3.30 indicates that the respondents considered Competency I important to core teachers. Eighty-eight per cent of the group evaluated the competency highest value or very valuable, with the highest per cent of the group appraising it very valuable. Only a low percentage regarded it of considerable or little value.
Each of the sub-groups expressed agreement in the value of the competency by their comparatively high average ratings, ranging from 3.20 to 3.40. The highest percentage of each sub-group appraised it highest value or very valuable. Two sub-groups, the curriculum workers and the core teachers, valued the competency slightly higher than did the other two groups. This is evident in the fact that only six and eight per cent, respectively, of these two groups valued the competency below the two top categories of the value scale.

**COMPETENCY II.** The core teacher should be able to interpret present-day events and movements as they relate to the learning activities of the core.

**TABLE XVII**

**THE EVALUATION OF COMPETENCY II BY GROUPS OF EDUCATORS**

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>No. of Respondents</th>
<th>Highest Value</th>
<th>Very Valuable</th>
<th>Considerable Value</th>
<th>Little Value</th>
<th>No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm.</td>
<td>19</td>
<td>11</td>
<td>58</td>
<td>7</td>
<td>37</td>
<td>1</td>
</tr>
<tr>
<td>C. W.</td>
<td>15</td>
<td>9</td>
<td>60</td>
<td>6</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td>T. E.</td>
<td>14</td>
<td>26</td>
<td>61</td>
<td>16</td>
<td>37</td>
<td>1</td>
</tr>
<tr>
<td>C. T.</td>
<td>14</td>
<td>20</td>
<td>48</td>
<td>17</td>
<td>41</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>118</td>
<td>56</td>
<td>66</td>
<td>46</td>
<td>39</td>
<td>6</td>
</tr>
</tbody>
</table>

The high average rating of 3.50 of Competency II reveals that the educators appraised this competency highly. Ninety-five per cent of the group gave it highest value and very valuable while the remaining five per cent judged it to be of considerable value.

Each of the sub-groups valued highly Competency II for core teachers. This is revealed in the average ratings of the competency
ranging from 3.39 to 3.60. The highest percentage of each of these sub-groups evaluated it in the two top categories of the value scale, with the highest percentage of each evaluating it highest value. The fact that the curriculum workers (100%) and teacher educators (98%) valued the competency more highly than the other two groups is significant since these two groups of educators are responsible for the preparation of core teachers. Of interest is the fact that the core teachers valued the competency less than did the others. Forty-one per cent of the group appraised the competency very valuable whereas forty-eight per cent evaluated it highest value.

COMPETENCY III. THE CORE TEACHER SHOULD UNDERSTAND THE PROCESSES OF GROWTH AND MATURATION IN CHILDREN AND ADOLESCENTS FOR THE PURPOSE OF IDENTIFYING COMMON BASIC NEEDS AND INTERESTS AT VARIOUS LEVELS OF DEVELOPMENT.

TABLE XVIII
THE EVALUATION OF COMPETENCY III BY GROUPS OF EDUCATORS

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>No. of Respondents</th>
<th>Highest Value</th>
<th>Very Valuable</th>
<th>Considerable Value</th>
<th>Little Value</th>
<th>No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm.</td>
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<td>17</td>
<td>89</td>
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</tr>
<tr>
<td>C. W.</td>
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<td>87</td>
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<td>13</td>
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<td>T. Ed.</td>
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<td>32</td>
<td>78</td>
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<td>21</td>
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<td>C. T.</td>
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<td>3.78</td>
<td>32</td>
<td>78</td>
<td>9</td>
<td>22</td>
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<td>Total</td>
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<td>3.82</td>
<td>96</td>
<td>81</td>
<td>22</td>
<td>18</td>
</tr>
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</table>

The highly significant appraisal of Competency III by the respondents, revealed by the average rating of 3.82, indicates its high value for core teachers. The competency was evaluated highest value.
and very valuable by ninety-nine per cent of the group and considerable value by only one per cent.

The average ratings of the competency ranging from 3.75 to 3.89 shows the competency is valued highly for core teachers by each sub-group. With the exception of two per cent of the teacher educators, one hundred per cent of each of the sub-groups evaluated the competency in the two top categories of the value scale. It is significant that administrators and curriculum workers, both in leadership positions in core curricular development, considered the competency of highest importance for core teachers. This is revealed by the fact that eighty-nine per cent and eighty-seven per cent, respectively, of the two groups evaluated the competency highest value while seventy-seven per cent and seventy-eight per cent, respectively, of the other groups reacted in like manner.

COMPETENCY IV. THE CORE TEACHER SHOULD HAVE THE ABILITY TO UTILIZE THE CONTRIBUTIONS OF VARIOUS FIELDS OF KNOWLEDGE IN CLARIFYING THE MAJOR CONTROVERSIAL ISSUES IN CONTEMPORARY SOCIETY AND TO UTILIZE SUITABLE TECHNIQUES FOR DEALING WITH THEM IN THE CORE CLASS.

TABLE XIX

THE EVALUATION OF COMPETENCY IV BY GROUPS OF EDUCATORS

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>No. of Respondents</th>
<th>Highest Value</th>
<th>Very Valuable</th>
<th>Considerable Value</th>
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</tbody>
</table>
The fact that Competency IV received an average rating of 3.40 indicates that the group of educators considered it highly important for core teachers. Ninety-two per cent of the group evaluated the competency in the two top categories of the value scale. Almost fifty per cent appraised it highest value while forty-four per cent considered it very valuable and only eight per cent deemed it of considerable value.

The average ratings by the four sub-groups ranging from 3.37 to 3.47 show that each sub-group regarded the competency important. The curriculum workers and teacher-educators considered the competency of greater value for core teachers than did the other two groups. This is evidenced in the fact that only seven per cent and two per cent, respectively, of these two sub-groups evaluated the competency below the two top categories in the value scale.

COMPETENCY V. THE CORE TEACHER SHOULD HAVE THE ABILITY TO WORK COOPERATIVELY WITH OTHERS IN SETTING UP BROAD PROBLEM AREAS BASED ON COMMON PROBLEMS, NEEDS, AND INTERESTS OF ADOLESCENTS AND TO UTILIZE THEM IN DEVELOPING LEARNING ACTIVITIES OF THE CORE PROGRAM.

**TABLE IX**

THE EVALUATION OF COMPETENCY V BY GROUPS OF EDUCATORS

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>No. of Respondents</th>
<th>Highest Value</th>
<th>Very Valuable</th>
<th>Considerable Value</th>
<th>Little Value</th>
<th>No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Adm.</td>
<td>19</td>
<td>3.79</td>
<td>15</td>
<td>79</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>C. W.</td>
<td>15</td>
<td>3.67</td>
<td>10</td>
<td>67</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>T. E.</td>
<td>43</td>
<td>3.65</td>
<td>28</td>
<td>65</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>C. T.</td>
<td>41</td>
<td>3.63</td>
<td>28</td>
<td>68</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>118</td>
<td>3.67</td>
<td>81</td>
<td>68</td>
<td>35</td>
<td>30</td>
</tr>
</tbody>
</table>
The high value placed on Competency V as revealed by the average rating of 3.67 indicates the respondents valued it very highly. Ninety-eight per cent appraised it in the upper two categories of the value scale with the highest percentage evaluating it very valuable. Only two per cent considered it of little value by evaluating it considerable value.

Each of the sub-groups judged Competency V highly valuable for core teachers. This is evidenced in the expressed judgments of the sub-groups shown in the very high average ratings of the competency which range from 3.63 to 3.79. With the exception of five per cent of the core teachers, the competency was evaluated highest value and very valuable, by one hundred per cent of each sub-group. The fact that seventy-nine per cent of the administrators evaluated this competency highest value is very significant as it shows that these leaders in high schools favor the emerging design of the general education program.

The highly significant value placed on Competency V for core teachers is shown in the above data. It is, therefore, concluded that Competency V is needed by core teachers to best prepare them for the work of the evolving core curriculum.

COMPETENCY VI. THE CORE TEACHER SHOULD HAVE THE ABILITY TO WORK COOPERATIVELY WITH OTHERS IN THE DEVELOPMENT OF RESOURCE UNITS BASED ON BROAD PROBLEM AREAS AND TO UTILIZE THEM IN PLANNING LEARNING UNITS WITH PUPILS.
### TABLE XXI

THE EVALUATION OF COMPETENCY VI BY GROUPS OF EDUCATORS

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>No. of Respondents</th>
<th>Highest Value</th>
<th>Very Valuable</th>
<th>Considerable Value</th>
<th>Little Value</th>
<th>No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm.</td>
<td>19</td>
<td>3.53</td>
<td>10</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C. W.</td>
<td>15</td>
<td>3.60</td>
<td>10</td>
<td>4</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>T. E.</td>
<td>14</td>
<td>3.11</td>
<td>25</td>
<td>14</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>C. T.</td>
<td>10</td>
<td>3.48</td>
<td>23</td>
<td>12</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>118</td>
<td>3.50</td>
<td>68</td>
<td>39</td>
<td>10</td>
<td>8</td>
</tr>
</tbody>
</table>

That Competency VI is valued highly is indicated by the 3.50 average rating of the selected group of educators. Ninety-two per cent of the group appraised it **highest value** or **very valuable**. The group thought that the competency had such value that it was placed in the top category of the scale by the highest percentage of the group.

The average ratings of the competency, ranging from 3.11 to 3.60, indicate that the sub-groups are in close agreement with regard to its value. The administrators considered the competency of more value than did the other sub-groups. One hundred per cent of this group evaluated the competency **highest value** and **very valuable** compared with six to twelve per cent of the other three groups who judged it to have **considerable value** or **little value**.

**COMPETENCY VII.** The core teacher in cooperation with students and colleagues should be able to develop learning units from broad problem areas for the purpose of improving human relations.
TABLE XXXI
THE EVALUATION OF COMPETENCY VII BY GROUPS OF EDUCATORS

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Re-</th>
<th>Rat-</th>
<th>High-</th>
<th>Very</th>
<th>Consider-</th>
<th>Little</th>
<th>No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>spon</td>
<td>ings</td>
<td>est</td>
<td>Valu-</td>
<td>erable</td>
<td>Value</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>Value</td>
<td>able</td>
<td>Value</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>Adm.</td>
<td>19</td>
<td>3.47</td>
<td>12</td>
<td>63</td>
<td>4  21</td>
<td>3  16</td>
<td>0  0</td>
</tr>
<tr>
<td>C. W.</td>
<td>15</td>
<td>3.67</td>
<td>11</td>
<td>73</td>
<td>3  20</td>
<td>1  7</td>
<td>0  0</td>
</tr>
<tr>
<td>T. E.</td>
<td>42</td>
<td>3.52</td>
<td>21</td>
<td>57</td>
<td>16  38</td>
<td>2  5</td>
<td>0  0</td>
</tr>
<tr>
<td>C. T.</td>
<td>41</td>
<td>3.46</td>
<td>22</td>
<td>54</td>
<td>16  39</td>
<td>3  7</td>
<td>0  0</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
<td>3.51</td>
<td>69</td>
<td>59</td>
<td>39  33</td>
<td>9  8</td>
<td>0  0</td>
</tr>
</tbody>
</table>

Competency VII is judged by the group of respondents as highly valuable for core teachers according to the high average rating of 3.51. Ninety-five per cent of the group appraised it of highest value or very valuable while the remaining five per cent judged it to have considerable value.

The average ratings of the competency ranging from 3.46 to 3.67 indicate that each sub-group valued Competency VII highly. Each sub-group deemed the competency significant enough to warrant an evaluation of highest value; the curriculum workers gave the competency highest value. Seventy-three per cent of this group and only fifty-four to sixty-three per cent of the other sub-groups evaluated it highest value.

COMPETENCY VIII. THE CORE TEACHER SHOULD BE ABLE TO DRAW UPON MAJOR FIELDS OF KNOWLEDGE (E.G., HUMANITIES, SOCIAL STUDIES, SCIENCE, AND THE ARTS) IN HELPING YOUTH MEET THEIR COMMON NEEDS AND SOLVE THEIR PROBLEMS.
The high value placed on Competency VIII by the group of educators is revealed in the average rating of 3.50. Ninety-three per cent evaluated the Competency in one of the two top categories of the value scale. The highest percentage of the group evaluated it of highest value, while less than fifty per cent considered it very valuable.

The average ratings of Competency VIII by the sub-groups range from 3.26 to 3.56. The highest percentage of each sub-group evaluated it in one of the two top categories of the value scale. The two groups of educators responsible for a program of education for core teachers and the core teachers themselves valued the competency highly.

Since these data reveal that Competency VIII is very valuable for core teachers it is concluded, then, that all core teachers should acquire the competency in order to meet the changing demands of the evolving core curriculum.

**COMPETENCY IX.** THE CORE TEACHER SHOULD HAVE THE ABILITY TO SELECT AND UTILIZE RESOURCES OF THE IMMEDIATE AND WIDER COMMUNITY WHICH WILL CONTRIBUTE TO THE SOLUTION OF PROBLEMS DEALT WITH IN THE CORE.
### TABLE XXIV

**THE EVALUATION OF COMPETENCY IX BY GROUPS OF EDUCATORS**

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>No. of Respondents</th>
<th>Highest Value</th>
<th>Very Valuable</th>
<th>Considerable Value</th>
<th>Little Value</th>
<th>No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm.</td>
<td>19</td>
<td>3.47</td>
<td>11</td>
<td>58</td>
<td>6</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C. W.</td>
<td>15</td>
<td>3.53</td>
<td>8</td>
<td>53</td>
<td>7</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
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<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>T. E.</td>
<td>42</td>
<td>3.57</td>
<td>25</td>
<td>60</td>
<td>16</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C. T.</td>
<td>140</td>
<td>3.40</td>
<td>20</td>
<td>50</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>116</td>
<td>3.49</td>
<td>64</td>
<td>55</td>
<td>45</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The high average rating of 3.49 of the competency indicates that the respondents valued highly Competency IX. Ninety-four per cent of the group of educators evaluated it in one of the two top categories of the value scale, with the highest percentage judging it to be **highest value**. Only eight per cent of the group considered it of **considerable value**.

The average ratings of the competency by the sub-groups range from 3.40 to 3.57, indicating that each sub-group considered this competency to be highly important. The highest percentage placed on evaluation of **highest value** on the competency while only two to ten per cent of three sub-groups evaluated it of **considerable value**.

The teacher-educators and the curriculum workers placed greatest value on the competency for core teachers. Ninety-eight per cent of the teacher-educators and one hundred per cent of the curriculum workers valued the competency in the two top categories of the value scale, while ninety per cent of the administrators and curriculum workers valued it in the same manner.
COMPETENCY I. THE CORE TEACHER SHOULD KNOW HOW TO UTILIZE AND GUIDE STUDENT ACTIVITIES (E.G., STUDENT COUNCILS, ASSEMBLIES, PUBLICATIONS, SOCIAL CLUBS, PARTIES, AND SPORTS) WHICH GROW OUT OF OR ARE CLOSELY RELATED TO THE LEARNING ACTIVITIES IN THE CORE PROGRAM.

TABLE XXV

THE EVALUATION OF COMPETENCY X BY GROUPS OF EDUCATORS

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>No. of Respondents</th>
<th>Highest Value</th>
<th>Very Valuable</th>
<th>Considerable Value</th>
<th>Little Value</th>
<th>No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>Adm.</td>
<td>19 2.89</td>
<td>5 26</td>
<td>7 37</td>
<td>7 37</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>C. W.</td>
<td>15 3.07</td>
<td>4 27</td>
<td>8 53</td>
<td>3 20</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>T. E.</td>
<td>43 3.26</td>
<td>15 35</td>
<td>21 49</td>
<td>7 16</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>C. T.</td>
<td>41 3.00</td>
<td>10 24</td>
<td>20 49</td>
<td>10 24</td>
<td>1 3</td>
<td>0 0</td>
</tr>
<tr>
<td>Total</td>
<td>118 3.04</td>
<td>34 29</td>
<td>56 47</td>
<td>27 23</td>
<td>1 1</td>
<td>0 0</td>
</tr>
</tbody>
</table>

Competency I was rated 3.04 by the group of educators. Seventy-six per cent of the group evaluated it highest value or very valuable while twenty-four per cent judged it of considerable or little value.

The average ratings of the competency by the sub-groups range from 2.89 to 3.26, and show considerable agreement with regard to its value. The highest percentage of each sub-group evaluated Competency I very valuable or highest value. It is significant that the two groups of educators responsible for teacher preparation programs for core teachers placed higher value on the competency than did the other two groups.

COMPETENCY XI. THE CORE TEACHER SHOULD HAVE THE ABILITY TO SELECT AND UTILIZE SUITABLE GUIDANCE AND COUNSELING TECHNIQUES AND SERVICES IN THE DEVELOPMENT OF LEARNING ACTIVITIES WHICH DEAL WITH PERSONAL-SOCIAL PROBLEMS OF THE ADOLESCENT.
### TABLE XXVI
THE EVALUATION OF COMPETENCY XI BY GROUPS OF EDUCATORS

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>No. of Respondents</th>
<th>Highest Value</th>
<th>Very Valuable</th>
<th>Considerable Value</th>
<th>Little Value</th>
<th>No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm.</td>
<td>19</td>
<td>3.53</td>
<td>11</td>
<td>58</td>
<td>7</td>
<td>37</td>
</tr>
<tr>
<td>C. W.</td>
<td>15</td>
<td>3.40</td>
<td>8</td>
<td>53</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>T. E.</td>
<td>42</td>
<td>3.38</td>
<td>20</td>
<td>48</td>
<td>18</td>
<td>43</td>
</tr>
<tr>
<td>C. T.</td>
<td>41</td>
<td>3.54</td>
<td>26</td>
<td>63</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
<td>3.46</td>
<td>65</td>
<td>55</td>
<td>42</td>
<td>36</td>
</tr>
</tbody>
</table>

Competency XI was given the high average rating of 3.46. Ninety-two per cent of the group of educators judged the competency of highest value or very valuable, while only nine per cent evaluated it of considerable or little value. Each of the sub-groups judged the competency to be highly valuable with high average ratings of from 3.38 to 3.53. The highest percentage of each sub-group evaluated the competency of highest value or very valuable while only a very low percentage judged it of considerable or little value. The core teachers and the administrators placed the highest value on the competency. Sixty-three per cent of the group of core teachers and fifty-eight per cent of the administrators evaluated the competency highest value. These data emphasize the high value of Competency XI for core teachers. It is deemed essential, therefore, that all core teachers should develop the competency to be able to work most effectively in the emerging core curriculum of the high schools.

**COMPETENCY XII.** THE CORE TEACHER SHOULD HAVE THE ABILITY TO UTILIZE TECHNIQUES OF COOPERATIVE PLANNING IN WORKING WITH COLLEAGUES IN THE COORDINATION OF ALL LEARNING ACTIVITIES OF THE CORE PROGRAM.
### TABLE XXVII

THE EVALUATION OF COMPETENCY XII BY GROUPS OF EDUCATORS

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>No. Respondents</th>
<th>Highest Value</th>
<th>Very Valuable</th>
<th>Considerable Value</th>
<th>Little Value</th>
<th>No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm.</td>
<td>19</td>
<td>3.58</td>
<td>12</td>
<td>63</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>C. W.</td>
<td>15</td>
<td>3.33</td>
<td>8</td>
<td>53</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>T. E.</td>
<td>43</td>
<td>3.49</td>
<td>24</td>
<td>56</td>
<td>16</td>
<td>37</td>
</tr>
<tr>
<td>C. T.</td>
<td>41</td>
<td>3.46</td>
<td>23</td>
<td>56</td>
<td>14</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>118</td>
<td>3.47</td>
<td>67</td>
<td>57</td>
<td>41</td>
<td>34</td>
</tr>
</tbody>
</table>

The high average rating of 3.47 of Competency XII indicates that the educators considered it to be important to core teachers. The competency was evaluated highest value and very valuable by ninety-one per cent of this group while it was judged considerable or little value by only nine per cent.

Each of the sub-groups placed high value on Competency XII, as revealed in the high average ratings which range from 3.53 to 3.58. The highest percentage of each sub-group evaluated the competency in the top categories of the value scale, with the highest per cent of three sub-groups evaluating it highest value and the highest per cent of one group evaluating it very valuable. The administrators appraised the competency of higher value than did any other one sub-group, since ninety-one per cent evaluated the competency in the two top categories of the value scale.

COMPETENCY XIII. THE CORE TEACHER SHOULD HAVE THE ABILITY TO COOPERATE WITH TEACHERS, PARENT, AND OTHER LA YMEN IN DEVELOPING AND IMPROVING THE CORE PROGRAM AND RELATING IT TO THE COMMUNITY.
TABLE XXVIII

THE EVALUATION OF COMPETENCY XIII BY GROUPS OF EDUCATORS

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>No. of Respondents</th>
<th>Highest Value</th>
<th>Very Valuable</th>
<th>Considerable Value</th>
<th>Little Value</th>
<th>No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin.</td>
<td>19</td>
<td>3.42</td>
<td>9 47</td>
<td>9 47</td>
<td>1 6</td>
<td>0 0</td>
</tr>
<tr>
<td>C. W.</td>
<td>15</td>
<td>3.47</td>
<td>7 47</td>
<td>8 53</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>T. E.</td>
<td>41</td>
<td>3.56</td>
<td>25 61</td>
<td>14 34</td>
<td>2 5</td>
<td>0 0</td>
</tr>
<tr>
<td>Total</td>
<td>118</td>
<td>3.50</td>
<td>65 55</td>
<td>47 40</td>
<td>6 5</td>
<td>0 0</td>
</tr>
</tbody>
</table>

The average rating of 3.50 of Competency XIII reveals that it is highly valuable for core teachers. Ninety-five per cent of the group evaluated it highest value or very valuable. It is significant that not one of the educators evaluated it in the lower categories of the value scale.

General agreement among the sub-groups is revealed in the average ratings of Competency XIII which range from 3.42 to 3.56. The highest percentage of each sub-group appraised the competency highest value or very valuable. The administrators and core teachers, the group that works most closely with the community, prized Competency XIII more highly than the curriculum workers or the teacher-educators. This is evidenced in the fact that one hundred per cent of the group of administrators appraised the competency in the two top categories of the value scale while sixty-one per cent of the group of core teachers evaluated it highest value.

COMPETENCY XIV. THE CORE TEACHER SHOULD HAVE THE ABILITY TO EVALUATE INDIVIDUAL AND GROUP PROGRESS TOWARD THE OBJECTIVES OF THE CORE PROGRAM.
TABLE XXIX

THE EVALUATION OF COMPETENCY XIV BY GROUPS OF EDUCATORS

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>No. of Respondents</th>
<th>Highest Value</th>
<th>Very Valuable</th>
<th>Considerable Value</th>
<th>Little Value</th>
<th>No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Adm.</td>
<td>18</td>
<td>3.61</td>
<td>12</td>
<td>67</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>C. W.</td>
<td>14</td>
<td>3.78</td>
<td>11</td>
<td>79</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>T. E.</td>
<td>42</td>
<td>3.60</td>
<td>27</td>
<td>64</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>C. T.</td>
<td>41</td>
<td>3.66</td>
<td>28</td>
<td>68</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>115</td>
<td>3.64</td>
<td>78</td>
<td>68</td>
<td>33</td>
<td>29</td>
</tr>
</tbody>
</table>

The group of educators rated Competency XIV 3.64, an average rating that indicates its very high value for core teachers. Ninety-five per cent of the group evaluated the competency in the two top categories of the value scale with a majority of the group appraising it highest value and a low percentage appraising it slightly less valuable.

The average ratings of the competency, ranging from 3.61 to 3.78, reveal general agreement among the sub-groups that Competency XIV is highly valuable for core teachers. A majority of each sub-group appraised it highest value while only a low percentage of each group judged it less value. The curriculum workers valued the competency higher than any one group with seventy-nine per cent appraising it highest value. Sixty-four to sixty-eight per cent of the other three sub-groups appraised it at the same level.

COMPETENCY XIV. THE CORE TEACHER SHOULD HAVE THE ABILITY TO UTILIZE GROUP DYNAMICS IN CARRYING ON THE LEARNING ACTIVITIES OF THE CORE CLASS.
**TABLE XXX**

THE EVALUATION OF COMPETENCY XV BY GROUPS OF EDUCATORS

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>No. of Respondents</th>
<th>Highest Value</th>
<th>Very Valuable</th>
<th>Considerable Value</th>
<th>Little Value</th>
<th>No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm.</td>
<td>19</td>
<td>3.42</td>
<td>10</td>
<td>53</td>
<td>7</td>
<td>37</td>
</tr>
<tr>
<td>C. W.</td>
<td>15</td>
<td>3.47</td>
<td>8</td>
<td>53</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>T. E.</td>
<td>42</td>
<td>3.60</td>
<td>27</td>
<td>64</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>C. T.</td>
<td>41</td>
<td>3.63</td>
<td>24</td>
<td>59</td>
<td>14</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
<td>3.52</td>
<td>69</td>
<td>59</td>
<td>40</td>
<td>34</td>
</tr>
</tbody>
</table>

The average rating of 3.52 of Competency XV indicates the importance of the competency for core teachers. Ninety-three per cent of the group of educators judged it **highest value** or **very valuable**, whereas only seven per cent appraised it of **considerable value**.

Each sub-group judged the competency highly important as revealed by the average ratings ranging from 3.42 to 3.63. The competency was appraised **highest value** by over fifty per cent of each group; it was considered of **less value** by less than fifty per cent. Teacher-educators judged the competency of higher value for core teachers than did the other three sub-groups, since sixty-four per cent of these educators appraised the competency of **highest value**.

These data show clearly that Competency XV is highly valuable for core teachers. It is concluded, therefore, that it should be acquired by all core teachers to work most effectively in the evolving core curriculum.

**COMPETENCY XVI.** THE CORE TEACHER SHOULD BE ABLE TO EVALUATE EDUCATIONAL PROGRAMS WHICH EMPHASIZE THE CORE PROGRAM AND TO UTILIZE THEIR CONTRIBUTIONS IN THE DEVELOPMENT AND IMPROVEMENT OF HIS OWN PROGRAM.
TABLE XXXI
THE EVALUATION OF COMPETENCY XVI BY GROUPS OF EDUCATORS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm.</td>
<td>19</td>
<td>3.05</td>
<td>7</td>
<td>37</td>
<td>6</td>
<td>31</td>
</tr>
<tr>
<td>C. W.</td>
<td>15</td>
<td>3.00</td>
<td>3</td>
<td>20</td>
<td>9</td>
<td>60</td>
</tr>
<tr>
<td>T. E.</td>
<td>42</td>
<td>2.13</td>
<td>11</td>
<td>26</td>
<td>17</td>
<td>41</td>
</tr>
<tr>
<td>C. T.</td>
<td>41</td>
<td>3.12</td>
<td>13</td>
<td>31</td>
<td>20</td>
<td>48</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
<td>3.02</td>
<td>34</td>
<td>29</td>
<td>52</td>
<td>44</td>
</tr>
</tbody>
</table>

With an average rating of 3.02, of Competency XVI was considered important by the group of educators. Seventy-three per cent of the group evaluated it in one of the two top categories of the value scale while the remaining twenty-seven per cent thought it had considerable value.

The average ratings of the sub-groups ranging from 2.13 to 3.12 reveal the high value these sub-groups placed on the competency. It was judged highest value and very valuable by a majority of each sub-group. Curriculum workers and core teachers both placed slightly more value on the competency than did the other sub-groups. This is shown by the fact that eighty per cent and eighty-one per cent, respectively, of these two groups and only sixty-nine per cent and sixty-seven per cent of the other two groups judged the competency highest value and very valuable.

COMPETENCY XVII. THE CORE TEACHER SHOULD HAVE THE ABILITY TO CARRY ON INDIVIDUAL AND COOPERATIVE ACTION RESEARCH IN THE DEVELOPMENT AND IMPROVEMENT OF THE CORE PROGRAM.
Competency XVII is valued highly by the group of educators as indicated by the high average rating of 3.09. It was appraised highest value by thirty-five per cent of the group and very valuable by thirty-nine per cent.

Each of the sub-groups valued the competency highly for core teachers as indicated in the average ratings ranging from 2.93 to 3.32. From twenty-six to forty-six per cent of each sub-group appraised it highest value while from thirty-three to forty-seven per cent considered it very valuable. It is significant that the core teachers valued the competency more highly than did any other one sub-group. Fifteen per cent of the core teachers appraised it to have considerable value, whereas twenty-six to thirty-three per cent of each of the other sub-groups rated it likewise.

Tentative Conclusions of the Evaluation of the Competencies for Core Teachers

The following conclusions are assembled from the evaluation reports of the educators who rated the competencies in terms of their
value for core teachers.

Administrators, curriculum workers, teacher educators and core teachers seem to be in general agreement on the value of the competencies for core teachers in high schools.

1. The four groups of educators tended to place greatest value on knowledge and understandings of human growth and development and its use in curriculum development.

2. The four groups of educators placed very high value on: (a) the adolescent-problems approach to curriculum development; (b) the possession of the ability to evaluate individual and group progress toward the objectives of the core program.

3. The four groups of educators valued highly: (a) the possession of the ability to utilize group dynamics in carrying on the learning activities of the core class; (b) the ability to develop learning units and broad problem areas for the purpose of improving human relations; (c) the possession of the ability to interpret present-day events and movements as they relate to the learning activities of the core; (d) the ability to work with teachers, parents, and other laymen in developing and improving the core program and relating it to the community; (e) the ability to draw upon major fields of knowledge (e.g., humanities, social studies, science, and the arts) in helping youth meet their common needs and solve their problems; (f) the ability to work cooperatively with others to develop resource units based on broad problem areas and to utilize them in planning learning units with pupils; (g) the ability to select and utilize resources of the immediate and wider community in the core program.

4. The four groups of educators gave emphasis to the value of: (a) the ability to coordinate learning activities of the core program; (b) the ability to utilize suitable guidance and counseling techniques and services in the development of learning activities which deal with personal-social problems of the adolescent; (c) the ability to utilize suitable techniques in dealing with major controversial issues in the classroom; (d) a knowledge of the concepts and developments in the field of general education of secondary education.
5. The administrators, curriculum workers, and teacher-educators, tended to place less emphasis on the value of: (a) the ability to carry on individual and cooperative action research in the development and improvement of the core program; (b) the ability to evaluate educational programs which emphasize the core program and to utilize these contributions in the development and improvement of the core program.

Among the four sub-groups of educators some sub-groups placed more value on certain of the competencies for core teachers than did others.

1. The administrators placed less value on knowledge of how to utilize and guide student activities which grow out of or are closely related to the learning activities in the core program.

2. The teacher-educators rated less highly the knowledge of educational programs which emphasize the core program.

3. The teacher-educators tend to place less value on the importance of the possession of ability to carry on individual and cooperative action research in the development and improvement of the core program.

Conclusion

On the basis of the evaluation of the competencies made by the selected group of educators, the following conclusions are drawn:

(1) Each of the competencies is highly valuable for core teachers to assume a role in core curriculum development and core teaching.

(2) Core teachers should develop each of the seventeen competencies to be prepared for the work of the evolving core program.

(3) A program of education should be provided to prepare teachers for these competencies.

The chapter that follows discusses the program of education in which each of the competencies would best be developed.
CHAPTER V

THE RESPONSIBILITY OF TEACHER-EDUCATION INSTITUTIONS FOR PREPARING CORE TEACHERS FOR HIGH SCHOOLS

The previous chapter reveals the fact that each of the seventeen competencies was judged highly valuable for core teachers. The purpose of the present chapter is to determine the responsibility of teacher-education institutions for providing opportunity for the development of each of the seventeen competencies as compared with the responsibility of the in-service program. This analysis is necessary because there might be disagreement among educators as to how a particular competency might be developed.

Source of Data

To ascertain the responsibility of teacher-education institutions for meeting the competencies considered essential, judgments of a selected group of educators who also rated the value of the established competencies for core teachers were secured to determine how each competency could best be developed. This group of educators, composed of nineteen administrators, fifteen curriculum workers, forty-four teacher-educators and forty-one core teachers, was asked to evaluate each of the seventeen competencies in terms of the question, "How should the competency be best acquired?" by checking one of the following items: incidentally on the job; pre-service teacher-education; undergraduate teacher-education; graduate teacher-education.
and in-service teacher-education. The selection of these five items was based on the assumption that it is essential to determine at what level of pre-service education (graduate or undergraduate) the teacher-education program should provide for meeting each competency and if each competency would be best developed in some program of education while teaching on the job. Since many educators responding checked more than one of the five items, it was essential to group the data into a more meaningful organization for presentation. Accordingly, the responses were grouped into the following three categories: Pre-service Education Exclusively which includes the responses, "Pre-service teacher-education", "Undergraduate teacher-education", and Graduate teacher-education"; In-service Education Exclusively which includes the responses "Incidentally on the job" and "In-service teacher-education"; and Pre-service and In-service Education which includes the responses to two or more items, each of which is grouped in the two categories Pre-service Education Exclusively and In-service Education Exclusively.

COMPETENCY I. THE CORE TEACHER SHOULD KNOW THE IMPORTANT CONCEPTS AND DEVELOPMENTS IN THE FIELD OF GENERAL EDUCATION IN THE SECONDARY SCHOOLS AND SHOULD BE ABLE TO SELECT AND UTILIZE THEM IN DEVELOPING AND IMPROVING THE CORE PROGRAM.

TABLE XXXIII

JUDGMENTS OF EDUCATORS ON HOW COMPETENCY I SHOULD BE BEST DEVELOPED

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Number of Respondents</th>
<th>Pre-service Education Exclusively</th>
<th>In-service Education Exclusively</th>
<th>Pre-service and In-service Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Adm.</td>
<td>17</td>
<td>24</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>C. W.</td>
<td>13</td>
<td>38</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>T. E.</td>
<td>42</td>
<td>64</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>C. T.</td>
<td>40</td>
<td>55</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>112</td>
<td>52</td>
<td>12</td>
<td>42</td>
</tr>
</tbody>
</table>


A program of education is needed to develop Competency I, according to judgments of educators. More than half of the educators believe that teacher-education institutions should assume exclusive responsibility for developing the competency while eleven per cent believe that the competency would be best developed in a program of in-service education only. Thirty-seven per cent of the educators believe that the competency would best be developed in a program of pre-service and in-service education.

There is general agreement among the four sub-groups that a program of education is needed to develop Competency I. From twenty-four to sixty-four per cent of each group agreed that the development of such a program should be the sole responsibility of teacher-education institutions. From thirty to sixty-five per cent of each group believe that in addition to a pre-service education program, one at the in-service level is also needed. An in-service program exclusively was considered much too inadequate for assuming sole responsibility for developing the competency.

The judgments among the four groups of educators show some differences in point of view regarding the best education for developing Competency I. The teacher-educators and core teachers believe that teacher-education institutions should assume the exclusive responsibility for developing the competency, whereas the administrators and the curriculum workers believe that in addition to a pre-service education program an in-service program is essential. The educators
responsible for a pre-service education program believe that an in-service program is not needed, whereas, those responsible for the in-service program think it essential for teacher-education institutions also to provide for the competency.

COMPETENCY II. THE CORE TEACHER SHOULD BE ABLE TO INTEREST PRESENT-DAY EVENTS AND MOVEMENTS AS THEY RELATE TO THE LEARNING ACTIVITIES OF THE CORE.

TABLE XXXIV

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Number of Respondents</th>
<th>Pre-service Education Exclusively</th>
<th>In-service Education Exclusively</th>
<th>Pre-service and In-service Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Adm.</td>
<td>16</td>
<td>9 56</td>
<td>0</td>
<td>0 7</td>
</tr>
<tr>
<td>C. W.</td>
<td>13</td>
<td>6 46</td>
<td>0</td>
<td>0 7</td>
</tr>
<tr>
<td>T. E.</td>
<td>43</td>
<td>19 44</td>
<td>5</td>
<td>12 19</td>
</tr>
<tr>
<td>C. T.</td>
<td>39</td>
<td>23 59</td>
<td>3</td>
<td>8 13</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>57 51</td>
<td>8</td>
<td>7 46</td>
</tr>
</tbody>
</table>

Among the majority of the group of educators there is agreement that a program of education is necessary for developing Competency II. More than half believe that such preparation is the exclusive responsibility of teacher-education institutions while only seven per cent believe that an in-service program solely should provide for the competency. Less than half believe that both a pre-service and an in-service program are essential for preparing core teachers for the competency.

Each of the sub-groups are in general agreement that a program of education is needed for developing Competency II. From forty-four
to fifty-nine per cent of each sub-group believe that this responsibility should be that of teacher-education institutions. From twelve to eight per cent, respectively, of the groups of teacher-educators and core teachers believe that the competency can best be developed in a program of in-service education.

There are some differences among the four groups of educators regarding how Competency II should be best developed. The teacher-educators and the core teachers are in agreement that teacher-education institutions should assume sole responsibility for a program to develop the competency. Whereas the administrators and curriculum workers believe that in addition to the program in teacher-education institutions, an in-service education program is essential. It is significant that the core teachers consider an in-service education program exclusively inadequate to develop the competency.

COMPETENCY III. THE CORE TEACHER SHOULD UNDERSTAND THE PROCESSES OF GROWTH AND MATURATION IN CHILDREN AND ADOLESCENTS FOR THE PURPOSE OF IDENTIFYING COMMON BASIC NEEDS AND INTERESTS AT VARIOUS LEVELS OF DEVELOPMENT.

### TABLE XXXV

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Number of Respondents</th>
<th>Pre-service Education Exclusively</th>
<th>In-service Education Exclusively</th>
<th>Pre-service and In-service Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Adm.</td>
<td>17</td>
<td>53</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>C. W.</td>
<td>14</td>
<td>0</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>T. E.</td>
<td>42</td>
<td>24</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>C. T.</td>
<td>40</td>
<td>24</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>113</td>
<td>54</td>
<td>9</td>
<td>8</td>
</tr>
</tbody>
</table>
A majority of the educators agree that some program of education is necessary to develop Competency III. Less than half of the group believe that teacher-education institutions should assume this sole responsibility; only eight per cent believe it would be best developed in an in-service program exclusively; and forty-four per cent of the total group believe that the competency would be best provided for in a program of pre-service and in-service education.

Each sub-group agrees that there is need for some program for the development of Competency III. From thirty-five to sixty per cent of three sub-groups believe that teacher-education institutions should solely assume this responsibility, while twelve to thirty-six per cent of three sub-groups agree that the competency could be best developed by an in-service program. Thirty-eight to sixty-four per cent of the sub-groups believe that both a program of pre-service and in-service education are needed.

The four groups of educators differ in their opinions on how the competency should be best developed. The teacher-educators and core teachers believe that teacher-education institutions should assume the exclusive responsibility, while the administrators and curriculum workers, on the other hand, believe that in addition an in-service education program is essential. The curriculum workers are in complete disagreement with this position. The educators responsible for programs of in-service education believe that the competency warrants a program at both the pre-service and in-service levels, while the educators responsible for programs in teacher-education institutions
believe that only a program at the pre-service level is needed for developing the competency. Conversely, the core teachers were in complete opposition with the view that an in-service program should assume sole responsibility for developing the competency.

COMPETENCY IV. THE CORE TEACHER SHOULD HAVE THE ABILITY TO UTILIZE THE CONTRIBUTIONS OF VARIOUS FIELDS OF KNOWLEDGE IN CLARIFYING THE MAJOR CONTROVERSIAL ISSUES IN CONTEMPORARY SOCIETY AND TO UTILIZE SUITABLE TECHNIQUES FOR DEALING WITH THEM IN THE CORE CLASS.

### TABLE XXXVI

**JUDGMENTS OF EDUCATORS ON HOW COMPETENCY IV SHOULD BE BEST DEVELOPED**

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Number of Respondents</th>
<th>Pre-service Education Exclusively</th>
<th>In-service Education Exclusively</th>
<th>Pre-service and In-service Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Adm.</td>
<td>16</td>
<td>7</td>
<td>44</td>
<td>1</td>
</tr>
<tr>
<td>C. W.</td>
<td>12</td>
<td>2</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>T. E.</td>
<td>43</td>
<td>22</td>
<td>51</td>
<td>5</td>
</tr>
<tr>
<td>C. T.</td>
<td>41</td>
<td>24</td>
<td>58</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>55</td>
<td>49</td>
<td>10</td>
</tr>
</tbody>
</table>

According to Table 37, the majority of the group of educators agree that an education program is essential to prepare for Competency IV. Forty-nine per cent of this group believe that teacher-education institutions have the sole responsibility for such a program while only nine per cent believe that only an in-service education program is adequate. Less than half of the group believe that both pre-service education and in-service education are necessary to prepare for the competency.
Each of the sub-groups is in agreement that the competency should be developed in a program of education. From seventeen to fifty-eight per cent of the group believe that a program offered by teacher-education institutions is needed; six to twelve per cent favored in-service education. Thirty to eighty-three per cent thought that teacher-education institutions and in-service education both should offer programs for developing the competency.

Differences in judgment with regard to how the competency would be best developed are evident. Teacher-educators (51%) and core teachers (58%) believe that teacher-education institutions should assume the exclusive responsibility for developing Competency IV, whereas administrators (50%) and curriculum workers (83%) selected a program in teacher-education institutions and an in-service program. Not one curriculum worker believes that in-service education exclusively would best develop the competency.

COMPETENCY V. THE CORE TEACHER SHOULD HAVE THE ABILITY TO WORK COOPERATIVELY WITH OTHERS IN SETTING UP BROAD PROBLEM AREAS BASED ON COMMON PROBLEMS, NEEDS, AND INTERESTS OF ADOLESCENTS AND TO UTILIZE THEM IN DEVELOPING LEARNING ACTIVITIES OF THE CORE PROGRAM.

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Number of Respondents</th>
<th>Pre-service Education Exclusively</th>
<th>In-service Education Exclusively</th>
<th>Pre-ser. and In-service Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm.</td>
<td>16</td>
<td>6 (38)</td>
<td>2 (12)</td>
<td>8 (50)</td>
</tr>
<tr>
<td>C. W.</td>
<td>13</td>
<td>6 (46)</td>
<td>0 (0)</td>
<td>7 (54)</td>
</tr>
<tr>
<td>T. E.</td>
<td>14</td>
<td>21 (46)</td>
<td>4 (10)</td>
<td>19 (44)</td>
</tr>
<tr>
<td>C. T.</td>
<td>14</td>
<td>24 (60)</td>
<td>3 (7)</td>
<td>13 (33)</td>
</tr>
<tr>
<td>Total</td>
<td>113</td>
<td>57 (51)</td>
<td>9 (8)</td>
<td>47 (41)</td>
</tr>
</tbody>
</table>
The majority of the total group of educators agree that some program of education is needed to prepare for Competency V. Over half of this group believe that the competency would be best acquired in pre-service education exclusively while eight per cent believe that only in-service education is needed. Less than half believe no one program exclusively is sufficient to develop the competency but a program in both teacher-education institutions and an in-service education is essential.

There is general agreement among each of the groups of administrators, curriculum workers, teacher-educators and core teachers that some education program is essential for developing Competency V. From thirty-eight to sixty per cent agree that teacher-education institutions should assume exclusive responsibility for this competency while from thirty-three to fifty-four per cent of the educators believe that both a pre-service and an in-service program are needed.

Ideas as to the best type of education for developing Competency V differ among the four groups of educators. Teacher-educators (46%) and core teachers (60%) believe that the teacher-education institutions should assume the sole responsibility for developing Competency V, whereas administrators (50%) and curriculum workers (50%) believe that an in-service education in addition to a program included in teacher-education institutions is necessary. Curriculum workers place high value on the important part that teacher-education institutions play in developing the competency, for not one reports that a program of in-service education exclusively is adequate.
COMPETENCY VI. THE CORE TEACHER SHOULD HAVE THE ABILITY TO WORK COOPERATIVELY WITH OTHERS IN THE DEVELOPMENT OF RESOURCE UNITS BASED ON BROAD PROBLEM AREAS AND TO UTILIZE THEM IN PLANNING LEARNING UNITS BASED ON BROAD PROBLEM AREAS AND TO UTILIZE THEM IN PLANNING LEARNING UNITS WITH PUPILS.

TABLE XXXVIII
JUDGMENTS OF EDUCATORS ON HOW COMPETENCY VI SHOULD BE BEST DEVELOPED

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Number of Respondents</th>
<th>Pre-service Education Exclusively</th>
<th>In-service Education Exclusively</th>
<th>Pre-service and In-service Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>No.</td>
<td>No.</td>
<td>No.</td>
</tr>
<tr>
<td>Adm.</td>
<td>15</td>
<td>4</td>
<td>27</td>
<td>2</td>
</tr>
<tr>
<td>C. W.</td>
<td>14</td>
<td>7</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>T. E.</td>
<td>11</td>
<td>15</td>
<td>36</td>
<td>4</td>
</tr>
<tr>
<td>C. T.</td>
<td>11</td>
<td>19</td>
<td>46</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>45</td>
<td>41</td>
<td>9</td>
</tr>
</tbody>
</table>

The majority of the group of educators agree that Competency VI should be provided for in a program of education; only three report that it should be acquired "incidentally on the job." Less than half believe that teacher-education institutions should assume sole responsibility for preparing for the competency, while only eight percent favor an in-service program exclusively. Over half of the group voted for a pre-service and an in-service education program.

Each of the sub-groups of educators was in general agreement that the competency should be included in some program of education. From twenty-seven to fifty percent believe that it should be developed through a program offered by teacher-education institutions solely, while from seven to thirteen percent of the sub-groups favor in-service education alone. A program at both the pre-service and
in-service levels was considered best by from forty-six to sixty per cent.

Among the four groups of educators reactions as to how best to develop the competency differ to some extent. Administrators and teacher-educators are in general agreement that the competency would be developed best in a pre-service education program and in addition an in-service program, whereas, the other sub-groups, the curriculum workers and the core teachers are divided in their judgments as to which program would be best for developing the competency, pre-service education exclusively, or pre-service and in-service education. Half of the curriculum workers favored pre-service education exclusively; the other half, a combination of pre-service and in-service education. Among the group of core teachers forty-six per cent value pre-service education exclusively while another forty-six per cent agree pre-service education in combination with in-service best provides for the development of the competency.

COMPETENCY VII. THE CORE TEACHER IN COOPERATION WITH STUDENTS AND COLLEAGUES SHOULD BE ABLE TO DEVELOP LEARNING UNITS FROM BROAD PROBLEM AREAS FOR THE PURPOSE OF IMPROVING HUMAN RELATIONS.

| TABLE XXXIX |

| JUDGMENTS OF EDUCATORS ON HOW COMPETENCY VII SHOULD BE BEST DEVELOPED |
|------------------|------------------|------------------|------------------|
| Groups of        | Number of        | Pre-service       | In Service       | Pre-ser. and     |
| Educators        | Respondents      | Education         | Education        | In-service       |
|                  |                  | Exclusively       | Exclusively      | Education        |
|                  |                  | No. | % | No. | % | No. | % |
| Adm.             | 16               | 6   | 37 | 2   | 12 | 8   | 50 |
| C. W.            | 13               | 6   | 46 | 0   | 0  | 7   | 54 |
| T. E.            | 42               | 18  | 43 | 3   | 7  | 21  | 50 |
| C. T.            | 40               | 21  | 52 | 2   | 3  | 18  | 45 |
| Total            | 112              | 51  | 46 | 7   | 6  | 54  | 45 |
The educators agree that a systematic program is needed to provide for developing Competency VII. Less than half of the group (46%) believe that this responsibility rests exclusively with teacher-education institutions, while only six per cent believe that it should best be acquired solely in in-service education. Less than half of the group (48%) believe that both plans are necessary.

Each of the sub-groups of educators thought that a specific program is needed to prepare for Competency VII. From thirty-seven to forty-six per cent of each sub-group believe teacher-education institutions should assume exclusive responsibility for developing the competency while from three to twelve per cent favor a program of in-service education exclusively. From forty-five to fifty-four per cent of each sub-group believe that adequate provision for the competency cannot be made in any one program but a program offered by both teacher-education institutions and in-service education is essential.

There is some disagreement among the four groups of educators with respect to a program for best developing Competency VII. The group of core teachers believe that teacher-education institutions have the sole responsibility, whereas the administrators, curriculum workers and teacher-educators believe that no single group has the sole responsibility. An in-service education program in addition to one provided in teacher-education institutions is essential for developing the competency. Not one curriculum worker expressed the belief that a program of in-service education exclusively is sufficient for the task.
COMPETENCY VII. THE CORE TEACHER SHOULD BE ABLE TO DRAW UPON MAJOR
FIELDS OF KNOWLEDGE (E.G., HUMANITIES, SOCIAL STUDIES, SCIENCE, AND
THE ARTS) IN HELPING YOUTH MEET THEIR COMMON NEEDS AND SOLVE THEIR
PROBLEMS.

TABLE XI

JUDGMENTS OF EDUCATORS ON HOW
COMPETENCY VIII SHOULD BE BEST DEVELOPED

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Number of Respondents</th>
<th>Pre-service Education Exclusively</th>
<th>In Service Education Exclusively</th>
<th>Pre-service and In-service Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Adm.</td>
<td>16</td>
<td>7</td>
<td>44</td>
<td>2</td>
</tr>
<tr>
<td>C. W.</td>
<td>12</td>
<td>6</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>T. E.</td>
<td>42</td>
<td>21</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>C. T.</td>
<td>40</td>
<td>21</td>
<td>52</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>55</td>
<td>50</td>
<td>7</td>
</tr>
</tbody>
</table>

The educators believed that an educational program is needed to
develop Competency VII; half the group indicated that this responsi-
bility should be that of teacher-education institutions; forty-four
per cent thought that programs offered by teacher-education institu-
tions and in-service education were needed.

Each of the sub-groups indicated agreement with the educators
that an educational program was essential. In this group, forty-four
to fifty-two per cent thought the responsibility solely that of teach-
er-education institutions; three to twelve per cent favored in-service
education exclusively; forty-four to fifty per cent expressed the opin-
ion that both educational programs are essential.

The sub-groups differed in their judgment as to the best type of
education program for developing the competency. Teacher-educators
and core teachers are in general agreement that teacher-education institutions should assume exclusive responsibility for developing Competency VIII. There is no such agreement among the administrators and curriculum workers since these two groups are divided in their position. Forty-four per cent of the administrators favored pre-service education exclusively; forty-four per cent voted for both pre-service and in-service education programs. Among the group of curriculum workers half agree that pre-service education exclusively is the best, whereas the other half favored pre-service in combination with in-service education.

COMPETENCY IX. THE CORE TEACHER SHOULD HAVE THE ABILITY TO SELECT AND UTILIZE RESOURCES OF THE IMMEDIATE AND WIDER COMMUNITY WHICH WILL CONTRIBUTE TO THE SOLUTION OF PROBLEMS DEALT WITH IN THE CORE.

**TABLE XII**

JUDGMENTS OF EDUCATORS ON HOW COMPETENCY IX SHOULD BE BEST DEVELOPED

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Number of Respondents</th>
<th>Pre-service Education Exclusively</th>
<th>In Service Education Exclusively</th>
<th>Pre-service and In-service Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Adm.</td>
<td>16</td>
<td>4</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>C. W.</td>
<td>13</td>
<td>5</td>
<td>38</td>
<td>0</td>
</tr>
<tr>
<td>T. E.</td>
<td>40</td>
<td>16</td>
<td>40</td>
<td>3</td>
</tr>
<tr>
<td>C. T.</td>
<td>40</td>
<td>24</td>
<td>60</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>49</td>
<td>45</td>
<td>8</td>
</tr>
</tbody>
</table>

The majority of the educators agreed that an education program is needed to prepare for Competency IX. Only five per cent thought that the competency could be best acquired "incidentally on the job;"
less than half believed that teacher-education institutions should assume exclusive responsibility; only seven per cent agreed that in-service education exclusively is sufficient. Less than half believed that not any one program is adequate for developing the competency, by indicating preference for a program of pre-service and in-service education.

A program of education is deemed essential for the development of the competency according to each sub-group. From twenty-five to sixty per cent of each group believed that teacher-education institutions should assume the sole responsibility; five to nineteen per cent thought it could be best developed in a program of in-service education. Programs in both pre-service and in-service were believed to be essential by from thirty-five to sixty-two per cent of each sub-group of educators.

Among the four sub-groups of educators, administrators (56%), curriculum workers (62%) and teacher-educators (52%) indicated that teacher-education institutions should provide a program to include Competency IX and in addition a program of in-service education. Core teachers (60%) differ with the judgments of these educators, with a majority indicating that teacher-education institutions should assume full responsibility for the development of the competency. Not one curriculum worker is in complete disagreement with the core teachers.

From these data it is concluded that teacher-education institutions should assume the major responsibility for preparing for this
However, in-service education is also necessary.

COMPETENCY X. THE CORE TEACHER SHOULD KNOW HOW TO UTILIZE AND GUIDE STUDENT ACTIVITIES (E.G., STUDENT COUNCILS, ASSEMBLIES, PUBLICATIONS, SOCIAL CLUBS, PARTIES, AND SPORTS) WHICH GROW OUT OF OR ARE CLOSELY RELATED TO THE LEARNING ACTIVITIES IN THE CORE PROGRAM.

TABLE XII
JUDGMENTS OF EDUCATORS ON HOW COMPETENCY X SHOULD BE BEST DEVELOPED

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Number of Respondents</th>
<th>Pre-service Education Exclusively</th>
<th>In-service Education Exclusively</th>
<th>Pre-service and In-service Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Adm.</td>
<td>16</td>
<td>7</td>
<td>44</td>
<td>2</td>
</tr>
<tr>
<td>C. W.</td>
<td>14</td>
<td>6</td>
<td>43</td>
<td>1</td>
</tr>
<tr>
<td>T. E.</td>
<td>12</td>
<td>18</td>
<td>43</td>
<td>3</td>
</tr>
<tr>
<td>C. T.</td>
<td>39</td>
<td>23</td>
<td>59</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>54</td>
<td>49</td>
<td>8</td>
</tr>
</tbody>
</table>

The educators agreed that an educational program is needed to develop Competency X. Ninety-six per cent expressed this view while only four per cent agree that the competency should be best developed "incidentally on the job." Almost half of the group (49%) believed that teacher-education institutions should assume this responsibility, while only seven per cent believe that the competency would be best developed in an in-service program exclusively. Forty-four per cent indicated a preference for programs in teacher-education institutions and in-service education.

Each of the sub-groups preferred some systematic program of education to develop Competency X. Forty-three to fifty-nine per cent
of each group valued a program offered by teacher-education institutions exclusively, while five to twelve per cent of the groups favored in-service education. Thirty-six to fifty per cent voted for a program in both teacher-education institutions and in-service education.

There are differences in the judgments among the four groups of educators with regard to the best program for the development of Competency X. Core teachers (59%) favored pre-service education exclusively, while curriculum workers (50%) and teacher-educators (50%) believed such a program alone is not adequate. These two groups judged pre-service and in-service education programs to be essential. The administrators were divided: forty-four per cent valued pre-service education exclusively; forty-four per cent valued both pre-service and in-service education.

COMPETENCY XI. THE CORE TEACHER SHOULD HAVE THE ABILITY TO SELECT AND UTILIZE SUITABLE GUIDANCE AND COUNSELING TECHNIQUES AND SERVICES IN THE DEVELOPMENT OF LEARNING ACTIVITIES WHICH DEAL WITH PERSONAL-SOCIAL PROBLEMS OF THE ADOLESCENT.

| TABLE XLIII |
| JUDGMENTS OF EDUCATORS ON HOW COMPETENCY XI SHOULD BE BEST DEVELOPED |

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Number of Respondents</th>
<th>Pre-service Education Exclusively</th>
<th>In-service Education Exclusively</th>
<th>Pre-service and In-service Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Adm.</td>
<td>17</td>
<td>24</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>C. W.</td>
<td>13</td>
<td>45</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>T. E.</td>
<td>41</td>
<td>36</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>C. T.</td>
<td>39</td>
<td>44</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>39</td>
<td>12</td>
<td>55</td>
</tr>
</tbody>
</table>
In agreeing that a program of education is needed to prepare for Competency X, the group of educators indicated the following preferences: less than fifty per cent believed that teacher-education institutions should assume exclusive responsibility, eleven per cent agreed to an in-service program exclusively; fifty per cent favored a program in both teacher-education institutions and in-service education.

Pre-service education solely is needed for preparing the competency according to twenty-four to forty-six per cent of the sub-groups of educators, while six to twenty per cent of each sub-group believed that only in-service education is needed. From thirty-six to seventy per cent of each sub-group thought programs of pre-service and in-service education necessary.

There are slight differences in judgments among the four groups of educators. Core teachers (41%) agreed that teacher-education institutions should assume the exclusive responsibility for the development of this competency. Administrators (70%), curriculum workers (54%) and teacher-educators (54%) disagree with this point of view. They were in general agreement that teacher-education institutions should assume some responsibility for development of the competency and that some responsibility should be assumed in in-service education. Curriculum workers agreed unanimously that a program of in-service education is sufficient to develop Competency X.

**COMPETENCY XII.** **The Core Teacher Should Have the Ability to Utilize Techniques of Cooperative Planning in Working with Colleagues in the Coordination of All Learning Activities of the Core Program.**
While the educators agreed that a systematic program of education is needed to develop Competency XII, only six per cent thought that the competency could be best acquired "incidentally on the job." Less than half believed that teacher-education institutions should assume sole responsibility for meeting the competency, while only eight per cent indicated an exclusive need for in-service education. Over fifty per cent of the group favored both pre-service and in-service education programs.

Each of the sub-groups agreed generally Competency XII would be best developed in a program of education. Two or three educators in each of three sub-groups reported that the competency should be developed "incidentally on the job." From twenty-four to fifty-four per cent of each of three sub-groups believed that teacher-education institutions should assume this responsibility, seven to eleven per cent of three groups favored in-service education solely. The need for

### TABLE XLIV

**Judgments of Educators on How Competency XII Should Be Best Developed**

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Number of Respondents</th>
<th>Pre-service Education Exclusively</th>
<th>In-service Education Exclusively</th>
<th>Pre-service and In-service Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Adm.</td>
<td>17</td>
<td>4</td>
<td>24</td>
<td>11</td>
</tr>
<tr>
<td>C. W.</td>
<td>13</td>
<td>7</td>
<td>54</td>
<td>0</td>
</tr>
<tr>
<td>T. E.</td>
<td>42</td>
<td>17</td>
<td>41</td>
<td>3</td>
</tr>
<tr>
<td>C. T.</td>
<td>39</td>
<td>18</td>
<td>46</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>46</td>
<td>41</td>
<td>9</td>
</tr>
</tbody>
</table>
both pre-service and in-service education to meet the competency was expressed by each of four sub-groups.

Belief as to how this competency could best be developed differed among the four groups of educators. Curriculum workers (54%) and core teachers (46%) thought pre-service education exclusively best; administrators (65%) and teacher-educators (52%) were in general agreement that pre-service and in-service education would provide the needed program. Curriculum workers were in complete agreement that a program in in-service education exclusively would not be adequate for developing the competency.

COMPETENCY XIII. THE CORE TEACHER SHOULD HAVE THE ABILITY TO COOPERATE WITH TEACHERS, PARENTS, AND OTHER LAYMEN IN DEVELOPING AND IMPROVING THE CORE PROGRAM AND RELATING IT TO THE COMMUNITY.

**TABLE XLV**

**JUDGMENTS OF EDUCATORS ON HOW COMPETENCY XIII SHOULD BE BEST DEVELOPED**

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Number of Respondents</th>
<th>Pre-service Education Exclusively</th>
<th>In-service Education Exclusively</th>
<th>Pre-service and In-service Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Adm.</td>
<td>16</td>
<td>4</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>C. W.</td>
<td>13</td>
<td>8</td>
<td>61</td>
<td>1</td>
</tr>
<tr>
<td>T. E.</td>
<td>42</td>
<td>16</td>
<td>38</td>
<td>4</td>
</tr>
<tr>
<td>C. T.</td>
<td>43</td>
<td>20</td>
<td>47</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td>43</td>
<td>42</td>
<td>18</td>
</tr>
</tbody>
</table>

Only nine per cent of the group of educators believed that Competency XIII could be developed "incidentally on the job" without a formal program of education. The remainder of the group agreed that
a program of education was essential. Fifty per cent believed the responsibility for the development of the competency should be delegated to teacher-education institutions; sixteen per cent favored a program of in-service education. Programs in both in-service and pre-service education were considered essential to the development of Competency XIII according to forty-two per cent of the educators.

General agreement that a systematically planned program is needed to provide for the development of Competency XIII was indicated by each of the sub-groups. From twenty-five to sixty-one per cent believed a program offered in teacher-education institutions is most appropriate; eight to twenty-three per cent thought in-service education adequate. Among the sub-groups of educators from thirty to fifty-six per cent share in the opinion that both pre-service and in-service education programs are essential.

There are expressed differences in the judgments of the four groups of educators. Curriculum workers (61%) and core teachers (47%) voted for pre-service education exclusively, whereas administrators (56%) and teacher-educators (52%) are in agreement that the competency would be best developed in a pre-service and an in-service education program.

It is concluded from these data that teacher-education institutions should assume major responsibility for a program to develop Competency XIII. An in-service education program is also deemed essential.
COMPETENCY XIV. THE CORE TEACHER SHOULD HAVE THE ABILITY TO EVALUATE INDIVIDUAL AND GROUP PROGRESS TOWARD THE OBJECTIVES OF THE CORE PROGRAM.

TABLE XLVI

JUDGMENTS OF EDUCATORS ON HOW COMPETENCY XIV SHOULD BE BEST DEVELOPED

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Number of Respondents</th>
<th>Pre-service Education Exclusively</th>
<th>In-service Education Exclusively</th>
<th>Pre-service and In-service Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Adm.</td>
<td>17</td>
<td>6</td>
<td>35</td>
<td>3</td>
</tr>
<tr>
<td>C. W.</td>
<td>13</td>
<td>5</td>
<td>38</td>
<td>0</td>
</tr>
<tr>
<td>T. E.</td>
<td>41</td>
<td>16</td>
<td>39</td>
<td>5</td>
</tr>
<tr>
<td>C. T.</td>
<td>38</td>
<td>15</td>
<td>39</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>109</td>
<td>42</td>
<td>39</td>
<td>13</td>
</tr>
</tbody>
</table>

The general consensus among the respondents was that a program of education was essential to the development of Competency XIV; only one educator opposed this point of view. Thirty-nine per cent thought the responsibility rested with teacher-education institutions, twelve per cent felt that an in-service education program could supply the necessary training, and almost half (49%) of the replies favored a combined training program that included both pre-service and in-service education.

Each of the educators within the sub-groups agreed also that some specific educational program was essential to develop Competency XIV. Thirty-five to thirty-nine per cent favored pre-service education to develop the necessary skills; twelve to eighteen per cent voted exclusively in favor of in-service education. It is significant that
among each of the sub-groups pre-service and in-service education in combination are considered the most adequate provision for developing the competency.

The four groups of educators agree that Competency XIV would be best developed in a pre-service and an in-service education program. The highest percentage of each of the groups reported this view. It is of interest to note the judgment of curriculum workers, who again and again are in complete agreement. They report that a program of in-service education exclusively does not provide sufficiently for the development of Competency XIV.

COMPETENCY XV. THE CORE TEACHER SHOULD HAVE THE ABILITY TO UTILIZE GROUP DYNAMICS IN CARRYING ON THE LEARNING ACTIVITIES OF THE CORE CLASS.

TABLE XLVII

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Number of Respondents</th>
<th>Pre-service Education Exclusively</th>
<th>In-service Education Exclusively</th>
<th>Pre-service and In-service Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Adm.</td>
<td>14</td>
<td>3</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>C. W.</td>
<td>13</td>
<td>5</td>
<td>38</td>
<td>0</td>
</tr>
<tr>
<td>T. E.</td>
<td>42</td>
<td>21</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>C. T.</td>
<td>38</td>
<td>17</td>
<td>45</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
<td>46</td>
<td>43</td>
<td>8</td>
</tr>
</tbody>
</table>

The group of educators expressed general agreement that an education program is essential to develop Competency XV. Only two percent of the group disagreed. Less than half thought pre-service
education exclusively best for developing this competency while seven per cent believed that in-service education exclusively is needed. Fifty per cent of this group expressed belief that both pre-service and in-service education are necessary for developing the competency.

Each of the sub-groups agreed that some planned program would best develop the competency. From twenty-one to fifty per cent of each of the sub-groups indicated that they felt this could be accomplished best in a program of pre-service education exclusively while two to twenty-one per cent or seven per cent of the group voted for in-service education. Both pre-service and in-service education are needed for developing the competency according to the expressed belief of from forty-five to sixty-two percent of each of the four sub-groups.

Differences among the four groups of educators as to the program in which Competency XV should be developed best are significant. Teacher-educators (50%) believe that teacher-education institutions would provide best for developing the competency, whereas administrators (58%) and curriculum workers (62%) are in general agreement that no one program should assume the exclusive responsibility. They believe that teacher-education institutions and in-service education programs should be combined for best results. The core teachers do not agree as to which program is best: forty-five per cent believe that a pre-service education program exclusively would be most effective; forty-five per cent are of the opinion that both pre-service education and in-service education programs are needed. Curriculum workers are in complete agreement that a program in in-service education
should not exclusively be used for developing this competency.

COMPETENCY XVI. THE CORE TEACHER SHOULD BE ABLE TO EVALUATE EDUCATIONAL PROGRAMS WHICH EMPHASIZE THE CORE PROGRAM AND TO UTILIZE THEIR CONTRIBUTIONS IN THE DEVELOPMENT AND IMPROVEMENT OF HIS OWN PROGRAM.

TABLE XLVIII

JUDGMENTS OF EDUCATORS ON HOW COMPETENCY XVI SHOULD BE BEST DEVELOPED

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Number of Respondents</th>
<th>Pre-service Education Exclusively</th>
<th>In-service Education Exclusively</th>
<th>Pre-service and In-service Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Adm.</td>
<td>15</td>
<td>3</td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td>C. W.</td>
<td>13</td>
<td>8</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>T. E.</td>
<td>41</td>
<td>17</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>C. T.</td>
<td>39</td>
<td>17</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>45</td>
<td>18</td>
<td>16</td>
</tr>
</tbody>
</table>

General agreement as to the necessity of an education program for the development of Competency XVI was expressed by the group of educators. Only one per cent dissented with this point of view. The group was divided as to how the training could be accomplished most effectively: less than fifty per cent believed the responsibility should be delegated to teacher-education institutions; only sixteen per cent indicated a preference for in-service education; less than fifty per cent reported preferences for pre-service education programs and the same per cent believed in-service and pre-service education programs were most desirable.

Each of the sub-groups value an education program for the development of the competency, with pre-service education exclusively...
believed to provide best for developing the competency. From twenty to sixty-one per cent of each sub-group indicate this position while from eight to twenty-six per cent expressed a preference for in-service education exclusively. From thirty-one to fifty-four per cent of each of the sub-groups voted for pre-service and in-service education in combination.

Among the four groups of educators there are differences as to what program of education would be most effective. Curriculum workers (61%) and core teachers (44%) believe that teacher-education institutions would make the best provision for developing Competency XVI, while administrators (54%) did not agree than any one program could adequately develop the competency. These educators expressed the belief that teacher-education institutions and a program in in-service education would make the most adequate provision.

COMPETENCY XVII. THE CORE TEACHER SHOULD HAVE THE ABILITY TO CARRY ON INDIVIDUAL AND COOPERATIVE ACTION RESEARCH IN THE DEVELOPMENT AND IMPROVEMENT OF THE CORE PROGRAM.

TABLE XLIX

JUDGMENTS OF EDUCATORS ON HOW COMPETENCY XVII SHOULD BE BEST DEVELOPED

<table>
<thead>
<tr>
<th>Groups of Educators</th>
<th>Number of Respondents</th>
<th>Pre-service Education Exclusively</th>
<th>In-service Education Exclusively</th>
<th>Pre-service and In-service Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Adm.</td>
<td>15</td>
<td>3</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>C. W.</td>
<td>13</td>
<td>4</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>T. E.</td>
<td>41</td>
<td>14</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>C. T.</td>
<td>39</td>
<td>11</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>32</td>
<td>30</td>
<td>25</td>
</tr>
</tbody>
</table>
Again, there is general agreement among the educators that a education program is essential for the development of Competency XVII. Twenty-three per cent believed in-service education exclusively to be essential. Less than half of the group expressed a preference for pre-service and in-service education programs.

Each of the four groups of educators are also in general agreement that some program of education is needed for developing the competency. Twenty to thirty-four per cent of the sub-groups believe teacher-education institutions should take the sole responsibility; fifteen to twenty-seven per cent voted that only in-service education is needed. Forty-one to fifty-three per cent of the groups of educators expressed the opinion that combined programs offered by teacher-education institutions and in-service education are most desirable.

Differences of opinion among the four groups of educators are summarized as follows: administrators (53%) and curriculum workers (51%) believe that the competency could be developed most effectively in programs of pre-service and in-service education; less than fifty per cent (though the highest percentage) of teacher-educators (41%) and core teachers (49%) leaned toward programs of pre-service and in-service education. Fifteen to twenty-seven per cent of the educators expressed the opinion that a program of in-service education exclusively would prove most efficient.

Summary

On the basis of analysis and interpretation of the opinions expressed by the groups of educators, it is possible to formulate
general conclusions as to how the seventeen competencies can be developed most effectively.

One fact appears basic to all seventeen competencies. Each would be developed best through a program of pre-service education exclusively and in combination with an in-service education program.

Specifically, other facts become apparent as the data are compared and analyzed:

1. Eight competencies would be best developed through a pre-service education program. (I, II, III, IV, V, VI, VIII, IX).

2. Seven competencies would be best developed through a program of pre-service education and a program in in-service education. (VII, IX, XI, XII, XIV, XV, XVII).

3. Two competencies would be best developed through a program of pre-service education exclusively or through a program of pre-service education and in-service education. (XIII, XVI).

4. No competency would be best developed through a program of in-service education exclusively.

Some groups of educators place greater emphasis on developing the competencies through programs of pre-service education and in-service education.

1. Core teachers believe that through a program of pre-service education exclusively the majority of the competencies would be best developed. (I, II, III, IV, V, VII, VIII, IX, X, XI, XII, XIII, XVI).
2. Curriculum workers voted that a majority of the competencies would be developed most efficiently through programs of pre-service and in-service education. (I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XIV, XV, XVII).

3. Administrators were of the opinion that a majority of the competencies would be best developed through programs of pre-service and in-service education. (I, II, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII, XIV, XV, XVI, XVII).

4. Teacher-educators believe that through programs of pre-service and in-service education slightly one-half of the competencies would be best developed. (VI, VII, IX, X, XI, XII, XIII, XIV, XVII); and through a program of pre-service education exclusively slightly less than half of the competencies would be best developed. (I, III, IV, V, VIII, XV).

Teacher-education institutions and in-service education programs are both needed for the development of each of the seventeen competencies deemed essential for core teachers. Teacher-education institutions, however, should assume the major responsibility for their development. It is concluded, therefore, that such institutions should develop programs specially designed for preparing teachers with the competencies considered necessary for the work of the core program. In addition, these institutions should work cooperatively with in-service education programs in further development of programs of education which provide for developing the competencies.
The chapter that follows presents statements of criteria for teacher-education programs for the preparation of teachers that make provision for the development of the competencies essential for core teachers.
CHAPTER VI

CRITERIA FOR THE EVALUATION OF TEACHER-EDUCATION PROGRAMS FOR THE PREPARATION OF CORE TEACHERS FOR HIGH SCHOOLS

Teacher-education institutions hold the major responsibility for preparing core teachers, according to the responses of a selected group of educators presented in the previous chapter. This chapter presents and substantiates criteria for teacher-education programs for the preparation of core teachers.

The criteria presented in this chapter are based on the opinions of educators and the established competencies essential for core teachers. Reactions of educators were secured from pertinent educational literature concerning core curriculum development and from a questionnaire sent to a selected group of administrators, teacher-educators, curriculum workers and core teachers. The selection of the educators was determined by their experience in some aspect of core curriculum development or core teaching. The two questions to which administrators, curriculum workers and teacher-educators responded follow:

Describe changes in the general education and the professional education programs that should be made to provide a teacher-education program adequate for the preparation of core teachers.

Describe the kind of pre-service teacher-education program which in your judgment is especially needed to prepare the core teacher for the competencies that you checked as important for pre-service teacher-education.
The core teachers replied to the following question:

Describe what you think would be the most suitable pre-service teacher-education program for acquiring the competencies that you have checked as important for pre-service teacher-education.

In stating each criterion an effort was made to formulate statements that were broad enough to be interpreted by officials of programs for the preparation of core teachers in terms of their concept of the core.

CRITERION I. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE EXPERIENCES IN THE MAJOR FIELDS OF KNOWLEDGE COMMONLY UTILIZED IN THE CORE PROGRAM.

The core program consists of learning activities which grow out of the broad problem areas and cut across conventional subject fields of knowledge. These are developed as boys and girls work cooperatively under the guidance of the teacher to clarify and solve personal-social problems of living. Subject fields of knowledge play a significant role throughout the learning activities.

In the problem centered core, subject fields of knowledge are no longer treated as facts isolated and unrelated to real life activities; they become significant data in the clarification and solution of problems of living. Alberty emphasizes this fact. He states:

Such a program makes possible a direct attack upon the needs of youth and the problems which beset them in our present-day confused culture....Common problems of youth are identified; they are studied intensively, drawing upon appropriate subject matter, and solutions are reached by the use of individual and group thinking.
The so-called fundamentals are learned functionally, there is plenty of evidence to support the conclusion that such learning is more effective.¹

Streitz clarifies well this functional role of subject matter. She reports:

No longer is subject matter in good schools conceived of as something to be pounded into the child first with one device and then another.... Instead, subject matter becomes something one uses in the solution of everyday problems. One uses it to find out, to verify some point, to gather new information, to enjoy and to appreciate something. Subject matter is not seen as something one stores up for use at some later period in adult life. It is instead something one uses now, and as such must become one with the child's experiences of learning.²

Since real life problems of living cannot be categorized into any one subject field or area of knowledge data from more than one or two fields are drawn upon in dealing with problems. Throughout the problem-centered core broad areas of knowledge are continuously examined to clarify the problem at hand and to gather information which is pertinent to its solution. Alberty further clarifies this point. He writes:

Subject matter from all pertinent fields of knowledge is drawn upon to clarify persistent common problems of living and to provide data for solving them. No preconceived bodies of subject matter are set up to be "covered." If particular subject matter is needed to achieve the goals set up, it will come in--otherwise it is left out.³


The success of the problem-centered core depends upon the extent to which all major fields of knowledge are utilized as data in solving problems of living. Leonard points to the significant role of subject matter and a possible approach to its use in the evolving core program. He states:

The first characteristic of the core phase of the curriculum is that it utilizes the problems of personal and social development common to all youth. A second characteristic is that it develops these problems without reference to the traditional subject-matter fields. In the early development of core work, attempts were made to apply the idea to large social problems; then the science teacher and the English teacher and the social-studies teacher were asked what they had to contribute to the solution of the problem. Frequently they returned to their classes to do what they could with the problem in their own fields. This scheme not only led to trouble in organizing and scheduling the school program, but it was based upon an unsound premise: it led each teacher again to place his subject interest uppermost and to try to build it up in relation to a problem previously agreed upon.

Contrary to this practice is the more desirable one of having all teachers in the school work together to determine the crucial social and personal problems youth are facing in their community. This project should include a study of the literature on modern social problems, a study of the crucial social issues in the immediate community, a study of the problems of the youth themselves, and a canvass of the opinions of youth as to the issues they consider important. From these various sources will come enough material to determine the common social and personal problems for consideration. The next step should be the building of units on these problems. A large number of teachers with different experiences, backgrounds, and training should participate in this work. The point of approach is not "What can my subject contribute?" but rather "What is needed to develop the desired understandings and skills?" This should be answered without respect to subject lines.4

The core teacher determines the extent to which subject fields of knowledge contribute to the problem-centered core program. Whether or not more than two subject fields are drawn upon depends upon the teacher's breadth of knowledge, his insights and understandings of the broad areas of knowledge and of the relationship of the subject field to the solution of problems dealt with in the core class. With a broad background of significant breadth, the teacher is prepared to be aware continuously of the interrelationship of the subject fields to problems of living, and at the same time to be alert to the need for specialist assistance in subject fields and at what point to draw upon specialist resources.

Educational authorities emphasize the need for core teachers to possess a broad background in all major areas of knowledge and at the same time to have the ability to relate their functions to the solution of problems of living. Douglass supports the criterion when he points to the fact that when the core is broadened to include diagnosis and plans for all problems of all pupils, heavier demands are made upon knowledge. Caswell expresses the belief that the core teacher should be able to draw upon and to use effectively major general resources of scholarship in interpreting and dealing with common and persistent problems. He states:

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If a teacher were afforded a general education related to the common, persistent problems and concerns of living, and if then a group of courses were selected or devised to extend understanding of the scholarship which can be brought to bear on such problems, a feasible program could be developed for the direct preparation of core teachers to meet the requirements discussed.

The criterion receives support from a group of secondary education leaders in core curriculum in one public school, who emphasize the need for the core teacher to have the ability to coordinate all resources of scholarship. The group reports:

While a common learnings teacher cannot be a specialist in all fields, his scholarship attainments must be sound and sufficiently well-rounded so that he can either recognize valid subject matter content or know the sources from which he can verify the validity of content. A wide range of general education is helpful in acquiring this quality of scholarship.7

Bostwick and Reid are in agreement with the need for this criterion:

Teacher training must now include a wider variety of learning experiences than the familiar "major" and "minor" areas of study in subject matter fields. In the days when adequate knowledge in any one field of human endeavor demands high specialization, teachers are being asked to assist each other in devising ways to help people find a synthesis which will be basic to the solution of problems, both those which are of only immediate concern and those which are recurrent and persistent.8

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Cary also supports this point of view in his suggestions for a core teachers preparatory program. He reports:

A third factor would be an adequate preparation in the subject matter areas upon which teachers and students would draw in their study of genuine problems. The social studies most needed would probably include such areas as sociology, social anthropology, ethnology, social psychology, economics, vocations, history, ethics, geography, biology, child guidance, and communication—schools, writing, listening, reading. Logic, semantics, literature, and drama. Science would be drawn upon especially in a study of the scientific movement, the scientific method as applied in the field of human relations, and discipline in scientific attitudes. The mathematics field would be drawn upon for such things as statistics, sociometric techniques, applications in the field of consumer and government finance, including, budgeting and taxation, cost of living, economic trends and planning, \( \ldots \) develop some competency in the \( \ldots \) media of music, dancing, design, drawing, painting, drama, sculpturing, and ceramics.\(^9\)

A selected group of administrators, curriculum workers, teacher-educators and core teachers, all participants in the study, support the criterion. Their expressed judgments follow:

Administrators: For one to teach in a core program the courses in general education should be broad in scope. It would seem that foundation courses in such subjects as modern cultures, sociology and economics would be more useful than piling up credits in one or two subjects, and there should also be broad training foundation courses in science, mathematics and the arts. And these courses should be brought together in such ways that their relationship with one another are clearly understood. The background for teaching a core course on the high school level should consist of learnings from the fields of the communication, arts, and social studies.

A teaching field major in "general education" with concentration in communication and social studies. General

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education...survey, problem-centered courses, social science, mathematics and communication. I might say that I feel that a broad general education background including knowledge in the humanities, social studies, science (including some home economics areas), and the arts.

Curriculum Workers: The general education program should provide a broad training in the fields of Humanities, Biological Science, Physical Sciences and Social Sciences. At some time contact should be made with all these fields through survey courses.

Broad subject matter background in varied areas is essential for the core teacher. He cannot elect music and ignore art or heavily weigh his program in science, history, etc., to the exclusion of other subject fields and approach a core assignment with an adequate background.

The general education of the core teacher should include communication, humanities, social sciences, physical science, and natural sciences. The social sciences should give slightly more emphasis to current social, economic, political, and international problems. These basic areas should be supplemented by a study of home and community life.

Teacher Educators: To prepare for core teachers, I would suggest that they be required to take an equal number of elective courses in both the social sciences and the field of English. In addition I would encourage them to take survey courses in the field of science in addition to specialized courses.

I would suggest that the training program for core teachers follow much the same pattern as it does at present for social studies, English, and other groups of high school teachers. In other words, an undergraduate preparing to teach core would not specialize in any one academic subject field, but would take survey and problem-type courses in a number of areas particularly the social studies, the arts, home and family living, science, consumership, and the like.

We felt that it is very doubtful whether the highly specialized courses now offered in most liberal education or teacher training institutions will give the teacher the integrated knowledge of the several areas required as basic to a good general education program. We suggest, therefore, for prospective core teachers, that the teacher training institutions
offer broad basic programs that represent the fusion and interrelation of content in three or four broad fields; e.g., the humanities, the social sciences, the sciences and the arts.

Core Teachers: A teaching major in general education with concentration on communication and social studies.

People planning to be core teachers should enroll in a general education course for two years. These courses would cover broad areas of knowledge but would not be offered on a research basis.

The core teacher should have three years of college training which centers around the major fields of knowledge. The purposes of these courses being to provide knowledge, and abilities to utilize the various fields of knowledge.

Established competencies essential for core teachers give special support to this criterion:

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

The core teacher should have the ability to utilize the contribution of various fields of knowledge in clarifying the major controversial issues in contemporary society and to utilize suitable techniques for dealing with them in the core class.

The nature of the core and the above competencies considered essential for core teachers indicate the significant role of major fields of knowledge in core teaching. Authorities in the field of secondary education and participants in the study all support Criterion I. It is concluded, then, that it is necessary that programs for the preparation of core teachers provide broad experiences in the major areas of knowledge.
CRITERION II. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE OPPORTUNITY FOR SPECIALIZATION IN AT LEAST ONE MAJOR FIELD OF KNOWLEDGE COMMONLY TAUGHT IN THE HIGH SCHOOL.

The trend toward core curriculum development is slowly progressing among the high schools throughout the nation. Frequently the core is found at only one or two grade levels in the high schools. The subject-matter approach continues to dominate many core programs, and in others some certain specialized subject fields of knowledge are taught independently during the double period.

The program places certain special demands on the field of specialization. At times specialized competencies in selected fields of knowledge are needed to clarify and solve problems of living. Smith points up this fact. He states:

Furthermore, the problems which arise in the core areas frequently require special competencies not ordinarily acquired in a program of general education. It should be noted that teachers who work in the core program are frequently called upon, especially in the smaller schools, to teach in the specialties in addition to their duties in the core program.\(^\text{10}\)

The certification requirements of the state Department of Education continue to emphasize specialization in one or more teaching fields. Such requirements are more rigid in some states than in others.

Specialized competencies are frequently needed in the development of resource units that provide for organized curriculum materials for use in dealing with problems of living. In schools engaged in core curriculum development the core teacher is frequently

\(^{10}\text{Smith, et. al., op. cit., p. 480.}\)
required to teach in the special elective area of the curriculum in addition to his work in the core. This requirement may be due to the lack of progress in the development of the core or it may be to special efforts made to improve the special interest areas by introducing methods of planning and guiding learning common to the core.

There is some need for teachers to specialize in at least one field during the period of "transition in the schools to the core curriculum." Such specialization prepares the teacher not only for the teaching profession but provides an opportunity to develop new interests, to broaden and extend interests and to develop a unique background in some chosen field of knowledge.

It is the core teacher with such specialized competencies who is best prepared to help initiate and to contribute significantly to the evolving core curriculum in the high school. Such specialization contributes significantly to the core teachers personal development.

Authorities in the field of education support this criterion in their current writings. MacConnell implies the need for specialization when he proposes that the core teacher should develop unique potentialities:

Each teacher should develop qualities and background that distinguish him from all of his fellows.

Hence our seventh recommendation concerns the development of individuals worth and distinction. Teachers with certain
specific interests should definitely put themselves in situations in which they will widen their experience in special fields.\textsuperscript{11}

Caswell shares a similar view:

Subject specialization is not based on the assumption of preparing a person to deal effectively with common day-by-day problems; it is based on the assumption of developing the ability to render specialized service or to have command of a particular field of knowledge.\textsuperscript{12}

He states further,

The field of specialization itself must be studied in relation to the developmental tasks of youth and to the conditions of our times. Studies of individual boys and girls and community analysis to see how his speciality may be utilized are essential procedures for the specialist. His training should enable him to carry forward such procedures and should develop attitudes that cause him to do so.\textsuperscript{13}

Stratemyer supports this criterion by pointing to the significant contribution that core teachers with specialized competencies in special interest fields can make to the educational program of the school.

She reports:

...the teachers responsible for the core programs have a rather broad academic and cultural background with a degree of specialization in one or two fields. In all but two cases one area of specialization is English, the social sciences, or the natural sciences. The core activities of one of the ninth grade are guided by Miss Duggan, whose special interest is foreign languages, and an eleventh grade is advised by Mr. Anderson whose interest is mathematics. All teachers responsible for core activities...


\textsuperscript{13}Ibid., p. 156
who work with the seventh grade, offer courses or individual guidance in the fields of special interest during one or more of the periods when they are not with their core group.\footnote{Florence Stratwayer, Developing a Curriculum for Modern Living, The Horace Mann Lincoln Institute of School Experimentation. New York, Teachers College, Columbia University, 1947, p. 98.}

Educators participating in the study also support this criterion:

**Administrators**

"A teaching field major in 'general education' with concentration in communication and social studies...."

**Curriculum Workers**

"Included in this program should be...an opportunity for the election of subjects in terms of special interests, e.g., fine arts, anthropology, high specialized literature courses."

**Teacher-Educators**

"Training for core and special interest activities should use the same problem method. Of course, this candidate would need some specialized subject preparation...."

**Core Teachers**

"Professional education courses for those teaching special areas (this might include core teachers) with emphasis on these competencies as they relate to special areas and their contribution to general education."

The following statement of two competencies considered essential for core teachers support this criterion. These are:

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

The core teacher should have the ability to utilize the various fields of knowledge in clarifying the major controversial issues in contemporary society and to
utilize suitable techniques for dealing with them in the core class.

The core teacher should be able to interpret present-day events and movements as they relate to the learning activities of the core.

The nature of the core and the expressed judgments of educators presented above show clearly that it is essential for core teachers to specialize in one or more fields of knowledge. Teacher-education institutions, therefore, should provide opportunities for core teachers to specialize in at least one major field of knowledge commonly taught in the high school.

CRITERION III. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE EXPERIENCES IN ORGANIZING AND DEVELOPING CURRICULUM MATERIALS IN THE BROAD AREAS OF LIVING.

The core program is based on the needs, interests and problems common to all adolescents. Such a program is dynamic, living and growing. Mudd places emphasis on this fact when she states:

We conceive the curriculum as a living, growing, changing thing, developing as pupils and teacher work together on the solution of problems which will meet the common and individual needs of adolescents.15

The broad problem areas which define the framework of the core curriculum are pre-planned by the core staff assisted by various resource persons. Since problems cannot be dealt with in a vacuum, resources are utilized as data in the problem-solving area. Resources from which data may be drawn include the specialists in fields of

15Dorothy Mudd, A Core Program Grows. Belair, Maryland, Harford Board of Education, 1949, pp. 3-4.
knowledge or in areas of vocational and professional living; audio-visual devices, e.g., maps, charts, graphs, collections, exhibits, films and film strips and, in addition, published and unpublished materials, field trips, constructive and creative activities.

Noar emphasises the need for such resources. She states:

In the solution of these problems we draw on all available resources, all subject matter fields, all instructional aids which will lead to the realization of objectives toward which we are working. 16

The core program is in continuous change as personal-social problems dealt with in the core class are selected. Such a changing program, therefore, demands new curriculum materials. It is these materials that serve as tools or instruments in achieving the goals of the program of the core. They serve as the major source for selected and organized data. Leonard reveals this in the following statement:

A third characteristic of the core is that it encourages the use of the problem-solving techniques to attack problems. These core issues are problems, not topics of subject matter. They require a wide variety of techniques and materials for their development. The use of visual aids, excursions into the community, some work experience, reading, demonstrations, and some construction are also essential if they are to be solved adequately. The greatest revolution we need in the secondary curriculum is...the selection of new materials....17

Noar emphasizes the need for curriculum materials to be planned and organised. She states:

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16 Noar, op. cit., p.

The teachers' need for an organized body of content, for many suggestions about activities that "will work" for information about the resources in the immediate community, for titles of books that are available and usable by the students in the school have to be met by an organized effort on their part. They must constitute themselves a curriculum committee to meet at regular intervals to pool their experiences and share their knowledge. Furthermore, they must see to it that the products of their labors receive recognition, are duplicated for use in the school, are reviewed at least once a year, and are revised as experience with them dictates.  

Various types of resource materials, then, must be planned and organized for use in the evolving core curriculum in terms of the purposes of the growing, living, dynamic program. Such materials, then, can no longer be static and fixed, nor can they be selected and organized out of relationship to the on-going core program that evolves out of the needs common to the adolescent in the core.

The resource unit, a systematic and comprehensive survey, analysis, and organization of possible resources to be used in planning, developing and evaluating a learning unit is regarded as the most promising organization of curriculum materials for use in pre-planning and planning. Educators believe it to be the best means of bridging the gap between the evolving core curriculum and the classroom. Krug emphasizes the value of the resource use. He states:

The one use for which resource units are developed is to help teachers prepare for the process of planning learning experiences with their students. They are strictly professional materials, designed neither for direct student use nor for direct lay use. This does not imply

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18Noar, op. cit., p. 265.
19Alberty, op. cit., p. 424.
that they are top-secret stuff to be kept away from anybody but teachers; in fact, they may on occasion serve some useful purpose with other groups. But they are designed to serve and help teachers, and no resource unit should be evaluated on any other basis.  

The resource unit is believed to contribute significantly to the changing curriculum. Its flexible character makes it adaptable for use in programs that are evolving from the subject-centered to the experience-centered core. Alberty considers it the most promising procedure in curriculum reorganization. He reports:

...the use of the resource unit technique is that it provides a means of escape from the traditional ground-to-be-covered, lesson-to-be-learned conception of teaching, by breaking down the compartmentalized conception of subject matter.

The plan of organization which lends itself most effectively to the evolving core curriculum is: introduction, philosophy, objective, scope, suggested activities, bibliography, teaching aids, evaluation, leads to other units. It is regarded as the most appropriate for a framework for planning and guiding learning in an educational venture that is dedicated to the preservation, perpetuation, and reinterpretation of democracy.

The changing curriculum demands of core teachers those competencies essential for working together cooperatively in organizing and


21 Alberty, op. cit., p. 446.

22 Ibid., p. 444.
developing appropriate curriculum materials in terms of broad areas of living. Only as these materials change can the core program continue to provide for meeting the needs of youth. Mudd is in agreement with this position. She states:

So long as there is any virtue in our program it must continue to be in the development stage. The curriculum materials which we are yielding are service tools provided to help us meet pupils' needs as we discover them. We conceive the curriculum as a living, growing, changing thing, developing as pupils and teacher work together on the solution of problems which will meet the common and individual needs of adolescents. In the solution of these problems we draw on all available resources, all subject matter fields, all instructional aids which will lead to the realization of the objectives toward which we are working.23

Educators participating in the study are in agreement that core teachers must be competent in organizing and developing curriculum materials. The following expressed judgments reveal this fact:

Curriculum Workers

"Probably a course in 'Resource Use Education' is another thing needed so that teachers know where to turn for materials. This is a major problem in all core programs."

"The student should develop familiarity with the source materials in the several social studies."

Teacher-Educators

"In professional training...the regular work can provide for all teachers and should take care of the core teacher as well, in the main. It can, however, only if it provides for much small-group work in unit planning, a skill the core teacher especially needs. I mean that one of the critical skills of the core teacher is the ability to build experience units out

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23 Mudd, op. cit., pp. 3-4.
of the needs of her group, and in cooperation with others."

"Professional courses in which resource units can be built for core classes".... should be included in the program.

"I would suggest that courses dealing with the following aspects of a core program be added to the Professional Education curriculum....Experiences in developing resource units and learning units dealing with common problems, needs and interests of youth at a particular level."

"I believe we might well add one seminar and practical block on the peculiar aspect of core work. It should be largely confined to curriculum building."

Core Teachers

"I am thoroughly convinced that it is high time that our colleges quit trying to be sure that their students know all the dates in history, all the battles of wars, etc., all that it takes to pass a hard objective test. These students, future teachers, need to be trained in presenting units, building meaningful activities; using many references; dividing the class into groups yet making sure all get a basic understanding of the whole; making use of current material...; making worthwhile excursions to museums, historic places, etc., and in learning to care for all levels of ability within the class. This needs to be done in science, geography, English, music and all college courses in these subjects."

"Methods of Developing Materials for Teaching (8-12 quarter hours). This would include development of resource units in determined problem areas, development of learning units and techniques for using them."

"The working with teachers or professors to develop units such as described above is most valuable for preparation for teaching such a course. The professor and student first plan together, beginning with the need of pupils at the particular level where the unit of resource material is to be used. Then step by step letting students work out outlines built around focusing ideas or basic concepts. Learning activities may be developed after outline is completed."

"I would suggest....a seminar in preparation of core units.... limited to 10-12 persons."
"Prior to the student teaching, observation and participation should be provided. The instructor for the methods and materials class in core should be taught by the core teacher. The student would have experiences in planning learning units, selecting and evaluating all materials, and in making arrangements for the materials, contacting speakers, and in using community resources. Special attention should be given to problems of counseling, reporting to parents, keeping records, planning with children and teachers, and developing units of work."

"There should also be a systematic way of acquainting prospective core teachers with the materials (free and inexpensive literature, books, magazines, films) which are suitable for use within core units."

"I would recommend....courses designed to aid teachers in discovering (or rather, uncovering) community resources."

The following competencies considered essential for core teachers determined in this study support this criterion:

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

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

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

The core teacher should be able to draw upon major fields of knowledge in helping youth meet their common needs and solve their problems.

The data presented reveal the significant need for the teacher-education program to make provisions for experiences in organizing and developing curriculum materials in terms of broad areas of
living. Teacher-education institutions, therefore, should include such experiences in the program for the preparation of core teachers.

**CRITERION IV. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE BROAD EXPERIENCES IN THE FIELD OF ADOLESCENT DEVELOPMENT.**

As the core curriculum evolves the emphasis shifts from specialized and isolated traditional subject fields of knowledge to be learned to girls and boys with personal-social problems of living to be solved, with interests, needs, and concerns to be met. Giles points to this shift thus:

> It is characterized by a change from studying subject matter as an end in itself, to defining and studying the problems which most concern boys and girls....It, in turn, has grown from the increasing understandings of the needs and interest of young people — an understanding achieved by longer and closer cooperation with them, and a method of work which recognizes that the learner must learn for himself — the teacher cannot do it for him.24

Caswell also refers to the reconstruction of the American high school thus:

> It is a move to correct the disorganized fragmentary overspecialized program of the present high school; it is a move to orient the education of youth to the developmental tasks which youth must achieve in our culture; it is a move to humanize the high school by establishing definite teacher responsibility for each student; it is a move to make education vital by providing freedom to engage in many and varied activities.25

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This change of emphasis in the evolving core curriculum is amplified by Bostwick and Reid as they point up the basic shift in purpose of the American high school. They write:

"A functional program requires that teachers know individual human beings and their needs. A functional program built to meet the needs of youth is very different from that of the traditional school, with its emphasis upon credits, college-entrance units, and unrelated subject-matter fields. Once the optimum development of individuals through participation in a democratic society is accepted as the central purpose of the secondary school, the emphasis in the program shifts completely away from concern for the preservation of the educational status quo to concern for knowing individual human beings and their needs and for providing learning experiences which will enable them to grow in the major areas of democratic living. Educational experiences planned by the school are subject to searching criticism. They are screened to be sure that they make a major contribution to the growth of young people toward physical and emotional maturity, to their achievement of increasing control of their physical and social environment, to their increasing enjoyment of life experiences, to their finding a place for themselves in the world of work, to their building a clear, democratic philosophy of life, and to their development of social skills."

As girls and boys make direct attack on the personal-social problems that are common to the group, both individual and group guidance receives major emphasis. Since guidance and teaching are considered synonymous, guidance becomes an integral part of the core program. It characterizes the learning environment. Learning activities are planned and carried out in each core class while youth comes to grips with one or more significant aspect of real

26 Bostwick and Reid, op. cit., p. 22.
problems of living. Albery points to this fact. He states:

The core period would supplant the homeroom period and absorb many of its activities, including guidance and counseling. The problems discussed in the core unit are so intimately related to the personal problems of the students that group activities become organically related to the program of guidance.27

He further clarifies its contribution to the modern theory of teaching and learning thus:

1. It has stressed the need for continuous study of individual differences among students in terms of capacities and interests.

2. It has emphasized the importance of the physical and mental health aspects of development.

3. It has centered attention upon the need for personnel records, to replace the barren records of subjects taken and marks received.

4. It has developed and popularized the use of interest and aptitude testing, as a supplement to the standardized subject-matter tests which are often the only kind of tests given in a school.

5. It has emphasized the need for individual counseling techniques, and has provided much in the refinement and use of counseling techniques.28

MacConnell refers to guidance as a democratic procedure. He reports:

Guidance in the core program, considered in its broadest aspects, is a set of informal, democratic procedures.... we think that it is so constant and so effective that frequently neither student nor staff members are conscious of it as a named process or as a designated

27 Albery, op. cit., p. 192.

procedure. The core program provides an ideal setting for a functional approach to guidance. 29

Leonard emphasizes guidance as a characteristic of the core program. He writes:

A fourth characteristic of the core program is its provision for individual and group guidance....

The core program places the function of guidance in the forefront. The class should be organized so that the teacher will have ample time for studying the pupil with the aid of all the information he can secure from office records and specialists in the school services. He feels that part of the so-called class time....is to be used for the kind of teaching which proceeds from individuals and group counseling. 30

The core teacher should become an expert in the field of adolescent development and should be competent to clarify and solve problems in this field as he plans for and guides learning in the core class. He should be a thorough student of the adolescent. He should have deep insights into how the adolescent grows, how he develops, and how he learns; how one can best clarify, identify and meet his interests and concerns, his needs and problems, his wishes, desires and urges, all should be a concern of the core teacher who is in continuous search for more effective means of creating an environment which will contribute significantly to the development of an educational program for all American youth.

29MacConnell, op. cit., p. 53.

30Leonard, op. cit., p. 399.
Leaders in education emphasize this need. Faunce and Bossing state that a skillful core teacher is a student of psychology; he understands what makes boys and girls behave as they do; he understands child growth and development; he is a skillful technician in helping them to develop group unity and to aid their development through their work and play. "He understands because he cares." 31

Noar emphasizes the need for core teachers to be a student of adolescent development. She states:

Teachers who study children, who begin to guide them on the basis of personal knowledge about them, who in order to meet their needs, use many kinds of teaching techniques and meaningful content questions, are engaged in curriculum development. 32

The following quotation indicates that Aikin supports this position:

But who shall give teachers wisdom sufficient for guidance of youth? To that question there is no answer, but the teachers who have become wise through experience say that preparation for teaching should be quite different from that usually provided by Colleges of Education. Preparation for teaching in the high school that is emerging should lead to understanding of young people, their urges, drives, concerns, and problems. At the same time it should develop into a clear concept of the democratic ideal and insight into social problems that must be solved if American society and education are to approximate the ideals which our people hold. 33

32 Noar, op. cit., p. 120.
33 Aikin, op. cit., pp. 136-137.
MacConnell supports the criterion that teachers should be prepared in the field of adolescent development. He states:

Our second suggestion for improvement is to integrate direct experience with professional studies. In the study of educational psychology, principles and methods of teaching and other professional work in the field of education, teacher-training institutions must provide their students with a maximum of direct experience with children and adolescents. Vicarious experience gained through reading and listening to lectures does provide some measure of opportunity for learning, but to the extent that the mainsprings reside in the abstract, and to the degree that learning has been of purely academic nature, the outcomes will be abstract and of doubtful influence.

It would therefore appear desirable to have the student-teacher make his first professional contact with the study of educational psychology on methods of teaching as he interacts with children and adolescents in a public-school environment.  

Bostwick and Reid call attention to this imperative need:

If the development of individuals for participation in a democratic society is accepted as the first business of the school, then to know individuals and to assist them in modifying their behavior is the primary concern of teachers. The new science of child growth and development is paramount in the teacher's education. Paramount, too, is the study of the social order with its demands and its progressive development through the democratic process.

These educators further state:

Teachers are to be, first of all, students of human beings and of society....

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35 Bostwick and Reid, op. cit., p. 19.
Since knowledge of human beings can be attained best by studying individuals themselves, one step in the building of a functional school program is to provide an opportunity for teachers to be with a given group of young people over a period of time long enough to permit considerable observation and study.

The opinions of the participants in the study provide additional evidence to support the criterion. These are revealed as follows:

**Administrators**

"Major emphasis should be given to child and adolescent development with maximum direct experience with children."

**Curriculum Workers**

"More direct work with youth.

"Another suggested change would be to expand the opportunities for teachers through their preservice education courses to use classroom or core time for guidance functions. Teachers are with pupils and apparently get to know them better than the counselor. It seems that a good portion of the counseling and guidance of these pupils can be done by teachers who have opportunities to know them other than in office situations.

"Work with children (observation and participation) in pupil-student activity should begin at the start of the professional program and end up with student teaching.

"Included in this program new curricula should be: plentiful experiences for the students in working with adolescents through observation, participation, and student teaching.

"When professional education begins, should not prospective teachers begin field work, for example, in the study of real children and their behavior...?"

**Teacher Educators**

"For changes in the professional education I would want

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the student to have more participation with children in their personal life. Likewise I would want them to have fuller participation with adults...."

Core Teachers

"In addition to theory — observations should be provided, actual experience with students, parents and like, if possible.

"In pre-service education prospective teachers should be given opportunities to conduct social laboratories as found in industry, community institutions (child welfare agencies, juvenile courts, etc.) in addition to the practice teaching requirements in immediate classrooms. In fact, the classroom laboratory and the social laboratory outside the classroom should be combined together as one large integrated area, for the activities taking place in the classroom.

"I believe that in pre-service education a teacher should think seriously as to whether or not she really likes to work with children, and whether or not she can get rapport with them. Emphasis on marks of maturity, both in children and adults would be such a help in evaluation. The work should be done by the laboratory method in my opinion, otherwise one gets too much theory with little chance to try it.

"All of our core teachers and most of the teachers in other schools that I know became core teachers when they were convinced that the present methods and techniques of teaching did not fully meet the needs of students. Therefore the pre-service education program should deal more with an actual study of children and their needs. This should be the most important part of the undergraduate teacher education."

Additional support of this criterion is found in the competencies considered essential for core teachers that were established in Chapter III. These follow:

The core teacher should understand the processes of growth and maturation in children and adolescents for the purpose of identifying common basic needs and interests at various levels of development.
The core teacher should have the ability to work cooperatively with others in setting up broad problem areas based on common problems, needs.

From the discussion above it is concluded that teacher-education institutions should provide for training in the field of adolescent development.

**CRITERION V.** THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE EXPERIENCES IN UTILIZING GROUP PROCESSES IN PLANNING AND GUIDING LEARNING.

The evolving core program is dedicated to the education of girls and boys for intelligent participation in a democratic society. To achieve this significant task concerted effort is made to create an environment in which both the core staff and the students live and work cooperatively. Such an educational enterprise is dedicated to democracy and is characterized by "democratic association" and democratic group living. Dewey emphasizes individual participation as a necessity to the development of essential characteristics for democratic living. He states:

A democracy is more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience. The extension in space of the number of individuals who participate in an interest so that each has to refer his own action to that of others, and to consider the action of others to give point and direction to his own, is equivalent to the breaking down of those barriers of class, race, and national territory which kept man from perceiving the full import of their activity. These more numerous and more varied points of contact denote a greater diversity of stimuli to which an individual has to respond; they consequently put a premium on variation in his action. They secure a liberation of powers which remain suppressed as long as the incitations to action are
partial, as they must be in a group which in its exclusiveness shuts out many interests. 37

Alberty further emphasizes such a need. He reports:

Democracy involves the making of individual and group decisions based on the method of intelligence as opposed to the blind acceptance of conclusions imposed by others. This process involves the solution of the problem of formulating hypotheses, examining all available data, reaching conclusions upon the basis of the data, and acting upon the decisions that are reached. It is only when this same method is applied to the life of the school that student participation is successful. 38

Principles that characterize democratic procedures further amplify this need. Those formulated by Alberty read:

Principles of "democratic association" or group processes clarify the nature of democratic procedures that characterize the core.

1. The group process is effective to the extent that concerns are shared by members of the group.

2. The group process is most effective in situations in which the leadership is shared by various members of the group.

3. The solution of a problem arrived at through the group process is to be accepted as the "best" solution, even though the judgment of the group is not shared by the status leader.

4. The group process requires that there be mutual respect for members of the group and that differences among individuals or minorities be utilized as a means of developing richer and deeper insights which will enhance the quality of the solution of the problem.


38Alberty, op. cit., p. 311.
5. The effective use of the group process is one means of releasing the creative potentialities of the members of an organization.

6. The status leader facilitates the process by means of which decisions on common problems are reached.\(^{39}\)

Since the evolving core program is dedicated to democracy, democratic procedures, then, characterize all processes used in the core classroom. Giles refers to this procedure when he reports:

> Therefore, the core may be said to be characterized not by the fact that it combines subject matter, although it does use material from many fields, but rather by the fact that it is a cooperative venture in locating, planning, and solving problems.

> For in every core group, there is much cooperative planning between teacher and students.\(^{40}\)

Smith also considers this procedure one that is characteristic of the core program. He states:

> A second characteristic of the core curriculum is that activities are cooperatively planned by teacher and pupils. While the theory of the core curriculum holds that all individuals enter the core areas and learn to share a common regard for matters of social welfare, it insists with equal vigor that the individual be recognized and honored in the pursuit of common problems and common goals. For this reason the core curriculum makes provisions for teacher-pupil planning. The idea that children should have a large share in the location, selection and definition of problems to be studied, as well as in planning the activities by which the problem

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may be solved, has long been accepted as a sound principle of teaching.\textsuperscript{41}

Alberty clarifies the nature of the democratic procedures that dominate the classroom and in addition, points up the use of such procedures in the over-all planning of the core program. He reports:

Such a program encourages the use of democratic practices in the classroom. The subject-centered program, with its fixed quotas of subject matter to be mastered is not conducive to teacher-student planning. Really there is little about which to plan! The problem-centered approach changes the scene completely. The student has a role in identifying problems, in planning the attacks upon them, and in evaluating the effectiveness of the work. These practices are the essence of the democratic process.

Such a program encourages the teaching staff to plan and work together. In the compartmentalized program of general education, each teacher works more or less in isolation from his fellows... Each group plans its own program out of relationship with the others. Such situations cannot exist in the type of program which we are considering. Teachers of all areas have contributions to make and have a stake in the outcome. If it is to be successful, such contributions must be elicited and utilized. Thus, the teaching staff must work together as a whole.\textsuperscript{42}

The unit of work is the most promising organization for the development of an education program that meets the needs, problems and interests of adolescents. It characterizes the teaching-learning environment of the core classroom. A brief examination of

\textsuperscript{41}\textsuperscript{41}Smith, et al., pp. 474-475.

\textsuperscript{42}\textsuperscript{42}Alberty, op. cit., p. 188.
the nature of the unit of work reveals this fact. (1) The unit of work provides for unity. In the core the education program is unified in terms of broad problems of living common to adolescents. Subject line barriers are broken down. Since it is no longer dealt with in "water-tight compartments", the general education program is no longer characterized by disintegration. The unit of work provides a teaching-learning environment as the individual is helped to develop the characteristics of a mature intelligent citizen with a well-integrated personality. Noar refers to this feature of the unit of work. She writes:

Physicians and psychologists have taught us that a person grows, develops, and lives as a total entity. He cannot be treated as if he were divided into physical, mental and spiritual compartments. The psychiatrists and mental hygienists have proved to us that human behavior is caused partly from within and partly from without. The individual cannot be separated from the environment in which he lives. It, therefore, becomes clearer to the educators, as his concepts of human growth and development and of the social order widen and deepen, that living and learning in the school must be re-examined. Compartmentalized subject matter divisions are no longer feasible. The experience unit has become the most promising element in curriculum development. 43


Alberty also emphasizes this feature. He states,

The teaching-learning unit is the most promising procedure for carrying into effect the best we have learned from our study of the psychology of learning, and the various movements looking toward a general unified conception of educational method. Perhaps it is sufficient to state at this point that such a teaching-learning unit involves (1) a broad comprehensive problem, or project which is a common concern of the group, (2) a series of related activities so selected and organized as to provide common learnings for the entire group and individual learning in terms of the specific needs, abilities, and interests of students, and (3) a program of continuous cooperative evaluation of outcomes. 15

(2) The teaching-learning unit provides for creative work among students and teachers. The unit of work places no rigid restrictions on the learning environment. Plans for dealing with broad problems of living offer an opportunity for students, individuals or groups to create new ideas in relation to democracy and to test them in action.

(3) The unit of work provides for cooperative planning of goals and ways of achieving them. The unit of work develops as the teacher and students work cooperatively to clarify, plan and solve problems of living common to the group. The learning activities which dominate the core are cooperatively planned, carried into effect and evaluated.

(4) The unit of work makes provision for meeting individual differences in rates of learning, in special interests and abilities, of the individual. Alberty emphasizes this when he states:

"The use of the broad, comprehensive units of work makes possible provision for individual differences in abilities and in rates of learning...." 15

15Alberty, op. cit., p. 294-295.
The unit of work encourages the development of special abilities and interests as learning activities are cooperatively planned toward solving problems of living. Each individual participates on the basis of interest, ability and level of maturity.

(5) The unit of work makes provision for appropriate evaluation. The unit provides continuous opportunity for students and teachers to work together -- cooperatively -- to carry out a program of evaluation of the objectives of the unit. The procedures and techniques developed are those that contribute most to the over-all goals of the core.

Democratic leadership is a basic essential to the success of the evolving core which is dedicated to democracy. Such leadership requires skills in guiding youth to improve continuously the quality of living as real life problems are identified and solved. It demands a core teacher with insight and understanding of the theory of group dynamics or the science of group work and its relation to a newer concept of learning. He needs skills, understandings, and insights into the art of human relations, the art of group work, the art of living and working with youth. With such background he is better prepared to continuously create a learning environment in which youth become skilled in "democratic association" or democratic group living in the core class or, in short, a way of improving and fostering good human relations. It is only through continuous participation in group processes that the way of democracy can be learned.
Faunce and Bossing refer to the significant leadership role of the core teachers. They state that the teacher is:

"...a technician in the group process that the class is struggling to master. He understands the principles of group planning and group activity. He has had the experience of failure and success himself as a member of adult groups. He is interested in this vital business of learning to plan and work together and he has learned many of the necessary techniques."

The need for core teachers to be prepared for utilizing group processes in planning and guiding learning has been pointed up by MacConnell in the following statement elaborating on weaknesses of the new teacher. He states,

We have experienced in the New School great difficulty in finding teachers who can adapt themselves to our methods. They soon learn to verbalize the philosophy, and that is an important step, but only those of certain temperament and outlook can carry their philosophy over into practice even after considerable experience. It is so easy to talk; it is so difficult to transfer ideas into successful being.

"...another way of putting the matter is that it seems reasonably easy to teach young people to teach if we use the old training method of conducting classes in theory and practice far from an elementary or secondary classroom. It is quite another matter for a professor of education to develop theory and practice by actually teaching a demonstration."

The need for core teachers to be prepared for utilizing group process in planning and guiding learning has been pointed up by Noar. She reports:

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46 Faunce and Bossing, op. cit., p. 75.
In addition to emphasizing modern curriculum content and methods, the courses themselves will have to be conducted in such fashion that the members of the classes will experience the kinds of learning experiences that they in turn will be required to use with children. In time, it is to be hoped, some of these same techniques will find their way into other courses in which their use is appropriate. 48

Faunce and Bossing refer to such experience as essential. They state that there,

...are teacher-education courses that emphasize the skills of teacher-pupil planning, the role of the adult leader in group process, and the problem-solving-approach to general education. In some of these programs the students may also have an opportunity to learn these skills and insights by using them to help plan the work of college courses. 49

Supporting this criterion are the reactions of the educators who were participants in the study. These follow:

Administrators

"Again the program should be broad in scope and handled in a scholarly fashion. Two basic hypotheses should be deeply explored and experiences, namely, the democratic principles and the organismic theory of learning. Formal professional courses now employed would seem to have no value in such a program since the objectives of those courses is to pass a course. The professional education program required should deal with real situations and the only test should be success with learners whether they be those in the professional class or the learners with which the prospective teachers carry out field experience."

"Furthermore, the methods of teaching in the classroom of the teacher-education institution should be similar to the methods the teacher will be expected to use in the core in

48 Noar, op. cit., p. 77-78.
49 Faunce and Bossing, op. cit., p. 176.
the high school."

"Education courses taught on problem-centered bases....more of them that way, at least."

"As part of the education program in preparation for teaching in a core....there should be required foundation courses in group dynamics, sociodrama, psychology and related areas for the purpose of developing suitable techniques for the improvement of human relations."

"There is a need in both general education and professional education programs today for teachers to participate as members in classes where the techniques of group dynamics are used."

"The courses should employ group dynamics, workshop techniques, and various cooperative enterprises so that the teacher will get training in the types of procedures he will use in his core teaching. Again the program should be broad in scope and handled in a scholarly fashion. Two basic hypotheses should be deeply explored and experienced, namely, the democratic principle and the organismic theory of learning. Formal professional courses now employed would seem to have no value in such a program since the objective of those courses is to pass a course. The professional education program required should deal with real situations and the only test should be success with learners whether they be those in the professional class or the learners with which the prospective teachers carry out field experience."

"While it is difficult to be realistic, and there are so few instances of democratic teaching, it still seems necessary to have the prospective teacher work experimentally with children....The community school form of pre-service education provides an adequate laboratory because in that situation the learner can at least explore newer techniques as long as he carries his public with him. Such a situation represents much more freedom than that employed in campus schools where selected forces in the community may control. More experience provided in education courses with children in which the teacher of the prospective teacher takes some responsibility for learning."

"The democracy plan needs to be explored by actual experimentation in classrooms. Again it must be accepted as a grand hypothesis which holds together the value and the
choices in a free society. To avoid too much dogma the pre-service program should revert to an older tendency of using experimentalism, for even though these hypotheses may be accepted and programs may be based upon them, the individual must not be ordered to accept any dogma. Should he accept the analysis, for instance, given in On Being Human by Montague, well and good. Should he not accept it, also well and good. But the business of teacher-educating institutions includes that of exploring thoroughly and with all its resources freedom as a way of living.

Curriculum Workers

"Human relations — pupil-teacher relationships — in the pre-service experiences of core teachers are very important, I believe. Frequently core teachers bring negative attitudes about what are desirable relationships in school living from their own college situations."

"I am interested in the possibility of courses in teacher-education institutions operated through the core process. Couldn't teacher-pupil planning, an activity approach, utilization of a wide variety of resources function in World Literature, World History, or some other part of the pre-service program? Too many teachers are conditioned by the total pre-service experience to see the teacher in the traditional role."

"Much of the college work of the prospective teacher should exemplify core teaching."

"I am interested in the possibility of courses in teacher-education institutions operated through the core process. Couldn't teacher-pupil planning, an activity approach, utilization of a wide variety of resources function in World Literature, World History, or some other part of the pre-service program? Too many teachers are conditioned by the total pre-service experience to see the teacher in the traditional role."

"Much of the college work of the prospective teacher should exemplify core teaching."

"More classes at college level should be organized on a workshop basis so that teachers learn 'by doing' that a group can solve its problems."
"Instructor-student planning of courses."

"This is fundamental in a teacher's seeing how learning takes place through the problem approach. If more college teaching were planned in this manner, then specific courses would not be needed for core."

"More classes at college level should be organized on workshop basis so that teachers learn "By doing" that a group can solve its problems."

"Instructor-student planning of courses. A wide range of learning activities rather than lectures only."

"This is fundamental in a teacher seeing how learning takes place through problem approach. If more college teaching were planned in this manner, then specific courses would not be needed for core."

Teacher Educators

"Utilize teacher-pupil planning. The emphasis throughout the teacher preparation should be on the solution of problems through use of knowledge rather than the acquisition of knowledge."

"I would want more emphasis upon the problem-solving process in our professional courses. This should be accompanied by a larger effort to pick out the operative procedures that are common to these problems."

"Changes in teaching methods in direction of introducing group planning and evaluation. Emphasis on teacher-pupil planning which we only learn by experience."

"Guidance and counseling techniques particularly highlighted. Note: I would suggest that the problem of group dynamics be particularly pointed up in all these courses. I would not offer a course developed around problems of group dynamics. I have no patience with the whole idea of group dynamics unless a group deals with a real problem."

"Emphasis on teacher-pupil planning which we only learn by experience."

"Utilize teacher-pupil planning."
"The emphasis throughout the teacher preparation should be on the solution of problems through use of knowledge rather than the acquisition of knowledge."

**Core Teachers**

"Some courses in the general education program should be taught by core method group work, student-teacher planning, pooling results of research, evaluation techniques applied to group endeavors."

"Less lecture and more experience-centered courses would seem advisable. After all, we transfer information in the same pattern we receive it and we defeat our purpose if we do not practice what we teach."

"My only comment....is that if institutions of higher learning are to better prepare its graduates for teaching, the professors' own methods and teaching techniques should be examined. Most beginning teachers tend to teach like they have been taught, not like the methods they were taught to use. All real progress in curriculum development begins with the study of individuals and their needs and any institution trying to teach subject matter and methods without recognizing these needs will fail to do their job properly."

"Other ideas suggested for inclusion in preservice teacher education are the consideration of students as individuals and their contributions to society, the development and relationship of significant socio-economic trends, group participation in the cooperative planning process, the enrichment of human relationships in the classroom, and the development (tools are necessary for) of happy, intelligent and responsible citizens in a democratic society."

The criterion is further supported by the following established competencies of core teachers:

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

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

The core teacher should have the ability to utilize group dynamics in carrying on the learning activities of the core class.

The unique demands of the core program, the judgments of educators, and the competencies considered essential for core teachers all lend support to the criterion that teacher-education programs should provide broad experiences in the use of group processes in planning and guiding learning in broad units of work.

**CRITERION VI. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE FOR DIRECTED EXPERIENCES IN TEACHING IN A CORE PROGRAM.**

The evolving core program is dynamic and ever-changing as students and teachers work cooperatively in continuously attempting to solve life problems of girls and boys. Thus, as learning activities are carried out in the core class, students are continuously learning to participate more effectively and intelligently in solving personal-social problems. The teacher assumes a leadership role in planning and guiding learning throughout the evolving core.

To become more competent in assuming a leadership role in such a dynamic program, directed experiences in teaching in the core are a basic essential for it is only through direct experiences that learning takes place. In the process of assuming responsibility for the teaching-learning process in a core class competency in planning and guiding learning is developed. Learning is personal; therefore,
it is essential for the learner to become engaged in the learning situation.

Directed experience in teaching in the core affords an opportunity for the individual to grow and to become a more effective person and a more competent teacher. It affords further opportunity for continuous learning under planned guidance. The prospective core teacher clarifies further the core concept and the conflicting theories underlying the core, clarifies his own beliefs, tests his ideas, his ability and competency in guiding and planning learning in a dynamic, on-going educational program. Cantor points to further values of continuous learning:

Continuing to learn...does not mean continuing the usual learning through "courses." It refers to growth in self-insight, increased awareness of what occurs in interpersonal relation, in short, learning more about teaching-learning process through personal development.\(^5\)0

The need for directed experience in teaching in the core program is stressed by educational authorities. Faunce and Bossing support this criterion:

Student teaching is important in areas in which modern curriculum practices are functioning. Students have opportunities to put into practice methods which they are experiencing and discussing in their training courses. Students are proving to be of great service to the classroom teacher in the multiplicity of activities which are underway.\(^5\)1


\(^{51}\) Faunce and Bossing, *op. cit.*, p. 3.
Cary supports the need for experiences in practice teaching and community participation. He reports:

I would emphasize the importance of teachers-in preparation having adequate experience under guidance in both practice teaching and participation in socially useful community enterprises.52

Caswell also shares a similar position regarding the value of such experience. He states:

The prospective teacher should have some direct work with high school age boys and girls as soon as the decision is made to become a teacher. This contact should extend through the period of professional preparation and may appropriately culminate in student teaching.53

MacConnell emphasizes the need for an internship. He reports,

Professors of education should abandon the ivory-tower method of instruction in favor of demonstration teaching on the primary and secondary levels. This does not mean that there should be no more courses in education. It means rather that courses in education should consist of both theory and practice, that instruction and observation will go hand in hand from the first. As the prospective teacher's training proceeds he will begin to assume responsibilities in the demonstration classroom which will lead easily and naturally into practice teaching.

One further step seems desirable. That step is the development of a system of interne teaching. After the candidate has received his first college degree he should become an apprentice teacher. He should have charge of one or two classes subject to careful supervision. His responsibilities and duties should be those of a teacher in regular service.54

52Cary, op. cit., p. 3.
53Caswell, op. cit., p. 207.
Expressed reactions of educators who participated in the study support this criterion:

**Administrators**

"A specific experience in working with a core group with a related seminar on problems and techniques."

"The internship with a core group is essential under wise direction. The internship may be the major means of developing most competencies."

"It would seem that those competencies which are rooted in cooperative effort are best trained early in pre-service education such as cadet teaching or student teaching."

"Cooperation with others in planning involves aspects of group working which have to be learned by many people. Being placed in a cadet teaching situation, the student must cooperate with the supervising teacher."

"If the supervising teacher is a successful core teacher, the student, through observation and participation can not fail to make a good beginning. If the student teacher is so much of an introvert that he can not learn cooperative techniques it is well to find it out as early as possible."

"The internship with a core group is essential under wise direction. The internship may be the major means of developing most competencies."

**Curriculum Workers**

"Practice teaching experience should extend over a long enough period to give the student the opportunity to engage in child study and in the development of learning experiences of sufficient duration to permit valid evaluation. Too many student teachers see only fragments of the core process."

"Opportunities for cooperative planning among teachers should be provided in practice teaching experiences of prospective core teachers."

"Let us suggest an internship program where the prospective teacher would go out into the community and not only
Teach a core program but would become acquainted with community agencies and institutions that have a definite effect on the lives of the pupils. This should vary in length from one quarter to an entire year."

"Perhaps the most important phase is the directed teaching of core classes."

"The present program should be enriched by the addition of numerous first-hand experiences for the student, e.g., participation in core classes and a longer and more meaningful period of time for student teaching in the core."

**Teacher-Educators**

"Practice teaching should be done in core programs. The undergraduate should have ample opportunity to observe and work with core programs and demonstration schools or public high schools."

"Student teaching opportunities in core programs in the public schools."

"Certainly, much study of the core program should be given to the teacher-education phase of the pre-service education, and it should include much observation of core programs in action. The program should culminate in student teaching in a core program."

"More direct connection of courses with field internship activities."

**Core Teachers**

"Require students to have plenty of practice teaching, working preferably with the same small group until they have learned how to handle situations. Only an experienced teacher can operate successfully with a class of 25."

"I believe that our colleges need to increase by several hundred per cent the part of training now devoted to observation of classes and to practice teaching (student teaching). How else can, for example, XI, XIV, V and so on many of them ever be made meaningful to the college student? The acquiring of information on personal-social problems of adolescents (see XI) in a second year college course is long forgotten and seems very impractical when
faced with Bells, Henrys, and Marys when you start teaching one September morn."

"The professional educator might be wise to ask for a full year of student teaching in order to try adequately to test the information gained in general education courses."

"Less lecture and more experience-centered courses. After all, we transfer information in the same pattern we receive it—and we defeat our purpose if we do not practice what we teach."

"However, if you define 'pre-service' teaching as 'cadet teaching,' 'practice teaching,' or 'internship,' then we would state that this teaching program to be most effective should involve at least six months teaching experience with carefully selected core training teachers. The student teaching program must include seminar sessions with the university supervisor."

"If special core classes with students could be studied or observed over a reasonable period of time, we think this would prove most beneficial."

"Actual experiences should be as extended and complete as possible. The block of time for the student teacher is probably the best for this I have seen."

Each of the seventeen competencies gives further support to the need for directed experiences in teaching in a core.

This criterion is supported by the nature of the core, the statements of educators and by the competencies deemed essential for core teachers. It may be concluded, therefore, that in the program for the preparation of core teachers, teacher-education institutions should make provision for directed experiences in teaching in the core.
CRITERION VII. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE OPPORTUNITY FOR EXPERIENCES DESIGNED TO CLARIFY THE THEORY OF CORE.

The evolving core curriculum has led to great confusion and conflicting definitions about the meaning of core itself. It logically follows that such confusion has blocked and impeded its development in many high schools. Vicious attacks have been made upon high schools engaged in core curriculum development and core programs both from within the school and without. Educators and laymen with distorted views concerning the changing curriculum have led to the criterion of dissatisfaction with it that experimentation with core has been dropped from many high schools. Many educators refuse or hesitate to take any steps toward core curriculum development to provide for a program that meets youth needs within a framework of democratic values.

With such confusion about the meaning of core prevailing among educators and laymen, a significant demand is placed on core teachers. It becomes mandatory to gain insights and understandings of the conflicting theories of the core and the educational philosophy underlying each; to gain needed understandings of the theories in terms of the implication for an educational program of the high school that deviates from the conventional one. Core curriculum development takes place in the classroom, thus, it is imperative for core teachers to develop such deepened insights and understandings. With such he is prepared to move forward more effectively the core curriculum in terms of the newer concept of democracy, the newer findings about human
growth and development and the learning process. Too, he is better prepared to interpret to the community the evolving core curriculum and the conflicting theories underlying it.

Educational leaders emphasize the need to clarify the confusion about the meaning of core. Faunce and Bossing stress the need for core teachers to have an understanding of core:

Why are we interested in the core curriculum? What advantages has it over other forms of curricular organization and teaching procedures? This is the type of question that thoughtful teachers and administrators raise, or should raise, as they are asked to adopt radically new approaches in education. Failure to understand fully the meaning and purpose of the core curriculum in many schools where it has been adopted has led to confusion, dissatisfaction, and unfortunate classroom results of teachers attempting to introduce it. Furthermore, inability of the school personnel to explain intelligently to anxious parents and public the purpose and merits of the core curriculum has led to its being considered a new educational fad, and to a demand that the school get back to the 'old-time fundamentals.' The core curriculum involves a fundamental educational point of view vital to our American democracy and represents a radical departure from older traditional educational practices. It is important that teachers and administrators understand the real significance of the core curriculum and appreciate its broader implications for our democratic way of life.55

Smith and his associates imply support of this criterion. They state that only as the theory of the core is clearly understood can the core curriculum thus conceived be developed in practice.56

55 Faunce and Bossing, op. cit., pp. 56-57.
56 Smith, et al., op. cit., p. 465.
A group of leaders in a school engaged in core curriculum development also express this need. They claim that an understanding of the objectives, concepts, techniques and philosophy of the common learnings program is essential. This group points up the need for teacher-education institutions to render this service.57

Cary supports this view by stressing the need for teacher-education programs to prepare core teachers.

I would list the psychology of the integrative learning process. This would include the nature of thinking, use of the interests, concerns and conflicts of young people, the psychological basis of subject-matter organization, the stimulus-selecting nature of personality development and related matters.58

Judgments of participants in the current study place emphasis on this criterion. These follow:

Administrators

"...together with some professional education courses emphasizing the core philosophy and techniques would provide the best pre-service education for core teachers."

Curriculum Workers

"In addition to the professional course requirements in history of education, philosophy, general secondary methods, and special secondary methods, I believe it would be wise to add courses in Methods of Teaching in the Core."

Teacher Educators

"In their professional training, such teachers should

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57 Minneapolis Public Schools, op. cit., p. 27.
58 Cary, op. cit., p. 3
participate in a special course or seminar for core teachers. This might be, in addition to, or in place of, or part of the work in special methods of teaching."

"In addition to experiencing the type of general professional education programs hinted at above, I would provide one or more special seminars for teachers or teacher-to-be of common learnings courses. (My so-called steps suggest some of the content) which would be directed at the problem or courses of special or unique interest to such teachers."

Core Teachers

"Principles of Teaching in the Core Curriculum. This includes: Guidance and counseling techniques, cooperative planning-group process, home-school-community relationships, underlying philosophy of core programs, history of the core concept, concept of the way children learn. Observation of core programs, building the core curriculum."

"Addition of courses dealing with theory and practice of core procedures in a general education program."

The competencies essential for core teachers that support this criterion include the following:

The core teacher should know the important concepts and developments in the field of general education and should be able to select and utilize them in developing and improving the core program.

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

The core teacher should be able to evaluate educational programs which emphasize the core program and to utilize their contributions in the development and improvement of his own program.

The other fifteen competencies that are not so directly related to this criterion all imply the need for core teachers to have deepened insights and understandings of the theory of the core.
It is concluded therefore that teacher-education programs for the preparation of core teachers should provide opportunities to clarify the theory of the core.

**CRITERION VIII.** THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE OPPORTUNITY FOR EXPERIENCES TO DEVELOP DYNAMIC RELATIONSHIP BETWEEN GENERAL AND PROFESSIONAL EDUCATION.

The curricular organisation of the emerging general education program provides for unity and wholeness as all major aspects of the curriculum are interrelated to make provision for meeting the common needs of developing adolescents. Major fields of knowledge in the general education program are utilized only as they are pertinent to the solution of problems of living common to adolescents. As the field of knowledge in the area of special and vocational education is pertinent to the problem, these too are utilized as significant data. This special area of education, then, contributes significantly to the development of the behavior essential to effective and intelligent living in our democratic society.

On the other hand, the area of special and vocational education which provides for meeting special problems of adolescents is drawn upon the field of general education in defining areas of work or vocations in relation to common needs and problems of living. Then the specialized competencies in general education enrich the area of special and vocational education, while the specialized competencies in these areas of education play into and enrich the area of general education. Alberty points to the inter-relatedness of these two areas of the
curriculum. He writes:

An analysis of the above conception of education indicates that there are two interrelated aspects which must be taken into account if the enterprise of optimal development of all is to be taken seriously. First, there are those ideals, understandings, and skills that each citizen should possess if he is to plan, work, and act in concert with his fellows, and second, there are those special talents, interests, and needs which are unique, or shared only by groups. This specialized aspect of human development grows out of and plays back into the common life, to vitalize and enrich it. 59

No longer is the highly specialized teacher-education programs adequate to prepare teachers for the evolving core curriculum. Drastic steps need to be taken to break down this highly departmentalized curriculum. Such changes would provide the prospective core teachers with needed experiences to become competent in relating subject fields of knowledge to problems of living and teaching and utilize those fields which are pertinent to the solution of such problems.

Prospective core teachers should be helped to see the function of subject fields in all areas of the curriculum and be able to draw upon them in furnishing data. As subject fields are so related, the learner is helped to synthesize his learning experience, thus gaining newer insights in developing greater unity in an educational program.

The degree to which the total curriculum is unified rests in the hands of the core teacher who should be alert continuously to the

need for helping youth gain insights and understandings of the inter­relationship of these two areas of the curriculum and the ability to
provide appropriate experiences needed. Such is essential for all to
contribute and receive values from each area. The core teacher him­self shares and contributes to these two major areas and helps pro­vide experiences in which girls and boys may do likewise. This is
the essence of democratic living.

The core teacher must be prepared to work with the total high
school curriculum which is unified to develop the adolescent. He
should be prepared to assume responsibility for bridging the gap
between general and vocational and/or special education in the high
school, which necessitates broad experiences in relating the two areas
of the curriculum. Nothing surpasses first-hand experience to develop
significant understandings. Caswell recognizes the need for the two
aspects of the teacher-education program to be related:

General education and professional education should be
closely related, for each is essential preparation for
teaching....As soon as the professional objective is
accepted by the student, application is made of every­
thing learned which relates to teaching. General education
is colored by the professional objective and is recognized
as having major professional significance.60

Among the list of competencies for core teachers that have a bear­ing
on this criterion are the following:

The core teacher should have the ability to utilize the
contributions of various fields of knowledge in clarify­ing the major controversial issues in contemporary

60Caswell, op. cit., p. 205.
society and to utilize suitable techniques for dealing with them in the core class.

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

The data presented above support this criterion. It is concluded, therefore, that teacher-education programs for the preparation of core teachers should provide opportunity for experiences to develop dynamic relationships between general and professional education.

Summary

If teachers are to be prepared for teaching in core programs that encompass the seventeen competencies established in the previous chapter, then it is essential for teacher-education institutions to develop pre-service education programs for the preparation of core teachers to meet the following criteria:

I. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE OPPORTUNITY FOR EXPERIENCES DESIGNED TO CLARIFY THE THEORY OF THE CORE.

II. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE EXPERIENCES IN THE MAJOR FIELDS OF KNOWLEDGE COMMONLY UTILIZED IN THE CORE PROGRAM.

III. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE OPPORTUNITY FOR SPECIALIZATION IN AT LEAST ONE MAJOR FIELD OF KNOWLEDGE COMMONLY TAUGHT IN THE HIGH SCHOOL.

IV. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE BROAD EXPERIENCES IN THE FIELD OF ADOLESCENT DEVELOPMENT.

V. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE EXPERIENCES IN ORGANIZING AND DEVELOPING CURRICULUM MATERIALS IN THE BROAD AREAS OF LIVING.
VI. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE EXPERIENCES IN UTILIZING GROUP PROCESSES IN PLANNING AND GUIDING LEARNING.

VII. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE OPPORTUNITY FOR DEVELOPING DYNAMIC RELATIONSHIP BETWEEN GENERAL AND PROFESSIONAL EDUCATION.

VIII. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE DIRECTED EXPERIENCES IN TEACHING IN A CORE PROGRAM.
In the previous chapter a list of criteria for judging teacher-education programs for the preparation of core teachers was developed. The purpose of the present chapter is to present and evaluate current programs for the preparation of core teachers in the light of these criteria. To assure clarity the criteria are again presented.

I. The teacher-education program should provide experiences in the major fields of knowledge commonly utilized in the core program.

II. The teacher-education program should provide opportunity for specialization in at least one subject field of knowledge commonly taught in high school.

III. The teacher-education program should provide rich experiences in organizing and developing curriculum materials in the broad areas of living.

IV. The teacher-education program should provide broad experiences in the field of adolescent development.

V. The teacher-education program should provide experiences in utilizing group processes in planning and guiding learning.

VI. The teacher-education program should provide for directed experiences in teaching in a core program.

VII. The teacher-education program should provide opportunity for experiences designed to clarify the theory of the core.

VIII. The teacher-education program should provide opportunity for developing dynamic relationships between general and professional education.
The data used in this chapter were gathered during the academic school years 1950 to 1954. The first data were collected during the winter quarter of 1950-51. During the fall quarters of 1952 and 1953 and the winter quarter of 1954, additional data were gathered to ascertain changes that might have occurred in the programs of institutions participating in the study. Another purpose was to inquire into and solicit the participation of the institutions with teacher-education programs reported in 1952 to have a specially designed program for the preparation of core teachers. Among this group only one institution not already included in this study reported having such a program. With the exception of this one, each of the institutions was contacted in 1950 and 1951. The investigation continued during 1953 and 1954 through correspondence and conferences with officials.

To secure the data used in this chapter, several steps were taken.

**Step 1.** A concerted effort was made to ascertain the status of teacher-education programs for the preparation of core teachers throughout the United States, Puerto Rico and Hawaii. Teacher-education institutions with such programs were located through personal correspondence with educators during 1949. The names of educators to whom a letter of inquiry was addressed were suggested by educators in

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leadership roles in teacher-education institutions in county, state, and federal departments of education, in public secondary schools and in organizations concerned with the improvement of education. They were judged to be informed about programs for the preparation of core teachers in their respective states and those of other states.

**Step 2.** The teacher-education institutions that were reported in 1949-50 to have programs designed specially for the preparation of core teachers or that had taken steps in this direction were invited to participate in the present study.

**Step 3.** A questionnaire designed to secure the opinions of educators concerning current and future programs for the preparation of core teachers was sent to officials in each institution willing to participate in the study.

**Step 4.** Visits were made to five institutions\(^2\) among the seven that reported in 1950 to have programs designed specially for the preparation of core teachers. At each institution from one to five days were spent in studying the program. Conferences and interviews were held and observations were made of various areas of the program. Conferences were held with the director of the program for the purpose of obtaining an overall description of the program, and to make plans for further interviews with staff personnel and for observing specific program areas. Instructors of courses considered

\(^2\) The institutions visited in 1950: Hood College, University of Minnesota, Temple University, The Towson State Teachers College, and Western Maryland.
to be of special significance to the preparation of core teachers were contacted personally, and observations were made of college classes and of core classes in a junior or senior high school in which student teaching was in progress. The questionnaire was used as a basic guide to the conferences and interviews.

Step 5. Published and unpublished materials, some of which were recommended by educators engaged in the programs, were analyzed. These included college bulletins and general or detailed descriptions of programs and articles dealing with all or some phase of the special teacher-education programs.

Step 6. Additional data concerning the status of teacher-education programs for core teachers were secured during 1952, 1953 and 1954. During the academic school year 1951-1952 a follow-up letter was sent to officials in institutions participating in the current study and to officials in institutions reported by Wright in 1952 to have programs designed specially for the preparation of core teachers. In December 1953, and January and February 1954 additional reports of further developments in the programs included in the study and a description of new programs were secured from a recent unpublished report and from officials in the three institutions with newly developed

\(^3\)Wright, op. cit., p. 47.

\(^4\)Harold Alberty, "Some Current Teacher Education Programs for the Preparation of Core Teachers." (Unpublished material for a forthcoming monograph on the preparation of core teachers to be published by the Association of Supervision and Curriculum Development.) 1954, p. 37.
programs for preparing core teachers.

Step 7. The data concerning the programs were organized and classified as to programs designed specially for the preparation of core teachers; programs developed within the comprehensive teacher-education program for all teachers; and those taking only a few steps in the preparation of core teachers.

Organization of Data

The teacher-education programs for the preparation of core teachers of the thirty-six institutions included in the study are grouped into four curriculum patterns. Those which are specially designed for preparing core teachers are described as follows: curriculum pattern, descriptive comments, reported changes needed, and reported future plans, and summary.

Curriculum Pattern

Four curriculum patterns were found in use at the thirty-one institutions with programs preparing core teachers. These follow:

Curriculum Pattern A. includes institutions which provide for a systematic designed sequence of courses for the preparation of core teachers.

Curriculum Pattern B. includes institutions which purport to prepare core teachers in their regular teacher-education program with relatively few special provisions.

Curriculum Pattern C. includes institutions that offer in their regular comprehensive teacher-education program
one or more courses designed specially to deal with the core curriculum and one or more courses in which the core curriculum is emphasized. **Curriculum Pattern D** includes institutions which offer no special courses designed to prepare core teachers but give emphasis to the core in their regular professional education program.

**Descriptive Comments**

The descriptive comments presented are directed to general or particular aspects of the program which are considered to be unique features or to be of special significance to the preparation of core teachers. These vary among the thirty-six current programs since the procedure used in gathering the data made it possible to secure more information concerning some programs than others. It was believed, at the beginning of the study, that more reliable data could be secured if the questions dealing with programs for the preparation of core teachers in the questionnaire were formulated to secure free responses from the educators.

**Evaluation of the Program**

The programs are organized and presented herewith in terms of four curriculum patterns A, B, C, and D. Those specially designed for the preparation of core teachers are evaluated in terms of the criteria listed in the introduction to this chapter. The estimated extent to which each program provides for meeting each criterion is shown in a
rating on a four point value scale, which ranges from 0 to 3 as follows: 0 - no information; 1 - little provision; 2 - substantial provision but not adequate; 3 - adequate.

Description of Programs

The programs offered in the thirty-six institutions are presented in the two sections that follow: Section I, Teacher Education programs for the Preparation of Core Teachers; Section II, Teacher Education Programs with Provision for the Preparation of Core Teachers.

Presentation of Data

SECTION I

Teacher-Education Programs Specially Designed for the Preparation of Core Teachers

Among the thirty-six institutions thirteen reported a teacher-education program for the preparation of core teachers. The programs in nine institutions follow Curriculum Pattern A, while the programs in five institutions follow Curriculum Pattern B. These are presented and evaluated in terms of the eight criteria presented at the beginning of this chapter.

Teacher-Education Programs that Follow Curriculum Pattern A

Curriculum Pattern A. This pattern includes institutions which provide for a systematic sequence of courses for the preparation of core teachers.

Five teacher-education institutions that offer programs at the undergraduate level are: The University of Illinois, Macalester
College, The University of Minnesota, The New York University and The Troy State Teachers College. Four institutions that offer programs at the graduate level are: Northern Illinois State College, The Ohio State University, and Teachers College, Columbia University and Temple University.

There is considerable variation in the curriculum organization of the nine programs. Such variations represent varying degrees of deviation from the highly subject-centered curriculum to the more unified experience-centered curriculum. In some programs more significant modifications are made in the requirements in the major fields of knowledge by breaking down subject line barriers; in others, more significant modification in the requirements in the field of professional education are made by the addition of new courses specially designed to deal with problems of the core curriculum and teaching in the core.

The nine programs are presented grouped in one of the four types of curriculum organizations that follow.

**Type One.** Modifications are made in the requirements in the major fields of knowledge by the use of already existing courses in major fields of knowledge from which selection may be made to enrich, broaden or strengthen the program. In some cases specific courses are designated; in others the student may choose from electives. Modifications are made in the field of professional education by adding one or more courses designed to deal with the core curriculum and teaching in the core. Colleges in this group are: The Ohio State University, Temple University, Columbia University.

**Type Two.** Modifications are made in the requirements in major fields of knowledge by the addition of broad courses
in each of the major fields of knowledge some of which are
designed to deal with problems of society. Modifications
are made in the field of professional education by reorgan­
ing professional education courses to place emphasis on
the core curriculum and by the addition of new courses de­
signed specially to deal with the core curriculum and
 teaching in the core program. Colleges in this group are:
University of Illinois, University of Minnesota, and Mac­
alester college.

Type Three. Modifications are made in the requirements in
the major areas of knowledge by the addition of new courses
organized to show interrelationship of subject fields of
knowledge. Modifications are made in the field of profes­
sional education by the addition of new courses specially
designed to deal with the core curriculum and teaching
in the core program. The college in this group is Nor­
thern Illinois State Teachers College.

Type Four. Reorganization is made of part or all of the
requirements in the major fields of knowledge in which
three or more subject fields of knowledge are unified
into a core program. Modifications are made in the re­
quirements in the field of professional education by re­
organizing the professional education courses included in
the program to place emphasis on the core curriculum and
by the addition of one or more courses specially designed
to deal with the core curriculum. Colleges in this group
are: New York University, and Troy State Teachers College.

Programs Following Type One Curriculum Organization

THE TEACHERS COLLEGE, COLUMBIA UNIVERSITY,
PROGRAM FOR THE PREPARATION OF CORE TEACHERS

A specially designed program for the preparation of core teachers
for secondary schools was introduced into the curriculum at Teachers
College (Columbia University), in the fall of 1952. This pre-service
program offered at the graduate level is a 40-point Masters program.

The selection of students is made in terms of the following
requirement:

a. Does he meet the general admission requirements to
   Teachers College?
b. Does he hold a Bachelor's Degree?

c. Does he have an undergraduate major in English, social studies or science?

d. Does he have an undergraduate minor in English, social studies or science?

Bellack reports:

In view of the nature of core teaching, the staff is of the opinion that preference for admission to the program should be given to students having one or more of the following qualifications:

1. A broad undergraduate program of general education, including the special studies, the arts, the humanities, and the natural sciences.

2. Non-school experiences which indicate an interest in art, music, literature, home and family living, health, or social and civic activities.

3. Experience as a leader in such activities as scouting, camping, or adolescent club work.

4. Varied work experience and travel in this country and abroad.

The Curriculum Pattern

The curriculum pattern of the specially designed program was developed as changes were made in the requirements in the major fields of knowledge and in the field of professional education. The requirements in the major fields of knowledge are modified to broaden the experiences in one or more fields of knowledge by the addition of a series of courses. Modifications are made in requirements of the

5Columbia University, Teachers College; Unpublished materials. 1952.

field of professional education to provide for more appropriate courses, a series of selected courses some of which are specially designed for the preparation of core teachers.

The comments that follow describe this program.

Major Fields of Knowledge

The purpose of this area is to provide founding out of the general education program and to enrich the background of preparation in subject areas most useful to core teachers. In light of this broad purpose the program includes a series of recommended courses selected from the following major fields of knowledge - the arts, language arts, science and social sciences and related fields of health and nutrition which constitutes one-fourth of the program offerings.

Professional Education

The professional education program consists of a series of courses in each of the three broad areas: foundations of education, curriculum and teaching, and guidance. These are presented as follows:

Foundation of Education

This area provides experiences that give a broad understanding of our American culture, and of the adolescent in our society. Description of the courses included in the program follows.

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7Ibid.
Education in the American Culture. The purpose of this course is to help the prospective core teacher clarify his thinking relative to the fundamental purposes of education in a democracy and to interpret present-day events as they relate to students learning experiences in the core courses. Bellack reports:

Education in its various forms is studied both as a social undertaking and as a phase of the social process. Education is considered in relation to the problems of the present age and the great traditions and movements of American and Western culture.

Adolescent Psychology. This course deals with the following broad areas: mental life, conduct, personal and social adjustments of children during pre-adolescent years; developmental characteristics and objectives; preparation for work and psychological self-support; implications for education and guidance programs. According to Bellack's report:

(This course) ... is planned to help the prospective core teacher understand the processes of adolescent growth and maturation, to aid him in identifying interests and needs of this age group, and to help him with techniques for studying student groups with which he will be working.

Guidance

This area deals with problems of individual and group guidance. A brief description of the courses which constitutes this area follows:

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8 Ibid., p. 29.
10 Ibid.
Survey, Principles, and Procedures of Guidance. The purpose of this course is to help core teachers utilize guidance and counseling techniques in relating core course activities to the total growth and development of students. The scope of the course is as follows:

- to survey personnel services and to help teachers, administrators, and other non-specialists to do more effectively the guidance work for which they are responsible. Special consideration is given to the application of interview, observation, case study, and other techniques to guidance in the classroom, homeroom and club; to group discussions and committee work; and to counseling with pupils and parents regarding study, discipline, health, social, emotional, educational, and vocational problems.

Introduction to Group Development and Guidance. This course in the area of guidance is included to help prospective core teachers develop skills in group work as it relates to co-operative planning with adolescent and teacher groups. It deals with an orientation to various concepts underlying the use of group methods in guidance, teaching, learning, personal development, and administrative human relations. Experiences provided for in the course are presented as follows:

Use is made of lectures, discussions, films, recordings, case studies, and demonstrations of the various ways in which groups can function effectively for the personal development of their members. Analyses are made of the functioning of individual members and of the group as a unit, and of the relationship among groups. The use of group methods is differentiated from other methods and procedures of guidance, teaching, and learning. Democratic values will be considered in relation to each concept.

11 Ibid.
12 Alberty, op. cit. p. 30.
13 Columbia University, op. cit.
Curriculum and Teaching

Curriculum and Teaching is the third area of the program which includes two courses that are specially designed for the program.

Core Course in Junior and Senior High Schools. This course is designed for students in "youth education who are majoring in core teaching." Prospective core teachers deal with problems concerned with the development of core courses in the junior and senior high school and their relationship to other areas of the school program. Directed student teaching in the core at the junior or senior high school parallel this course. According to Bellack, the course serves the following major functions:

1. To aid the prospective teacher build up his own general education and utilize it as fully as possible in helping youth meet their common needs and solve their common problems.

2. To familiarize prospective teachers with the literature in the field of general education and to help them utilize this in their own work.

3. To guide prospective teachers in evaluating existing core courses and in understanding the strengths and weaknesses of the various types of core courses.

4. To guide the prospective teacher in understanding how people learn and utilizing this understanding in guiding, directing and evaluating experiences of youth. This will include the identification of problems, needs, interests and concerns and the development of appropriate teaching plans.

5. To aid prospective teachers to foster sound mental health in their core course teaching.

6. To aid prospective teachers in dealing effectively in core courses with controversial issues which students encounter in school, home and community.
7. To aid prospective teachers in utilizing the resources of the community (business, industry, institutions, organizations, agencies, facilities and personnel) in dealing with individual and group problems and in fostering occupational orientation.

8. To aid the prospective teacher to utilize audio-visual and printed materials.

9. To aid the prospective teacher in utilizing and directing various types of student extra-class activities and relating them to the core course.

10. To aid prospective teachers in utilizing the learnings from other courses in the professional sequence.

11. To aid prospective teachers in dealing effectively with the problems encountered in their student teaching.

12. To aid the prospective teachers to function effectively as members of a staff in curriculum improvement activities, contacts with parents and general public relations.

Student Teaching in the Core Course for Teachers of Junior and Senior High Schools. Specially designed for students majoring in core teaching this course includes broad experiences in directed teaching in a junior or senior high school core program. The needs of the students and their goals determine the type of school in which the student teaching is carried out. The differentiated activities in which the teacher engages in the particular high school, the conferences, and the seminars are all determined by the needs and goals of the student. According to Bellack, the course is closely related to the seminar and serves as a laboratory or experience center for it. He states,

One-half of each school day during two semesters is set aside for student teaching (in one or more schools in

New York City or the surrounding area). This includes daily participation and teaching in a two or three-hour core course and approximately one hour of work with individual students, planning and preparation for the use of materials and community resources, participation in extra-class activities, contact with parents, public relations activities, conferences with the supervising teacher, participation in faculty committees and general meetings, and other experiences in the school and/or community which will contribute to a balanced program of preparation for core teaching.15

Specialization

The program makes no provision for an area of specialization other than the requirement for admissions.

Electives

One-fourth of the program provides for controlled electives of courses in the area of general education and professional education. The selection of these are planned in conference with the staff member in charge of the program. Bellack reports,

This portion of the program, totaling one-fourth of the total course work, is intended to aid the prospective core teacher round out his own program of general education and to add to his background of preparation in subject areas most useful in core teaching. Elective courses are thus planned by individual students in conference with the staff member in charge of the program.16

Reported Changes Needed

No plans were reported.

15 Ibid., p. 29.
16 Ibid.
Reported Future Plans

No plans for further development were reported.

Summary

A specially designed comprehensive program for the preparation of core teachers is offered at the graduate level to a selected group of students. It includes provision for selected recommended elective courses in major fields of knowledge and for a series of required courses in the field of professional education, some of which are designed especially for the preparation of core teachers.

Application of Criteria

The program at Teachers College, Columbia University makes provision for experiences in the major fields of knowledge commonly utilized in the core program (Criterion I) in the ten hours of electives which may be chosen from a selected series of courses in the areas of the arts, language, social science, science and related fields. The experiences which are provided are broad in scope and offer opportunity for subject fields of knowledge to be seen in relationship to other fields, to the individual and society and to problems of teaching. These subject-centered courses are taught independently. The program, therefore, meets the criterion to some limited degree.

Provision for an area designed especially to offer opportunity for specialization in one or more fields of knowledge is not made in
the program (Criterion II), however, the admission requirement stipulates a major or minor in English, science and/or social studies. In this area of electives opportunity is provided for specialization. The selection of part or all of the ten hours of electives could be so directed to build up a major from a minor area or to broaden either the major or minor area acquired in the undergraduate program. The choice of the subject field of specialization would be restricted to the areas of selected courses appropriate for the core majors. The program does not fully meet the criterion.

Provision is made for experiences in organizing and developing curriculum materials in broad areas of living (Criterion III). The two courses and the seminar designed for the core major offer opportunity to identify problems of adolescents and to develop plans for meeting these problems through the use of general education courses and various available resources in the immediate and wider community. Evidence does not reveal, however, the nature of the materials developed from such efforts. The program only partially meets the criterion.

Provision for experiences in the field of adolescent development is made in the program (Criterion IV). Emphasis is given to the development of a theoretical background of the adolescent and his personal development and how to contribute to such. In addition, emphasis is also given to a study of the adolescent, and his social development through a comprehensive study of guidance, counseling and group work,
identifying problems, needs and interests common to the adolescent. Experiences for the development of the ability to select and utilize guidance and counseling techniques in group work and in planning and guiding learning activities in the core class are provided. Such provisions are made in the series of courses entitled, "Adolescent Psychology," "Survey, Principles and Procedures of Guidance," "Introduction to Group Development and Guidance" and "Core Courses in Junior and Senior High School." Directed student teaching in the core paralleled with the seminar offers excellent opportunity to gain insights and understandings into adolescent development essential to core teachers; however, if such experiences are intellectualized and evaluated reports do not show it. The criterion is met in this program.

Experiences in utilizing group processes in planning and guiding learning are provided for in two aspects of the program at Teachers College, Columbia University (Criterion V). The seminar which parallels the student teaching offers direct experiences in the use of group processes in planning and guiding learning while some theoretical background of group work is included in the series of courses in the area of guidance, which helps the student to gain some basic theory of the group processes. The course entitled, "Core Course in Junior and Senior High School" contributes significantly to the experiences in the use of group process; however, the extent to which its contents are utilized in intellectualising such experiences was not reported. Reports do not indicate that provision is made for experiences in
utilizing group processes in planning and guiding learning in the high school core class. This would, no doubt, vary with the school in which directed teaching is carried out. The program meets this criterion to some extent, but not adequately.

Directed experiences in teaching in the core program are included in the requirements of this program (Criterion VI). Such experiences are offered in a junior and/or a senior high school during a period of two semesters. One and one-half days are spent teaching in a core class in one or more schools in the local community or in surrounding areas. The selection of the student teaching center (the high school) is made in terms of the special needs and interests of the prospective core teacher. Parallel to the teaching experience is a seminar and a course designed for the core curriculum major which provides opportunity to deal with problems faced during the student teaching period. The program meets this criterion.

The program makes provision for experiences designed to clarify the theory of the core (Criterion VII). Emphasis is given to the evaluation of core courses in terms of their strengths and weaknesses in the course entitled, "Core Course in Junior and Senior High Schools"; however, reports reveal no emphasis given to a study of the conflicting theories and philosophies of the core curriculum development. The criterion is partially met in the program.

Some little provision is made for experiences in developing dynamic relationships between general and professional education (Criterion VIII). Emphasis is placed on helping prospective core teachers
relate general education to their own needs. Through helping them to relate the general education area to the solution of common problems of adolescents and also to meeting their needs and interests, significant relationships between the two areas, general and professional education, are developed. To a limited degree the program meets this criterion.

The graduate program for the preparation of core teachers developed at Teachers College, Columbia University meets to some extent each of the eight criteria considered essential for such programs. This program makes some provision for the development of the competencies essential for core teachers. However, since each criteria is not always met adequately, the program should be examined in light of making further developments to provide for the criteria more adequately, thus developing the competencies for core teachers.

**THE PROGRAM FOR THE PREPARATION OF CORE TEACHERS AT THE OHIO STATE UNIVERSITY**

A specially designed program for the preparation of core teachers on the graduate level was inaugurated into the curriculum of The Ohio State University in the fall quarter of the 1953-54 school year. "The program leads either to the Master of Arts or the Master of Education degree. Students are required to meet the general prerequisites for graduate work in the Department of Education, and the special requirements of the degree program selected."^{17}

^{17} Alberty, *op. cit.*, p. 12
The Curriculum Pattern

The curriculum pattern of the graduate program provides for appropriate elective courses in the major fields of knowledge and a sequence of courses designed especially for the preparation of core teachers. Modifications are made in the requirements of the major fields of knowledge to provide for a wide range of subject fields from which selection of appropriate courses may be made, in terms of the needs, interests and problems of the student. The requirements in the area of professional education are modified by setting up a systematic designed series of courses in professional education, some of which are organized specially for preparing teachers for the work of the core.

The descriptive comments of the program follow:

Major Fields of Knowledge

The graduate program for the preparation of core teachers at The Ohio State University provides for a series of courses which are selected from pertinent subject fields in major areas of knowledge commonly utilized in the core program. The areas from which the student, in consultation with his adviser, selects fifteen quarter hours, include: the language arts, the social studies, the sciences, mathematics and the arts. According to Alberty the purpose of this phase of the program is to meet special needs of the teacher. This is evidenced in the following statement:
This phase of the program is designed to strengthen, enrich and broaden the prospective teacher's preparation in one or more of the major fields of knowledge commonly drawn upon in the core. For example, if the student's undergraduate program was weak in the arts, some or all of the allotted hours would be devoted to strengthening preparation in this field.18

Professional Education

A systematic designed series of required professional education courses are included in this area of the program. Provision is made for basic experiences needed for developing the essential competencies for the work in the core program. Alberty reports:

This phase of the program (eighteen to twenty-one quarter hours) is designed to help the prospective teacher to acquire the basic professional competencies needed in core teaching.19

The series of courses specially designed to prepare core teachers follow:

Education 703. The Role of the Secondary School in the Social Order. 3 Credit Hours.

An orientation course for teachers, principals, and superintendents which deals with conflicting basic philosophies of secondary education, historical backgrounds, present practices and trends. The relation of the secondary school to the immediate and wider community will be given consideration.

Education 704. Laboratory Study of The Ohio State University School. 2-5 Credit Hours.

A graduate course in which elementary and secondary school teachers, principals, supervisors, and superintendents will study the University School in action with the advantages of planned guidance and interpretation, contacts, and conferences with the staff. In addition to the general problems of the course there will be opportunities for students

18 Alberty, op. cit., p. 12.
19 Loc. cit.
to select individual topics for special study, and to consider the bearings of educational transition on their own work in the field.

Education 600K. Minor Problems. 2-4 Credit Hours. A research project in some phase of the core program of The Ohio State University School.

Education 676. Teaching in the Core Program of the Secondary School. 3 Credit Hours.

A course for prospective teachers and teachers in service who are interested in learning how to work effectively in schools which utilize the core curriculum type of organization. A critical study will be made of current practices in the field through analysis of existing curricula and procedures and through observations of and participation in the core program of the University School. Careful consideration will be given to the techniques of selecting and organizing course materials and to the co-operative planning of units of work. The group will undertake building at least one resource unit.

Education 841. Planning and Guiding Learning Activities in the Secondary School. 3 Credit Hours.

An advanced course for secondary-school teachers of experience. It deals with the philosophy, principles and generalized techniques involved in selecting and organizing resource materials such as library and teaching aids; developing units of work; planning for student participation; teaching controversial issues; providing for classroom guidance; organizing field trips; and planning for work experience. Directed observations of teaching will be required.

Education 835. Advanced studies in Education (For Master of Education Program). 3 Credit Hours. A library or field study and written report on a problem pertaining to core teaching.

Education 950. Thesis (In Master of Arts Program). 3-7 Credit Hours. A research project culminating in a Master's thesis, dealing with a problem pertaining to core teaching.20

20Alberty, op. cit., p. 13
Elective Professional Courses

This area of the program provides for additional professional courses. Alberty reports:

"This phase of the program consists of fifteen to twenty quarter hours of work, selected, in consultation with the adviser, from a wide range of courses in the following fields: Audio-Visual Education, Art Education, Music Education, Vocational Education, Philosophy of Education, Elementary Education, Secondary Education, Social Education, Library, Psychology, Guidance, History of Education, and Teaching (or methods) courses in the various fields.

Obviously this program has certain limitations which grow out of the necessity for utilizing the best available resources. Improvements will be made in light of experience with it."

Reported Changes Needed

This systematic designed sequence of courses for the preparation of core teachers is a recent addition to the curriculum, therefore, no report is made for needed changes.

Reported Future Plans

An official of the program reported that certain limitations grow out of the necessity for utilizing the best available resources. "Improvements will be made in light of experiences with it."

Summary

The Ohio State University offers a specially designed program

21 Alberty, op. cit., p. 14
for the preparation of core teachers at the graduate level. It is composed of a series of courses in the major fields of knowledge selected in terms of special interests, needs and problems of the student. In addition, the program includes a series of courses and special problems in the field of professional education selected for their unique contribution to the preparation of core teachers. Some courses deal with significant problems relative to the core curriculum development and teaching in the core, while others are specially designed to deal with such problems. The program was introduced into the curriculum the winter quarter of 1954.

Application of Criteria

The program at The Ohio State University provides for experiences in the major fields of knowledge commonly utilized in the core program (Criterion I) in courses selected from pertinent subject fields of knowledge. Such experiences are provided to "strengthen, enrich and broaden" one or more of the major fields of knowledge acquired in the undergraduate program. The program does not meet the criterion adequately.

Opportunity for specialization in a subject field of knowledge commonly taught in the high school is provided for in this program (Criterion II). Provision is made for a major to be built up from a minor by the use of the fifteen to twenty quarter hours of electives chosen from a wide range of subject fields. No emphasis is placed on the need for the courses in the field to be taught to show relationship
to the core program of the high school. The criterion is not met fully in this program.

Experiences in organizing and developing curriculum materials in terms of broad problems of living are provided for in this program (Criterion III). Emphasis is placed on the underlying philosophy as well as on the principles and techniques of selecting, organizing and developing curriculum materials for the core program. In addition to a theoretical study of curriculum materials, direct experiences are provided for in curriculum courses and in minor problems and research studies. Emphasis is also given to building resource units, the broad comprehensive unit of work and the learning unit as the most promising organization for curriculum materials appropriate for the evolving core curriculum. Criterion III is met in the program.

Opportunity for experiences in the field of adolescent development is offered in the program (Criterion IV). The nature of the experience depends upon the area of the program in which the experience is planned and carried out, e.g., in the course entitled, "Laboratory Study of The Ohio State University School," "Advanced Studies in Education" or "Minor Problems." No specially designed experience is designed to provide for meeting the criterion. Whether the experience is planned cooperatively or as an individual problem depends upon the nature of the problem selected. To a limited degree the program meets this criterion.

Broad experiences in utilizing group processes in planning and guiding learning are provided for in the program (Criterion V). Such
experiences are an integral part of the total program. They are offered in the two courses entitled, "Planning and Guiding Learning Activities in the Secondary School" and "Teaching in the Core Program of the Secondary School." Provision for further experiences are made in offerings included in the program as "Minor Problems" "Advanced Studies in Education" and even in the research project. The program meets this criterion only partially.

Provision is made for directed teaching in the program (Criterion VI). The area of electives, "Minor Problems" or "Advanced Studies in Education" may be utilized for the development of this experience. The program meets the criterion only partially.

Experiences designed to clarify the theory of the core (Criterion VII) are offered. Emphasis is placed on conflicting basic philosophies of secondary education, present practices and trends, a critical study of current practices and an analysis of the curriculum of the University School. All of which provide a background for clarifying the theory of the core. The program meets this criterion.

The program does not make provision for designed experiences for the development of dynamic relationship between the general and professional education programs (Criterion VIII); however, the experiences in the total program, especially the areas in which the core is clarified and curriculum development is studied, provide a rich background for the development of a democratic point of view relative to this criterion.

The Ohio State University provides a program which meets the criteria considered essential for a teacher-education program for the
preparation of core teachers. However, more adequate provisions are needed to develop the competencies considered essential for the core teacher.

THE TEMPLE UNIVERSITY PROGRAM FOR THE PREPARATION OF CORE TEACHERS

A program for the preparation of core teachers for the high school was introduced into the curriculum at Temple University during the school year 1948-49. It was designed to meet basic state requirements for teaching and basic interests, needs and problems of the core teacher. The program was planned in terms of preparing teachers with broad interest in life, with a dynamic knowledge of adolescents, and with competencies essential for planning and guiding learning in an experience-centered curriculum.

The selection of students to enter the program is based on the following criteria: (1) Does the student show evidence of possessing the type of personality and a professional interest that is essential for success in a core curriculum? (2) Does he possess high native ability? (3) Has he completed successfully three years of college work? (4) Has he completed the necessary basic professional courses? (5) Does he have a good scholastic standing? (6) Did he show outstanding performance in the first year of practice teaching? (7) Does he show promise of becoming a superior teacher? (8) Has he been approved by the staff on the Division of Secondary Education? Michelson points to the selection practices. He states:
Selection practices vary according to the particular group. The most vigorous standards are applied in the case of Temple students wishing core preparation, simply because of the greater amount of data available for each student. Selection for this program is based on scholarship, successful work in a social agency, a successful "Preliminary Student Teaching" experience and professional promise as judged by the faculty. Those entering the program for graduation of either colleges are selected on the basis of scholarship, and personal interviews.

The students usually enter the program at the beginning of their senior year. At the beginning of the fifth year they may enroll in graduate and undergraduate courses in terms of their needs and interests. Those who enter this fifth year program receive both a bachelor's and a master's degree at the same time.

The Curriculum Pattern

This specially designed graduate program for core teachers was developed in 1953. In the major fields of knowledge modifications are made to provide opportunity for an unrestricted selection of courses for prospective core teachers. Modifications also are made in the professional education program to provide for a series of courses selected on the basis of their contribution to the preparation of core teachers and a sequence of courses specially designed for the core curriculum major.

The descriptive comments that follow present this program for core teachers designed within the framework of Curriculum Pattern A.

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22 Alberty, op. cit., p. 6.
Major Fields of Knowledge

This area of the program is designed specifically for prospective core teachers since those entering the pre-service program have completed general education requirements. Courses are selected in terms of the needs of the student, his background of training and experience. Michelson emphasizes this fact thus:

Because of the variety of background college training of the students, general education requirements are kept flexible. Temple students who enter the program have already completed considerable work in general education, including courses in the natural sciences, literature, art, etc. There are no special general education requirements for the other groups; rather an attempt is made to plan each student's program in terms of his training and experience. The problem here becomes one of filling in gaps or increasing competencies, instead of meeting fixed requirements. Breadth of training is the desired outcome.23

Professional Education

The professional education program is designed to provide for experiences in dealing with broad problems of core curriculum development and teaching in the core. This area of the program is composed of a sequence of courses which provide for "laboratory" experiences that are conducted in much the same manner as a core class in high school. The major goal is to attain a balance between professional and academic training.

The major problem areas dealt with in the sequence of courses are: (1) planning a core curriculum; (2) developing techniques of

23Ibid., p. 9.
selecting, organizing and using instructional materials related to the solution of problems; (3) guiding adolescents in problem solving; (4) identifying and solving individual problems related to teaching in the core; (5) developing techniques of working with people; (6) developing special techniques of working with adolescents. The following courses are included in the sequence:

"The Unified Curriculum" (Core Curriculum)
"Project in Core Curriculum"
"Internship in Core Curriculum"
"Building Source Units"
"Group Guidance"

A description of these courses follows:

**The Core Curriculum.** This course is organized in terms of the following purposes: (1) to develop an understanding of the core; (2) to develop abilities to work with other core teachers in planning and developing an experience-centered curriculum; (3) to develop the ability to guide adolescents in an experience-centered program. A theoretical background of the core curriculum is gained as conflicting concepts of the core are analyzed and evaluated. Experiences which are provided in this course include: developing curricular materials for different age levels, participating in demonstrations of teaching, and planning and conducting field trips to schools with core programs.

**Building Source Units.** Two major purposes which gave direction to the development of this course are: (1) to develop ability to plan a unified curriculum; (2) to develop ability to work cooperatively with
core teachers in developing a core program. To achieve these purposes emphasis is placed on the utilization of group processes in identifying and solving problems of adolescents. Provision is made for rich experiences in dealing with problems of core teaching, some of which are centered in particular schools with core programs. Such experiences as the following are provided: developing source units; selecting and organizing materials to use in problem solving, and developing and organizing source materials appropriate for core programs in nearby high schools.

Curriculum Materials. In this course students are helped to develop and use various types of curriculum materials that are appropriate for secondary schools. Experiences are provided in collecting and organizing curriculum materials for a personal file.

Group Development. An introductory study is made of the principles of group dynamics as they relate to the development of basic human relations skills necessary for democratic group processes. Rich experiences in observing and working with groups of children and youth contribute greatly to the development of deep insights into a scientific basis for using group techniques in relationship to teaching in a core class. This course usually parallels the internship.

Group Guidance. The purpose of this course is to help students develop insights into ways and means of creating group situations which provide for better individual adjustment and more effective learning. Emphasis is placed on the structure and dynamics of adolescent society and the influences of group dynamics on individual and
group behavior. Throughout the course provision is made for participation in directed first-hand experiences in work with groups.

**Project in Core Curriculum.** Provision is made for experiences in identifying and solving problems related to teaching in the core. Each student selects and carries out a project in terms of meeting the following criteria: (1) does it have value to the student as a prospective core teacher? (2) does it have value to other core teachers? (3) does it involve a significant problem? This course may be substituted for the course entitled, **Curriculum Materials.**

**Internship in Core Curriculum.** The Internship is a significant part of the fifth-year program for the preparation of core teachers. A feature of the Internship is the experience of living and teaching in a community outside of the university area. Provision is made for broad experiences in teaching in a core program in a selected public school. The student changes his role from that of a graduate student to a teacher who assumes full responsibility of teaching core classes and of participating in other activities expected of the staff. This experience is guided by a university supervisor and a member of the public school staff. The Internship has been pointed to as an outstanding feature of the pre-service education program. Michelson reports:

> To date the outstanding feature of the program... is the "Internship." The student is assigned to a school having a core curriculum. Under the guidance of a cooperating teacher and the university supervisor, he follows a schedule as much like that of a core teacher as possible. The student is at the school for the entire school day, and the experience extends throughout the
the public school semester. In conjunction with the "Internship," the student is enrolled in the "Seminar," which derives its content from the experiences of the students in the "Internship."24

Seminar in Core Curriculum. A weekly seminar directed by the university supervisor provides opportunity for continuous intellectualization of the student teaching experience. Problems common to the group are dealt with in the seminar which includes the university supervisor, the coordinating teachers, student teachers, public school administrators and other university staff members of the Division of Secondary Education who are often present.

Specialization

English and/or social studies are required fields in which the student must specialize according to a university requirement.

Electives

The program includes electives to provide for meeting special interests and needs of each prospective core teacher, such as broadening background of experience in the field of general education, or building up an area of specialization from a minor.

Reported Changes Needed

Plans for changes in the current experimental program were not submitted.

24 Ibid., p. 10.
Reported Future Plans

The staff is continually examining the program in efforts to improve it. It is now engaged in seeking a special course to provide for integrating the total educative experience at the end of the internship experience. Mickelson points to the following future plans:

No dynamic teacher-training program can rest on its laurels. Hence, plans for the future include doing something about the following: (1) Recruitment. Demand has consistently exceeded the supply of trained core teachers. (2) Increasing the number of experiences common to all three programs. (3) Finding some way of providing further help for students after they are on the job.

Summary

The specially designed teacher-education program for the preparation of core teachers is a continuation of the undergraduate program, constitutes a fifth-year program. It is individually planned within the framework of a series of courses in the major fields of knowledge chosen in terms of the specific needs, interests and problems of the student. In addition, it is composed of a planned sequence of professional education courses some which are designed specially for the core major and others which deal with problems pertinent to the core curriculum development and teaching in the core.

Application of Criteria

Temple University includes in its program provisions for experiences in the major fields of knowledge (Criterion I). Such experiences are provided for in the area of electives which can be

\(^{25}\text{bid.}\)
used to broaden various areas of knowledge and to "fill the probable
gaps" in the program of the undergraduate program of general educa-
tion. The program only partially meets this criterion.

The program makes provision for opportunity to specialize in at
least one subject field of knowledge commonly taught in the high
school (Criterion II). The provision is made in the state certifica-
tion requirement for two teaching fields, social studies and English.
In this program recommendation is made for a third teaching field
which might be chosen by the student. Additional opportunity for
building up a field of specialization is provided for in the area of
 electives. The program meets this criterion.

Broad experiences in organizing and developing curriculum ma-
terials in areas of living are provided for in the program (Criterion
III). These experiences are designed to be an integral part of the
major areas of the program. Such experiences in organizing and de-
veloping curriculum materials are provided as a special project, as
a group project in which students work cooperatively with core teach-
ers in nearby core programs to develop resource units and other such
materials to be used in the core class. A third such experience is
provided for in the teaching internship where the student teachers
work cooperatively to develop needed curriculum materials for the core
class. In the development of such curriculum materials as resource
units, and resource files, the immediate and wider community resources
are utilized. These experiences are an integral part of the special-
ly designed curriculum courses and the teaching internship. The pro-
gram makes adequate provision for meeting this criterion.
Experiences in the field of adolescent development are included in the program at Temple University (Criterion IV). Both direct experiences with the adolescent and vicarious experiences are emphasized as the adolescent is studied in relation to the identification of needs, interests and problems and in relation to his membership in an adolescent society. Emphasis is placed on studying and working with the adolescent, as a study is made of the structure of the adolescent society, of working with the adolescent and planning and guiding learning activities. Such experiences are offered in the series of required courses entitled, "Core Curriculum," "Group Guidance," "Group Development" and in the internship. The criterion is met in the program to some degree.

Experiences in utilizing group processes in planning and guiding learning (Criterion V) are provided for in the core. Such experiences are included in several aspects of the program. Group processes characterize the teaching procedures used in the series of courses in professional education. Emphasis is placed on clarifying broad problems in the area of core curriculum development, in teaching in the core and in making plans for attacking problems as the students and instructor work together cooperatively. Reports did not indicate the extent to which the experiences were evaluated in terms of a clarified theory of the group process for the purpose of helping students gain deepened insights and understandings into the theory of the process. A theoretical study of the group process is included in courses in the group dynamics. Emphasis is placed on the use of the process in planning
and guiding learning in the classroom, its effect on individual and
group behavior, its relation to the development of basic human re-
lations skills necessary for democratic group living and its provision
for more effective learning and better individual adjustment. Direct
experiences in utilizing group processes in planning and guiding
learning in the core class at the high school level are provided
throughout the teaching internship as learning units are cooperative­
ly planned and developed. This program makes adequate provision for
meeting Criterion V.

The program provides for directed experiences in teaching in a
core program (Criterion VI). Provision is made for the student to
make a complete shift from the role of college student to that of a
core teacher during student teaching in a nearby high school. Such
experiences are made possible by the student living in the community
during the one semester where the teaching internship is carried out.
Assuming a leadership role in the core class, the prospective core
teacher is afforded experiences to participate in all responsibilities
demanded of the teacher in a high school core program. Both individual
and group guidance and counseling offer opportunity for evaluating and
intellectualizing the teaching experiences and the programs encountered
in the teaching internship. With the regular high school core teacher,
the college supervisor, the officials of both the high school core pro-
gram and the university program for preparing core teachers meeting
together in a scheduled seminar, the student teacher is guided to eval-
uate his teaching experience and to deal with significant problems.
The program meets this criterion adequately.

Opportunity for experiences designed to clarify the theory of the core is included in the program at Temple University (Criterion VII). Emphasis is placed on a theoretical background of the core in the course entitled, "The Core Curriculum" at which time a critical analysis is made of the different types of core programs and how each is developed. Direct experience in the core program is made possible by visits to schools engaged in core curriculum development. The extent to which emphasis is placed on the conflicting theories and philosophies of core curriculum development was not revealed in any part of the descriptive report of the program. The criterion is not met adequately in the program.

No special provision for experiences designed to develop dynamic relationships between general and professional education in the program at Temple University (Criterion VIII) is made in the program; however, the experiences offered in the curriculum courses and the teaching internship do no doubt help the student to unify the two areas of this program for core teachers. The program does not meet Criterion VIII fully.

The program at Temple University makes provision for meeting each of the criteria. Some criteria are better provided for than are others. It is believed, however, that the competencies considered essential for the preparation of more teachers are adequately provided.
At the University of Illinois a program for the preparation of core teachers is included in the teacher-education curriculum at the undergraduate level.

The selection of students for this Common Learnings Curriculum is comparatively unique in that both the student and his advisor, or an official of the program, share in making the decision of whether or not to enter into the "Common Learnings" program. During a guidance course, offered in the sophomore year, the student selects an area of specialization with the assistance of his advisor.

The Curriculum Pattern

The curriculum pattern of the Common Learnings major at the University of Illinois is provided for by the modification of the teacher-education program. In major fields of knowledge slight modification provides for recommended courses considered important for the Common Learnings major. More extensive modifications in the professional education program provide for courses specially designed for the preparation of core teachers and a selected series of courses which deal with some one or more aspects of problems common to core teachers.

The description of the program follows:

Major Fields of Knowledge

This area of the program includes two recommended courses which
are entitled, "Cultural Anthropology" and "Social Science." These courses are offered to broaden the offerings in the general education requirement of the core major.

Professional Education

The professional education program is composed of a selected series of courses one of which is specially designed for the "Common Learnings Program." The courses included in the series follow:

Guidance

Courses in Curriculum and Instruction in:

- English (Education 456A)
- Social Studies (Education 456-B)
- Mathematics (Education 456-C)

Curriculum Workshop

Common Learnings

These courses are described briefly.

Guidance. This course usually taken by sophomores deals with the program of vocational selection in the field of education. "Should I choose the profession of teaching?" "In what field should I specialize?" are two questions which give direction to the content. The student receives guidance in his choice of a teaching field. The student and adviser together decide whether or not the selected field should be the Common Learnings program.
Courses in *Curriculum and Instruction in English*, (Education U56 A), *Curriculum and Instruction in Social Studies*, (Education U56-B), *Curriculum and Instruction in Mathematics*, (Education U56-C), and *Curriculum Workshop* (Education), are self-explanatory. The core philosophy gives direction to the instruction of each course. Major emphasis is placed on the problem-centered and the youth-and-community needs approach.

**Common Learnings.** Designed specially for the preparation of core teachers, this course parallels the series of courses in Education U56 A, B, C. It is developed cooperatively by instructors and students as they define and attack problems. The following illustrates problems developed cooperatively by instructor and students in one class in the course:

I. Terminology: What do we mean by the term correlated studies, unified studies, core course, fused studies, common learnings, general education, basic education?

II. What are the factual evidences of need for the Common Learnings Course?

III. How can teachers, administrators, pupils, parents and other laymen be persuaded of the need for the Common Learnings Course?

IV. What steps are involved in setting up the Common Learnings Course?

**Specialization**

Specialization in two areas of study is recommended for the Common Learnings major.
Reported Changes Needed

No reports were made.

Reported Future Plans

A more extensive Common Learnings Curriculum is contemplated for the future. This is evidenced in the following report from an official of the program,

Our University Council on Teacher-Education has rather detailed curriculum for English, Social Studies, etc. We are contemplating some such curriculum for Common Learnings but this is still some distance in the future.26

Summary

The program for the preparation of core teachers is provided for in the teacher-education curriculum by means of making some modification in the requirements in the major fields of knowledge by recommending certain courses in the area of social science. Modifications are made in the requirements of the field of professional education to provide for a sequence of courses deemed essential for the core teacher. The selection of the program is made during the junior year.

Application of Criteria

In the program at the University of Illinois provision is made for experiences in major fields of knowledge commonly utilized in the high school core program (Criterion I). The scope of the social

26 Ibid.
science area of the general education program is broadened by two recommended courses "Social Science" and "Anthropology" to be added to the program. One suggested course is in a related field that is not commonly found in the high school core program. The courses are subject-centered and taught independently. The criterion is met only to a limited extent.

Opportunity for specialization in at least one subject field of knowledge is provided for in the program (Criterion II). Specialization in two areas of knowledge is recommended for the common learnings major. There is no indication, however, that the courses in the particular field chosen are broad and developed to show relationship to the general education program. No restrictive measures are proposed for the selection of the areas of specialization. The program meets this criterion to a limited degree.

Provisions are made in the program for experiences in organizing and developing curriculum materials (Criterion III). The nature of these experiences offered in the course entitled, "Curriculum Workshop" and in the series of courses in "Curriculum and Instruction" in English, social studies and mathematics is not revealed in the reports; however, it might be assumed that the latter courses provide such curriculum materials to be developed in terms of subject fields of knowledge. The courses are taught independently. To a limited extent the program meets this criterion.

The reports of the program submitted show that provisions are not made for experiences in the field of adolescent development.
Experiences in utilizing group processes in planning and guiding learning are included in only one phase of the program (Criterion V). Guided by the philosophy of the core, the series of professional education courses are problem-centered. The course entitled, "Common Learnings", one specially designed for the program, is developed cooperatively by the student and instructor who define the broad problems to be dealt with in the core curriculum and in its initiation and development in the high school program. The criterion is met, but only partially, in this program.

Directed teaching in the core program (Criterion VI) is not offered.

There is opportunity to participate in experiences designed to clarify the theory of the core (Criterion VII). Such experiences are provided in a course specially designed for the common learnings major entitled, "Common Learnings." Clarification of different types of core programs and a study of the need for such curriculum changes in the high school are emphasized. Evidence fails to show that emphasis is given to the conflicting theories and philosophies underlying the evolving core. The program meets the criterion only to a limited extent.

Opportunity for broad experiences in developing dynamic relationships between general and professional education was not reported (Criterion VIII).

An analysis of the program at the University of Illinois in
terms of the eight criteria considered essential for teacher-education programs for preparing core or common learnings teacher shows that some significant steps are made to provide for the development of a limited number of the competencies essential for core teachers. Since four criteria only are met in the program, and these not met fully, more specific steps need to be made in the regular program in order to provide opportunity for experiences to develop each of the seventeen competencies essential for core teachers.

THE UNIVERSITY OF MINNESOTA PROGRAM FOR THE PREPARATION OF CORE TEACHERS

The University of Minnesota offers a four-year education program specially designed for the preparation of core teachers at the undergraduate level. It was introduced into the curriculum of the teacher-education program at the beginning of the Fall quarter, 1949-50.

The development of the program resulted from demands that came from several quarters to the University of Minnesota to prepare teachers for the schools which are engaged in or wish to begin a program of core curriculum development. An outstanding feature of the program is the cooperative procedures used in its development. Bossing points up this fact in the following statement:

During the summer of 1946, the late Dean Peik, of the College of Education, appointed a Committee to explore and recommend to the faculty of the College a plan of teacher preparation for teachers in core curriculum programs. The Committee appointed represented those responsible for various phases of teacher preparation within the College, the Deans respectively of the General College, and the General Studies Division of the College of Science, Literature and the Arts.
Intensive study followed of the implications for teacher education of the core curriculum. Then began a searching exploration of those resources within the total offerings of the University, on modifications thereof, that might contribute to the broad balanced education desired for core curriculum teachers.²⁷

The selection of students for entrance into the program is made by the director with the co-operation of the Personnel Office of the College of Education. Each student is carefully selected by testing and interviewing. Bossing reports that the following three qualifications should be present in marked degree upon the student's entrance into the program: superior intellectual ability; superior social and personality qualifications; genuine interest in children and youth.

The six major qualifications for the prospective teacher of the core curriculum are stated thus:

1. **Superior intellectual ability.** The committee recognized that the success of the core curriculum must depend, in practice, upon the competency of the teacher of average ability to succeed with it. However, in the initiatory period of such a new development when extraordinary responsibility rests upon the pioneering teachers for imagination and resourcefulness, it was felt that teachers of superior intellectual ability should be selected.

2. **Superior social and personality qualifications.** The core curriculum places great stress upon the social and personality adjustment factors in the education of youth for successful living within a democratic society. It was felt that the successful teacher within the framework

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of the core curriculum must possess in more than usual degree those social and personality qualities required for success and getting along with others.

3. **Genuine interest in children and youth.** Judged an important qualification for all teachers, an interest in love for children and youth is a basic requirement of all who would teach within the educational framework of the core curriculum.

4. **Broad background of understanding of our culture in a world setting.** The core curriculum assumes a basic understanding of our culture and its relationship to all other cultures within our world setting, and the competency of the individual to make those behavioral adjustments from time to time required of all who would live successfully within our culture and our world. It assumes, too, that this background of understanding and behavioral competency can be secured only through extensive and significant experiences in many phases of life within our culture against a background of world influences.

5. **Understanding of the genetic nature of the biological, psychological and social development of children and youth.** The committee was convinced that experience learning and the core curriculum demand teachers who thoroughly understand this phase of human development, if they are to guide children and youth successfully in their behavioral growth and development.

6. **Understanding of and skill in the democratic process.** The core curriculum concept assumes as a sine qua non of education that teaching is the process of helping children and youth to develop both those behavioral competencies of successful living now within a democratic society, and the skills necessary for continued adjustments required in every changing patterns of living.\(^{28}\)

The objectives of the program are reported by Bossing thus:

(1) To help the college student involved to study the problems they face including the building of a criticized

\(^{28}\)Nelson, *op. cit.*, p. 3.
philosophy of life and education, and, (2) to help them understand and to become proficient in the "common learnings" ways of teaching in the secondary school. This way of teaching involves helping children to identify and to study their real problems. It means drawing upon subject matter from many fields in dealing with these problems. It means learning how to think more adequately how to work together cooperatively, how to engage in effective communication. It means helping children to develop a philosophy of life.29

The Curriculum Pattern

The curriculum pattern of the program evolved as significant modifications were made in the requirements of the major fields of knowledge and of the field of professional education. The requirements in the major fields of knowledge were modified to include a series of selected courses to provide for a broad program in the general studies offerings. Modifications in the requirements of the professional education program were made to provide for a sequence of courses specially designed for core teachers and courses which emphasize one or more aspects of the core curriculum. A description of this program is presented in the section that follows.

Major Fields of Knowledge

The area of general education is composed of a sequence of interdepartmental courses selected from the Division of General Studies and

29University of Minnesota, College of Education. "For Prospective Teachers: A New Program, designed to Prepare Teachers for 'Core' or 'Common' Learnings Teachings," (Mimeoographed) 1949, p. 1.
the General College to provide for a broad background of the "understanding" of our culture and of our world. Each course is built around functional needs of adult and current trends and their place in the modern world. Bossing reports,

Fortunately at the University of Minnesota we have a General College which emphasizes a broad synthesis of our cultural heritage. These courses are designed to provide the student with a rich understanding of his world within the framework of cause and effect relationship as these affect functionally life as it now exists. A somewhat similar functional approach to a study of our cultural heritage is through the courses offered in the Division of General Studies within the College of Science, Literature and the Arts. The problem approach to our cultural heritage is particularly emphasized in the courses offered in the Division of General Studies.30

The committee was unanimous in its judgment that the courses offered in these two centers of our University were more nearly in harmony with the type of background experiences needed for teachers of the core curriculum than could be formed in the more traditional sharply definitive academic courses of the University. It was recognized quite frankly, however, that these resources, which contained many elements desirable for the broad background experiences necessary for core curriculum teachers, were not ideal. From these sources a core major was set up of specified courses, each carefully selected. To insure to the prospective teacher extended experiences in the principal areas of our culture, minimum requirements were set up in these broad fields; Communications, Humanities, Social Sciences, Science, Family Live, Music, Art, Psychology, Physical Education and Public Health. These requirements comprise a total of more than one-half the credits necessary for graduation.31

A special seminar developed to provide an opportunity for integrating the experiences in this area of the program parallels the

30Note Appendix for example of projected program plans.

31Alberty, op. cit., pp. 5-6.
offerings in this area of the program.

Professional Education

Modifications are made in the requirements of this area of the program to provide for a series of experiences and courses specially designed for core majors and for professional education courses required of all which are reorganized to place emphasis on the core curriculum. These courses are briefly described as follows:

Introduction to Secondary Education. Although this course is required of all prospective secondary school teachers, its content makes special provision for the preparation of core teachers. The scope of the course is defined in the following terms: (1) the secondary school and its relation to other educational institutions; (2) the adolescent, his problems, how he learns, how to meet his problems and how to meet individual differences. In planning and developing the course group process is emphasized throughout.

A laboratory section that is designed specially for core teachers. This is required for the core major; however, it is open to majors in other fields interested in core curriculum development in the high school. This section provides for students and instructor to work together cooperatively to clarify issues and deal with pertinent problems of core teaching. Problem solving and group processes receive major emphasis. The course is enriched with direct experiences some of which are visiting schools, visiting and observing core classes, conducting panel discussions and analyzing and utilizing
resources of the community. Such resources as visual aids, laboratory testing services, and community groups are used extensively.

Core Curriculum Foundation. The overall purposes of this course are to help students: to integrate experiences encountered in the general and the professional education program; to gain a background to meet and solve problems intelligently; to recognize and plan for meeting own needs; to gain understandings of the common learnings program; to develop skill in team work; and to develop ability to draw upon resources gained from previous experiences. Major emphasis is placed on "coming to grips" with pertinent, meaningful, problems related to some aspect of the core. The problems dealt with in the course are clarified and attacked by instructor and students working cooperatively. An example list of problems which were cooperatively planned for one class in this course follow:

1. What are we to believe and do regarding the so-called Brannon proposals?

2. What should the student and teacher do regarding the problems of minorities?

3. What should be the purposes and methodology of general education?

4. Is there a socialistic trend in the United States? Does this mean the erosion of democracy?

5. Is the Common Learnings Program a manifestation of a socialistic trend?

6. Does the socialistic trend mean an erosion of individualism in the United States?

7. Are we too theoretical in our approach to problems? Should we be more practical?
8. To what extent do we have social-economic classes in the United States? In what ways is this problem related to democracy?

9. Is it true that the mass of people don't think? What is the basic educational problem here? Is it true that many of our people can't think?

10. How may we know when we are studying a problem effectively and adequately? What insights and skills do we need in the process of solving our problems democratically?

11. In the world today, how can we justify the Common Learning Program?

12. What is the relationship of the Common Learning Programs with other great trends in the present-day world?

13. Can we see the Common Learning Program as having connections with fundamental trends in modern world? In our own world?

14. The college fraternity-sorority and minority group discrimination.

Evaluation procedures utilized in the course are planned and developed cooperatively by instructor and student.

**Directed Student Teaching.** Opportunity to teach in a high school core program is provided under the guidance of the regular core teacher and a college supervisor.

**Special Methods.** This course is specially designed for the core teacher and is parallel to Directed Student Teaching. Opportunity is provided for dealing with problems encountered during the student teaching experience. Problems dealt with in one class in this course include: the relationships of student and critic-teacher; adolescent psychology; meeting individual differences of children; reference books; classroom discipline; parent-teacher cooperation; wise use of
television and radio; techniques for handling controversial issues; developing learning units; studying and using resource files; and teacher-pupil planning.

Throughout the course various resources, both city and university, are utilized as needed in approaching and solving problems. Resource persons, who are frequently drawn upon to contribute to the course include: reading specialist, administrators, teachers and parent groups.

Specialization

The program includes provision for the student to be prepared in a minor traditional subject field. Bossing points to this need:

It was recognized that the dominant curriculum pattern of our schools is still traditionally academic. Further it was expected that in most schools moving toward a core curriculum in this transition period, those prepared to teach via the core curriculum would be required to teach in addition more formal academic subjects.³²

Electives

From thirty-one to thirty-four credits may be elected in terms of the interests and needs of the prospective core teacher.

Reported Changes Needed

The need for change was not reported.

³²Alberty, op. cit., pp. 5-6.
Reported Future Plans

No proposal for changes was made in the report.

Summary

The teacher-education program specially designed for the preparation of core teachers is an integral part of the teacher-education program for all teachers. The core curriculum major is provided for a group of students that are selected by college staff members in terms of criteria listed previously. The curriculum pattern is composed of a series of selected courses in the area of the General Studies Offerings, and a selected sequence of education courses, some of which are specially designed for the core teacher.

Application of Criteria

The University of Minnesota offers experiences in its program in the major fields of knowledge commonly utilized in the core program (Criterion I). Such provision is made in a series of recommended courses, considered appropriate for the core teacher, in the areas of the arts, the humanities, the sciences and the social sciences. The related field of family life is also included. The areas of social science and the arts provide for a broad selection of courses and receive greatest emphasis in the program. The courses included in the program are designed to contribute to a "rich background of understandings of the world within a framework of cause and affect relationship
as these affect functionally life as it now exists" and to provide for experiences in the use of the problem approach to teaching. Provision for the criterion is made in a second area of the program. The area of electives may be utilized to broaden or strengthen one or more areas of knowledge considered important. An experience in integrating the total program of general education is provided for in a seminar designed for the core major. This program meets Criterion I.

The program at this university provides opportunity for specialization in one or more fields of knowledge (Criterion II). Such provision is made in a required area of concentration in one or two fields of knowledge to be selected in terms of the needs, interests and problems of the prospective core teacher. An area of electives affords additional opportunity for further specialization in some selected field since credits in the area may be utilized to build up a major area from a minor one. The program meets this criterion to some degree.

Experiences in organizing and developing curriculum materials in broad areas of living (Criterion III) are included in certain aspects of the program. Provisions are made in the specially designed seminar for core majors and in the course entitled, "Introduction to Secondary School Teaching." The nature of the curriculum materials developed was not described. In addition to the above courses, provision is also made in directed student teaching and in the special methods course which parallel this experience. Here again the nature of the
curriculum materials developed was not revealed in the description of the program. The program meets the criterion only partially.

The program provides for experiences in the field of adolescent development (Criterion IV). Both direct and vicarious experiences are included in a series of courses required in the program. Direct experience with adolescents is offered in local community agencies serving youth and, also in directed teaching in the core. The extent to which these experiences are evaluated in terms of the needs, interests and problems common to the adolescent was not reported. Theoretical background of the adolescent is dealt with in the course entitled, "Introduction to Secondary School Teaching" and in the special methods course offered for student teachers. No evidence reveals that emphasis is placed on a study of the adolescent in terms of planning an educational program to meet his needs. The program meets this criterion to some extent.

Experiences in utilizing group processes in planning and guiding learning are included in the program. Such experiences are limited to only one aspect of the program. (Criterion V). Democratic classroom procedures dominate the classroom. Provisions are made for active participation in the group process with no emphasis placed on providing opportunity for the student to play the roles of participant and of a status leader. Reports concerning directed teaching reveal no evidence that group processes are utilized in planning and guiding learning in the core class in the high school. Though no course in group dynamics is included in the program, the student is encouraged
to utilize the resources of the university and to secure a comprehensive theoretical background of the process.

Directed experiences in teaching in the core program are provided. (Criterion VI) in the local city public schools during a semester. Group guidance and counseling is offered in a methods course developed specially for the core major to parallel the teaching for the group to deal with common problems met during the teaching period. Guidance and counseling are made possible through individual conferences with the coordinating teacher and the college supervisor. This criterion is met in the program.

Experiences designed to clarify the theory of the core are included in the program (Criterion VII). Such experiences place emphasis on developing an understanding of the conflicting theories of the core and the philosophy underlying the core. The seminar places more emphasis on such experience than on any other area of the program. The program does not meet the criterion fully.

Opportunity to develop a dynamic relationship between general and professional education is provided (Criterion VIII). In the specially designed seminar for core majors concerted effort is made to bring about some synthesis of these two programs in an effort to make the general education program more functional in the life of the student and to prepare him better to assume the leadership role to do likewise in the high school core program. Officials in the programs of both general education and professional education are working cooperatively to bridge the gap between these two areas. The program,
therefore, meets this criterion to some extent.

The program at the University of Minnesota is designed to meet the criteria considered essential for a teacher-education program for the preparation of core teachers. Since these criteria are not met adequately there is need for some improvement to be made in both the professional and the general education programs to provide more adequately for the necessary development of the competencies for core teachers.

THE MACALESTER COLLEGE PROGRAM FOR THE PREPARATION OF CORE TEACHERS

Macalester College offers a pre-service teacher education program at the undergraduate level that is specially designed for the preparation of teachers for the core, the common learnings, the life adjustment and other types of integrated curricula in the high school. The program, which is designed within the curriculum of the regular teacher-education program was introduced in 1953. The director of the program states:

"With the growing demand for teachers who have had preparation for teaching in those schools offering Core, Common Learnings, Life Adjustment, and other integrated Curricula, a program for such preparation will be initiated at Macalester College beginning in the second semester of the current year. Demands for individuals so prepared have been increasing according to information from both employing schools and the Placement Offices of colleges and universities." 33

33 Ibid.
The selection of students for the program is based upon the students' interest in core curriculum development and core teaching and upon the judgment of the director of the program.

The Curriculum Pattern

The curriculum pattern of the program is developed by modifying requirements in the major fields of knowledge and in the field of professional education. Modifications are made in the major fields of knowledge to provide for a recommended series of courses selected from all major areas of knowledge. The area of professional education is modified to provide for a series of professional education courses of which two are designed specially to deal with problems of core curriculum development.

Major Fields of Knowledge

This area of the program is designed to provide for a broad background of experiences in the major areas of knowledge. The scope of this program is revealed as follows:

**Humanities and Communication Areas.** The courses included in this area are: "Philosophy," "Communication," "General Humanities," "Literature in the United States." A selection of from twenty-one to thirty hours may be made in this field.

**Social Studies Area.** From eighteen to thirty hours are provided for elective in the fields of economics, political science, sociology, geography and history.
Science Area. Fourteen hours may be elected for courses selected from the fields of biology, chemistry, geology, physics or astronomy.

Fine Arts Area. Seven hours may be selected from the fields of speech, music and the arts.

Family Life Areas. This area of the program provides for eight hours to be selected from the fields of home economics, income management, home management, consumer education, marriage and the family and sociology.

Professional Education

In the professional education program from 19 to 22 hours are required. The courses recommended for this area of the program may be selected from: "Orientation," "Human Growth and Development," "Secondary School Curriculum," "Materials and Methods of Teaching," "Materials and Methods of the Integrated Curriculum," "Special Methods in English or Social Studies," and "Directed Student Teaching." A brief description of the last two courses designed specially for the core major follow:

Materials and Methods of the Integrated Curriculum. This course is set up as a seminar and is based on the general course in materials and methods of teaching. The major problems with which the course deals include the following: objectives and principles of the newer trends in the curricula of the junior and senior high school, a study of current practices in selected schools with methods used, survey of core curriculum and life adjustment education, curriculum materials and
and their development. The seminar is designed to utilize methods that are as similar to those used in the core as possible.

Directed Teaching in a Core. During a period of nine weeks directed student teaching in the core is carried out in the local public schools under the guidance of the coordinating teacher and a college staff member.

Specialization

Provision for an area of specialization is made. The field of specialization may be chosen from English, history or political science. The selection of a major field may be made from some other department with the guidance of the director of the core major program.

Reported Needed Changes

None were reported.

Reported Future Plans

None were reported.

Summary

The teacher-education program for the preparation of core teachers is composed of a sequence of courses in the major fields of knowledge and in the field of professional education. Modifications are made in the requirements of the two areas of the regular teacher-education program for all teachers. The program is planned for students
who are interested in preparing for teaching in the core and who are approved by the director of the program.

Application of Criteria

The program at Macalester College includes broad experiences in the major fields of knowledge commonly utilized in the core program (Criterion I). A selection of recommended courses in the areas of the fine arts, the humanities and communication, science and social studies, and family life is offered. The scope of these areas varies, since greatest emphasis is placed on the requirements in the areas of the humanities, communication and social studies. The courses are subject-centered and are taught independently. Among the selected courses in the areas some are broad and general rather than highly specialized. Criterion I is met in the program to some extent.

Provision for opportunity to specialize in at least one subject field of knowledge commonly taught in the high school is made in the program (Criterion II). The three fields from which the selection must be made include English, history and political science. This restrictive measure is not absolute, however, since selection from some other field might be made upon consultation with the adviser. Criterion II is partially met in this program.

Experiences in organizing and developing curriculum materials are provided for in the program (Criterion III); however, whether or not the materials are designed in terms of broad problems of living or in terms of subject fields of knowledge was not reported
The experience provided in the seminar-type course entitled, "Materials and Methods of the Integrated Curriculum" are limited to those of locating curriculum materials and the construction and presentation of units of work. The criterion is met in this program to a limited extent.

Provision is made in the Macalester College program for experiences in the field of adolescent development (Criterion IV). The nature of the experiences offered in the two courses entitled, "Human Growth and Development" and "Organization and Administration of Guidance" is not revealed in the reports. The criterion is met but not adequately.

Reports do not show that experience in utilizing group processes in planning and guiding learning are provided for in the program (Criterion VI).

Directed teaching in the core program is provided for in the local public school (Criterion VI). The experiences are guided by the coordinating teachers of the public school and the college supervisor. The nature of this experience was not reported. Criterion VI is met to some extent in this program.

The program provides for experiences designed to clarify the theory of the core (Criterion VII). Emphasis is placed on the principles of the newer trends in curriculum development and on a study of practices used in selected schools. Such emphasis is found in the course entitled, "Materials and Methods of the Integrated Curriculum." The extent to which conflicting theories and philosophies
underlying core curriculum development are emphasized in the course was not reported. The program does not meet the criterion adequately.

Experiences for developing dynamic relationships between general and professional education are not offered in this program. (Criterion VIII).

The program at Macalester College is developed to meet six criteria considered essential for teacher-education programs preparing core teachers. Since each of these criteria is not met or met inadequately, significant steps should be taken to improve the program in light of the criteria to enable core teachers to be prepared to meet each of the competencies considered essential for them.

Programs Following Type Three Curriculum Organization

THE NORTHERN ILLINOIS STATE TEACHERS COLLEGE
PROGRAM FOR THE PREPARATION OF CORE TEACHERS

Northern Illinois State Teachers College has a teacher-education program designed to prepare teachers for the broad-fields core at the junior high school level and for humanities-centered core at the high-school level. This program was planned by an inter-departmental committee and was introduced into the graduate curriculum in the summer of 1951. Hardgrove states:

A student enrolled in the program will be required to complete 33 semester hours to be awarded the Master of Science degree. 34

34Alberty, op. cit., p. 36.
The selection of students for the core curriculum major is based upon the undergraduate program of a major and minor subject field of knowledge. The admission of students into the Junior High School Core program is limited to those with a major-minor background in the field of general science, English, social science, or speech. The students who are admitted into the Senior High School Humanities Centered Core program are required to have a major-minor combination in the fields of English, social science, and speech.

The Curriculum Pattern

This graduate program has been developed by modifying the regular teacher-education program to include a required sequence of specially designed courses in the major areas of knowledge and in the fields of professional education. Provision is also made for electives. Hardgrove reports:

The program of a student is planned with his advisory committee and will consist of the education sequences; at least one course from each of his major and minor subject area to keep him relate those areas to core teaching; part or all of the other sequences, and, possibly electives.35

The program is presented as follows:

The Major Fields of Knowledge

This area of the program is planned to broaden the general education of the students. It is composed of a series of courses in the

35 Ibid., p. 36.
three major areas: social sciences, English-speech and sciences.

The Social-Science Area is composed of a series of courses which place emphasis on the relationship of social sciences to the broad problems of teaching and to various aspects of the teachers-education program. Hardgrove reports:

The social science area is concerned with the various approaches to social science; with the relationship of the social sciences to art and literature, to natural sciences, and to general education; with problems of teaching current material and of considering controversial issues; with the relationship of the social sciences to vocational and educational guidance; with social science problems as they might be considered on a junior and senior high school level; and with the relationships of social science materials to the local community.  

The Science Area which is composed of a series of course offerings places emphasis on all science materials as functions of everyday living, and the relationship of sciences to other areas of knowledge and to the core curriculum. Hardgrove states:

The science sequence is concerned with science materials which are functions of everyday living. The relationships of sciences to other areas of knowledge and to the study of problems—core classes are also included.

English-Speech Area. In this area of the program the sequence of courses "considers principles and methods of oral and written communication; of oral interpretation of literature and creative dramatics; and of analyzing literary techniques. These courses also are proposed to relate techniques of communication to core teaching."  

36 Ibid., p. 35.
37 Loco. cit.
38 Loco. cit.
The English-Social-Science Area is designed to deal with a study of the relationships between form of literature and the social material in which they are produced with a view toward understanding the impact of this medium of communication on society as well as the influence of society on forms of communication. Included in this area is the course entitled "The Relationship Between Society and Literature."

Professional Education

A series of specially designed courses in the field of professional education constitutes the professional education program. These include: "Introduction to the Core Curriculum."

"Guidance of Learning Experience in the Core Curriculum"

"The Core Curriculum"

"Development of Core Programs"

"Directed Teaching in the Core"

This area of the program provides an opportunity for the student to observe and to participate in core classes; to study core programs; to plan resource units; to evaluate pupil progress; to evaluate the total ways in terms of objectives; and to consider ways of initiating core programs in school systems. A brief description of each course follows:

Introduction to the Core Curriculum. This course provides experiences which contribute to the development of the understanding of

39 Ibid., p. 36.
the core curriculum in the junior and senior high school. The following problems are dealt with in the course: developing an understanding of the philosophy and psychology underlying the core concept, clarifying the various types of core and their development, and clarifying the role of the core teachers.

**Guidance of Learning-Experiences in the Core Curriculum.** The major purpose of this course is to develop competency in planning learning experiences for the core program. The broad problems included in the course are: study of adolescent problems, organizing problem areas, and developing resource and learning units for core classes.

**Development of Core Programs.** The major problems which are dealt with in the course include: curriculum development, evaluating pupil progress, evaluating the total program in terms of objectives, procedures in improving core programs and initiating core programs in school systems.

**Field Experience in Core.** Experiences in observing and participating in core programs of schools in the vicinity of DeKalb are provided for in directed student teaching. A laboratory course entitled "Guidance of Learning Experiences in the Core Curriculum" which is developed in relation to this field experience in the core, parallels the program.

Specialization

*No reports.*
Electives

From four to sixteen hours are included in the program. A greater number are provided for in the plan for the Humanities-Centered Senior High School Core Curriculum than are provided for in the Broad Fields Core in the Junior High School.

Reported Changes Studied

Reports for the need of change in the program were not made. However such a need in the current program is implied in a statement by Hardgrove:

The program is somewhat weak in that it does not offer experiences in such areas as the fine arts, music and family living.\(^{40}\)

Reported Future Plans

No reports submitted.

Summary

The program for the preparation of teachers is designed to prepare core teachers for the Broad Fields Junior High School Core and the Humanities Centered Core for the senior high school. This graduate program is composed of a sequence of specially designed course in the major fields of knowledge and the field of professional

\(^{40}\)Tbid., p. 36.
education. In addition provision is made for electives.

Application of Criteria

The program at the Northern Illinois State Teachers College provides for experiences in the major fields of knowledge commonly utilized in the core (Criterion I). Such provision is made in a series of courses chosen from social science, English-speech, and sciences each of which is specially designed for the core major. These courses are organized to reveal the relatedness of subject fields of knowledge to each other and to other areas of the program, to society and to living. The scope of the social science and science areas is broader than that of English-speech, since the courses in the two areas are developed to show the relationship of particular fields and to relate these fields to general education, to vocational problems, to society and to the problems of core curriculum development. The courses are subject-centered and are taught in dependently. The selection of the area is made in terms of the undergraduate major and minor fields and the type of core for which preparation is being made. The program meets this criterion extensively, but not fully.

Opportunity for specialization in at least one subject field of knowledge commonly taught in the high school is provided for (Criterion II) in the area of electives which include four to sixteen credit hours. These may be used to build up a major area from a minor. No restrictive measures are placed on the choice of the field. The program, therefore, meets the criterion to some extent.
Experiences in organizing and developing curriculum materials (Criterion III) are offered in the program. Such experiences include the development of resource units for the core program. The experiences are an integral part of the program since the course entitled, "Guidance of Learning Experience in the Core Curriculum" which parallels the directed teaching experience. Reports show no evidence that the materials developed are in terms of broad areas of living. The program does not fully meet the criterion.

The program makes provision for experiences in the field of adolescent development (Criterion IV). In the course designed for core teachers, the adolescent, his problems and their relation to the organization and planning for learning are studied. The criterion is not fully met in this program, however.

Reports show that the program does not make provision for experience in utilizing group processes in planning and guiding learning (Criterion V).

The program offers directed teaching experiences in the core program as a field experience which parallels other important courses (Criterion VI). The experiences are developed as an integral part of the program. Group guidance is emphasized as problems common to the group are clarified and attacked in the laboratory course which parallel the teaching experiences. Criterion VI is met in this program.

Provision is made for experiences designed to clarify the theory of the core (Criterion VII). Such experiences are with various types
of core programs. The philosophy and psychology underlying them are studied. The experiences are included in the courses entitled, "Introduction to the Core Curriculum," "Guidance of Learning Experiences in the Core Curriculum," and "Development of Core Programs." The program meets this criterion to a limited degree.

Opportunity for experiences to develop dynamic relationships between general and professional education (Criterion VIII) are provided for in this program. The series of interdepartmental courses designed to show relatedness among the fields of knowledge and the evolving core curriculum provide for such experiences. The program meets the criterion to some extent.

The program at Northern Illinois State Teachers College meets each of seven criteria essential for a program for preparing core teachers. However, they are not met wholly. In order for this program to prepare core teachers who are competent to assume roles of leadership, some improvements must be made in the teacher-education program to provide for the development of the competencies essential for core teachers.

Programs Following Type Four Curriculum Organization

THE NEW YORK UNIVERSITY PROGRAM FOR THE PREPARATION OF CORE TEACHERS

New York University has officially had an undergraduate curriculum for the preparation of core teachers on its books for many years. It has been officially titled Curriculum 30C—for teachers in Four-Year
During 1950-51 the program specially designed for the preparation of core teachers at New York University became more active. It is an integral part of the current teacher education program for all. The selection of students is made at the junior year under the guidance of the college staff which assists in the selection of a field of specialization. Robertson reports:

Students are helped to recognize the difficulties involved in core placement and core teaching and the high degree of competency in human relationship necessary for success in teaching in the core.\[^{42}\]

Curriculum Pattern

The program is composed of a series of courses in the major fields of knowledge and in the field of professional education. Modifications are made to provide for a broad background in the major fields of knowledge and first hand experiences in a core class at the college level. In the professional education program modifications are made to provide for a series of courses, for new experiences developed especially to meet the needs common to the group of prospective core teachers and for experiences in directed teaching in a core program.

\[^{41}\]Alberty, op. cit., p. 36.

\[^{42}\]Ibid., p. 21.
Major Fields of Knowledge

Major fields of knowledge are provided for in a basic two-year program and courses elected from general cultural or liberal arts areas required of all students. Included in the basic two-year program are courses in the fields of English, social studies, science and general sociology. During the freshman year these courses are replaced by a freshman core class specially designed to provide directed-first hand experiences in core at the college level. All courses in this area have some slant toward teaching. The general cultural or liberal arts courses (18 points) are selected from the fields of the arts, arts and crafts, communication, dramatics, family and community living, foreign language, general philosophy, health, recreation, music and religion.

Professional Education

The professional education program provides for selected courses and experiences included in the regular teacher-education program and those specially designed for the preparation of the core teacher. The sequence of the professional education program is reported by Robertson as follows:

During his first two years of work the core major would have had several education courses including Educational Psychology, Educational Sociology, Principles and Problems of Secondary Education, and School Leadership and the Community. In this later course he would have been working in a community agency while studying children. In the last two years he would probably take
guidance and the classroom teacher, philosophy of education, general methods and observation of teaching, perhaps two special methods courses and two full semesters of student teaching. 43

Additional experiences which deal with common problems in the field of education that are pertinent to teaching in the core courses follow: projective techniques, group dynamics, recreational crafts, marriage and the family and vocations. 44

In addition to the series of courses reported above, specially designed experiences are added to the program to deal with problems common to core teachers. Robertson reports the "core content" courses as follows:

For "core content" courses we either build completely new experiences not now in our catalog or select from the entire university offerings those courses which seem to be directly helpful to teaching in a core class. In the former are, for example: we create a new course titled, "Field Work in Case Curriculum" where the student spent his time as a helper with a group of core teachers at a local high school. 45

Robertson describes the student teaching experience thus:

The two-semester student teaching arrangement is a recent development asked for by the students themselves. The student spends one semester, full time, in a school where the core program is not fully developed and where conditions are similar to those they will probably meet when they begin teaching. The second semester he works full time in a highly developed core program. 46

43 Ibid., p. 22.
44 Ibid.
46 Ibid.
The total program for the preparation of core teachers is characterized by democratic procedures. Broad experiences in democratic group living permeate all areas of the program. It is facilitated by continuous personal communication among core group majors and faculty advisor. Robertson reports:

The most important learning secured by the core majors grows out of the fact that they are a strongly knit, cohesive group engaging in continuous social, educational and professional activities. This relatively small group of people have regular weekly professional meetings where they discuss a wide variety of problems pertinent to core teaching and to their becoming core teachers. They sponsor educational forums, explain core to class groups around the university, participate in educational conferences, attend A.S.C.D. meetings, plan group field trips, plan their course registrations so that they have group registrations, assist each other in assessing their own needs, suggest revisions in their own curriculum requirement.47

Specialization

Provision is made for a major in one or more fields of knowledge commonly taught in the high school. This may be chosen from the following fields: art, English, mathematics, music, science and social studies.

Reported Changes Needed

The report of obstacles to the program may imply a need for significant changes in the current program. This is implied in the statement that follows:

47Ibid., p.
We see the following four large obstacles which inhibit our growth: 1. The lack of certification for core teachers which prohibits us from developing, free from ordinary subject requirements. 2. The lack of knowledge among our student body and faculty about our program and their predisposition to think in terms of English, Social Studies, Mathematics, and other conventional areas. 3. Lack of content suitable for a new kind of teaching and co-ordinate lack of planning to get such content. 4. The nebulous stage of core placements which makes it difficult for students to anticipate their job opportunities. 48

Reported Future Plans

No plans for future development of the program was reported, however, Robertson reports that the future has "exciting possibilities." He states:

We now have a core class for college of education freshmen which replaces Social Studies, Science, and Education. These freshmen are getting a chance to have a learning experience through living core. This new course has possibilities for extension to other freshmen groups and to the sophomore level. Successful operation of these core classes could go a long way toward providing background for future core majors and for interesting regular students and faculty to think of teaching core. 49

Summary

The program at New York University is in a stage of development as modifications are made in the requirements of major fields of knowledge and in the area of professional education to provide for the experiences deemed essential for the preparation of core teachers. Unity

48 Ibid., p. 24.
49 Loc. cit.
among subjects in the core major is achieved by means of cooperatorively planned out-of-class experiences.

Application of Criteria

In the program at the New York University provision is made for experiences in the major fields of knowledge commonly utilized in the core program (Criterion I). These experiences are provided for in several areas of the program, in the general education program required of all, and in the series of controlled electives selected from the cultural or liberal art program and in the area of free electives. The general education program provides experiences in a freshman core which replaces courses in the field of social studies, science and education. Such a core shows relatedness among these fields of knowledge. The courses in the other areas and in the general education program are subject centered and taught out of relationship to other courses. The program does not meet this criterion fully.

Opportunity for specialization in at least one subject field of knowledge commonly taught in the high school is provided (Criterion II). The program includes a state certification requirement in a teaching field which may be selected from a wide range of subject fields, such as, art, English, mathematics, music, science and social science. In the area of electives opportunity is offered to build up a field of specialization from a minor area. The program meets Criterion II.
Reports of the program reveal no special provision for experiences in the organization and development of curriculum materials in broad areas of living (Criterion III). It might be assumed, however, that during the experience in the directed teaching and in the course entitled, "Field Work in Core Curriculum" some opportunity is provided for such significant experiences. It cannot be stated, then, that the program meets this criterion.

Provision for experiences in the field of adolescent development is included in the program (Criterion IV). Greatest emphasis is placed on a theoretical study of the adolescent. The course entitled, "School Leadership and the Community" provides some direct experiences with children and youth in community agencies serving them. Evidence reveals that the adolescent is not dealt with in terms of identifying and clarifying his needs as a basis for the development of core curricula. The program only partly meets the criterion.

The program provides for experiences in the utilization of group processes in planning and guiding learning (Criterion V). Such experiences receive emphasis in several aspects of the program. In the overall planning of the learning activities for the core major group processes are utilized. Such democratic procedures are used as a means of developing special courses or activities considered essential for the core major, e.g., "Field Work in Core Curriculum," and extra class learning activities of a social, educational and professional nature. A course designed to deal with a theoretical background of group processes is offered in the program. The nature of the approach
to the theory of such procedures was not revealed. Reports do not show that experiences in utilizing group process in planning and guiding learning in the high school core class are offered. The provision for such experiences would depend upon the underlying philosophy of the core program in which student teaching is carried out. The program meets this criterion only partially.

The experience of directed teaching in a core is provided for in the program of New York University (Criterion VI). The experiences are designed to provide for increasing responsibility in core teaching. Opportunity to observe and participate in the core program is followed by two teaching experiences in the core, one in a core program not so fully developed and a second in a core program fully developed. The teaching experience, guided by group conferences, is evaluated and intellectualized. The criterion is met in the program.

Experiences included in this program offer some opportunity for the clarification of the core (Criterion VII); however, no experiences designed to clarify the theory of the core are included. Training in participating and teaching in the core program and special visits to schools with core programs provide opportunity for first steps in the direction of clarifying the theory of the core. The degree to which this is achieved depends upon the extent to which the experiences are intellectualized and evaluated. The program meets this criterion in some degree.

The program provides some opportunity to develop dynamic relationship between general and professional education (Criterion VIII).
This criterion is provided for in the general education core and in the series of subject centered courses in major fields of knowledge, all of which are taught to show some relation to professional education. There is no experience designed to help the student develop dynamic relationship between these two areas of the program. The program meets the criterion to a limited degree only.

The program at New York University makes some provision for meeting each of the eight criteria for teacher-education programs preparing core teachers. The fact that this program does not meet the criterion fully points to the fact that improvements should be made in order that the competencies essential for core teachers can be developed.

THE TROY STATE TEACHERS COLLEGE PROGRAM
FOR THE PREPARATION OF CORE TEACHERS

At Troy State Teachers College a pre-service program specially designed for the preparation of core teachers was introduced into the curriculum during the year 1950-51. This program is an integral part of the total teacher-education program for the preparation of all teachers. The director of the program emphasises this fact. He states:

The Troy program for the pre-service training of core teachers must of necessity be fitted into the college's four year pattern of teacher training, a pattern which calls for two years of general education followed by two years of professional education—though it should be clearly emphasised that the four year program comprises a carefully conceived and unified whole. The Troy leadership recognises
the limitations of any four-year program of teacher training; it rejects, however, the idea that a core teacher must necessarily be innately brighter, be better trained or for a longer period time than other teachers.

At Troy the pre-service program for the training of core teachers is not a "tacked-on" phase of the teacher training program. No separate department has been created to direct the training of core teachers. Though each department of the college shares responsibility for the training of core teachers, it is the English and Social Studies Departments, along with the Education Department, which assume special responsibility for this task. 50

Since the program is required of all students regardless of their field of specialization there is no special plan for their selection.

The development of the program has been made in terms of a clearly defined concept of the core which is presented herewith:

Prospective core teachers at Troy are shown that the secondary school has the two-fold task of "unification" and "specialization," i.e., "citizenship education" and "specialized guidance and training." Among the citizenship aimed required common offerings of the secondary school, the core is defined as that unique part which emphasizes the process of democratic living and learning. The core is the "heart" of the total citizenship-education program of the school. More specifically, the core is defined as having the following nine enumerated characteristics:

1. The primary purpose of the core is through practice to make American youth competent in the habits, attitudes, understanding and skills most necessary for democratic citizenship.

2. The core is a unified problem-type course not limited to any one subject field but drawing most heavily on social studies and the language arts.

3. All good teaching methods are to be used in the core, but the method of group problem-solving will assume central importance.

50Alberty, op. cit., pp. 31, 32.
4. The core is one limited part of the total school program; the total school curriculum will consist of (1) core, (2) other required subjects, and (3) elective studies and activities.

5. The time allotted to the core daily will consist of two or three periods in the junior high school, and will decrease as the maturing student in senior high school increases his interest in and need for specialization.

6. Individual and group guidance of class members is a primary function of the core program.

7. Skills basic to successful democratic living are learned in the core through meaningful use and practice.

8. Problems for study in the core will be chosen by students and teacher from a flexible framework of subject matter suggested by the faculty.

9. Co-operative preplanning by teachers who enlist many professional, lay and student resources is characteristic of successful core programs; however, the work in each individual core classroom will be under the direction of one teacher. 51

The Curriculum Pattern

The curriculum pattern of the program at Troy State Teachers College evolved with modifications in the requirements of the major fields of knowledge and those in the field of professional education. Modifications in the requirements of the major fields of knowledge are made to provide broad experiences in a general education core at the college level. In the requirements of the professional education program modifications are made to provide for special emphasis on the core curriculum and the problems involved in core teaching.

51 Harris Harwill, Unpublished Mimeographed Material.
The descriptive comments that follow present a picture of this program.

Major Fields of Knowledge

The area of the major fields of the general education core at the college level is offered in the freshmen and sophomore years. This problem-centered core provides direct first-hand experiences in dealing with broad problems of living. The curricular structure of this core is defined in terms of the following areas:

The Arts in Individual Development
Bio-Social Development of the Individual
Development in the Arts
Man and His Physical Environment
Regional and National Socio-Economic Problems

This general education core is required of all students regardless of their area or field of specialization. It makes a contribution to the preparation of core teachers that is particularly unique since direct first-hand experiences in a problem-centered core program is provided prior to experiences in the area of professional education. This is apparent in the following report:

The prospective core teacher actually experiences what a core program is like as he goes through the core courses which have been developed for the freshman-sophomore years of "general education" at Troy. These core areas include: Bio-Social Development of the Individual, The Arts in Individual Development, Man and His Physical Environment, Regional and National Socio-Economic Problems, and Developments in the Arts.  

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52 Alberthouse, op. cit., p. 33.
Professional Education

The area of professional education is modified by re-organizing the content of each course in the series of required professional education courses to provide for broad experiences in dealing with significant problems in core curriculum development and teaching in the core program at the high school level. The series of professional education courses required include three general methods courses, directed student teaching in the core and special methods course in the chosen field of specialization. These are briefly described as follows:

General Methods (No. 1). This course is comparatively unique in that it is required of all prospective teachers but yet it is specially designed for the preparation of teachers for core programs. Major emphasis is given to the core and its place in the total program of the school. Broad experiences are provided for in core curriculum development, in the selection and organization of instructional units appropriate for the core, and in the selection and organization of instructional units in special subject matter areas. The following statement reveals activities provided for in this course.

He goes through the process of selecting and organizing a large unit of instruction, a process which he will repeat in a classroom situation with children during his practice teaching. In selecting the topic around which he will develop a unit, the student must decide whether this unit is to fit into the core program of the high school or into the field of special
interests. Most students in the General Methods Course choose to write a unit for the high school core.53

General Methods (No. 2). The historical development of the core curriculum in American education is the topic around which this course evolves.

General Methods (No. 3). Provision is made for a study and an analysis of the Common Learnings program outlined by the Educational Policies Commission and the National Association of Secondary School Principals. In addition an analysis and study are made of the various curricular materials for core programs from the Alabama State Department of Education in terms of how they might be most effectively used by both the core teachers and the special interest teacher.

Directed Student Teaching. Directed teaching in the core program is provided for in the local public high school under college supervision.

Special Methods. A special methods course is offered by each major department. This course deals with a study of the relationships of particular fields of knowledge to the total high school core curriculum. Emphasis is placed on the relationship of the specialized fields of knowledge to the core curriculum. A study of pertinent curriculum material developed by the Alabama State Department of Education receives special emphasis. These materials are analyzed and studied in terms of their contribution to the core program, to the core teacher and to the special interest teacher. The two fields

53Loc. cit.
English and social studies are deemed the most significant for the core program. The director reports:

In the Special Methods Course offered by each major department at Troy, the young teacher looks clearly at the relationship of his special interest field to the high school core curriculum. In particular do the English and Social Studies Departments investigate this relationship. A chief emphasis of the English Special Methods Course is the functional approach to the teaching of communication skills. 54

Specialization

The fields of specialization from which the student is required to select are English and/or social studies.

Reported Changes Needed

None were reported.

Reported Future Plans

None were reported.

Summary

The program for the preparation of core teachers at Troy State Teachers College has developed as the demand for core teachers has increased in the high schools in Alabama. This program has evolved as the major fields of knowledge have been reorganized into a

54 Ibid., p. 33.
problem-centered general education core, and as the "content" of required courses in professional education has been reorganized.

Application of Criteria

The Troy State Teachers College program makes provision for experiences in the major fields of knowledge commonly utilized in the core program (Criterion I). These experiences are included in a problem-centered general education core which cuts across major subject fields of knowledge as such needed areas are drawn upon in dealing with problem in the core class. Students are helped to relate the functions of the major areas of knowledge to the solution of problems. The criterion is met adequately in the program.

Opportunity is provided for specialization in one or more fields of knowledge (Criterion II). The experiences provided for in this area are designed to relate the field of specialization to the general education or the core-program. The selection of a field of specialization is limited to the two fields English and social studies. The criterion is not fully met in this program.

Experiences in developing and organizing curriculum materials (Criterion III) are provided for in the program. Major emphasis is placed on the development of broad units of work which cut across subject fields of knowledge. Analysis and study are made of the curriculum materials developed by the Alabama State Department of Education in light of their use by core teachers. Such experiences
are included in the General Methods Course required of both the core and the special interest teacher. There is no evidence to show that the materials are developed in terms of broad areas of living. Criterion III is partially met in the program.

Reports of the program show no evidence that it provides for broad experiences in the field of adolescent development (Criterion IV).

There is lack of evidence to show that the program provides for the utilization of group process in planning and guiding learning (Criterion V).

Directed experience in teaching in the core program is provided for under the guidance of the college staff and the coordinating teacher in a local public school (Criterion VI).

Experiences designed to clarify the theory of the core are included in the program at Troy State Teachers College (Criterion VII). Such experiences provide for a theoretical background of the development of the core and its place in the total school program. Whether or not emphasis is placed in the conflicting theories and philosophies underlying the core was not reported in the data.

Provision is made for an opportunity to develop dynamic relationship between general and professional education (Criterion VIII). The freshman and sophomore core program provide first hand experience in a core program at the college level. The professional education program which is designed to deal with the core curriculum in the high school offers an excellent opportunity for the general education
program to be related to the professional education program. The extent to which the two fields are related is not revealed. The criterion is partially met in the program.

The program at the Troy State Teachers College meets some criteria for teacher-education for the preparation of core teachers. The fact that those met are not provided for adequately points to the need for the teacher-education program to be further developed to provide for the development of the competencies essential for core teachers.

Evaluation of The Programs
Following Curriculum Pattern A

CRITERION I. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE EXPERIENCES IN THE MAJOR FIELDS OF KNOWLEDGE COMMONLY UTILIZED IN THE CORE PROGRAM.

Various practices are used among the programs that provide for Criterion I. One program at the graduate level includes two recommended courses in the social science area. Three programs at the graduate level make provision for meeting the criterion in an area of electives; two at the undergraduate level meet the criterion in selected courses recommended in the major areas of knowledge included in the general education program. One graduate program includes a series of interdepartmental courses in the major areas of knowledge. Two undergraduate programs make provision for meeting the criterion in a general education core at the college level and in an area of electives.
There are both strengths and weaknesses among the programs that make provision for meeting Criterion I. An outstanding strength is that a broad background of major areas of knowledge is provided for in the program of general education, the requirements in related areas and the area of electives. The general education phases in some programs emphasise the arts, the humanities, science and social science and in addition such related fields as family life, health and nutrition, communications, religion, psychology and education. A second outstanding strength is the provision made to show relatedness among subject fields of knowledge. The organisation considered the most promising for the preparation of the core teacher is that of the general education core at the college level. This provides for a first-hand experience in a core program prior to entering the professional education experiences.

A major weakness among these programs is found. The general education offerings are concentrated during the freshman and sophomore years, thus causing complete separation from the program of professional education. Another major weakness is the lack of emphasis placed on the provision for the problem solving approach in teaching and for the use of democratic classroom procedures, e.g., pupil planning. The general education core programs, however, provide greater opportunity for the use of these democratic procedures. The necessity for using the area of electives for building up a field of specialisation is wholly undesirable since it prevents the
student from pursuing the experiences needed to meet special inter-
tests and needs. If such an area is extensive enough, we could
be made of it without ignoring its purpose.

The criterion is not met adequately among this group of pro-
grams.

CRITERION II. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE OPPOR-
tUNITY FOR SPECIALIZATION IN AT LEAST ONE SUBJECT FIELD OF KNOWLEDGE
COMMONLY TAUGHT IN THE HIGH SCHOOL.

Among the programs several practices which provide for meeting
Criterion II are in use. Three programs at the graduate level make
 provision for meeting the criterion in an area of electives restricted
to recommended fields of knowledge. Four programs provide for a re-
quired area of specialisation to be selected from two to seven
recommended teaching fields. Two undergraduate programs provide op-
portunity for specialisation in two unrestricted areas of knowledge.

Several strengths are common to programs in this group. An
area of electives and an area of specialisation are common to many
undergraduate programs, while an area of electives only is provided
in the graduate programs. The practice of permitting complete free-
dom in the selection of the field of specialisation is a second
strength among some programs. With such freedom the student, under
the guidance of the college instructor, may select the fields that
best meet his needs and interests.

Restrictive measures placed on the selection of the field of
specialisation is a major weakness, especially when the choice is
limited to two or three fields of knowledge common to the core
program. Opportunity for the student to learn to make choices in terms of personal needs, desires and wishes as seen in light of the needs of the total group is an essential.

The programs as a group do meet this criterion.

**CRITERION III. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE RICH EXPERIENCES IN ORGANIZING AND DEVELOPING CURRICULUM MATERIALS IN BROAD AREAS OF LIVING.**

Criterion III is provided for in the area of professional education. Two programs include courses which deal with some aspects of the core curriculum. Four programs provide courses which are designed for the core curriculum major. Two programs provide for meeting the competency in courses required of all regardless of field of specialisation and in courses designed for the preparation of core teachers.

Among the groups of programs there are common strengths and weaknesses.

One outstanding strength is the provision for experiences to develop and organise curriculum materials as an integral part of the program. Such experiences are offered in courses designed for the core major. These paralleled the student teaching period. Another outstanding strength is the provision made to work cooperatively with others to develop curriculum materials in terms of broad areas of living. In some programs students work cooperatively with core teachers in the development of such materials for a particular school. In other programs provision is made for them to work with special interest teachers to develop materials in
terms of broad areas of living. Some emphasis is given to the re-
source unit; not a major emphasis, however.

Weaknesses common to some of the programs are apparent. Em-
phasis is placed on the development of curriculum materials in
fields of subject matter rather than broad areas of living. Such
experiences are developed out of relation to an on-going program.
Another common weakness is excess emphasis placed on discussing
various experiences in organising and developing curriculum mate­
rials rather than on first-hand experience. Such experiences do not
provide for the development of the competencies essential for core
teachers. Still another weakness is that of placing too much em­
phasis on curriculum materials being developed by the individuals
rather than the group.

CRITERION IV. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE RICH
EXPERIENCES IN THE FIELD OF ADOLESCENT DEVELOPMENT.

Two programs provide for meeting the criterion in courses in
adolescent development. In one program provision for meeting the
criterion is professional education courses in the area of secondary
education teaching is made. One program provides for meeting the
criterion in courses in the field of adolescent development and in
professional education courses which are designed to deal with some
one or more aspect of the field of adolescent development. Three
programs make provision for meeting the criterion in one or more
courses in which the adolescent, his problems, needs and interests
serve as a basis to core curriculum development and core teaching.
Among the group of programs that follow Curriculum Pattern A there are both strengths and weaknesses. One major strength in the program is the increasing emphasis placed on the adolescent and his common needs, interests and problems.

The emphasis placed on the adolescent as a group member is another strength in the program. A study of the adolescent in relation to the group provides an opportunity to gain deeper understanding of the group of adolescents and provides an opportunity for the prospective core teacher to develop ability to guide the group in learning activities.

There is still another major strength found among some programs. The adolescent is studied as an integral part of curriculum development and teaching in the core. Courses which deal with various aspects of the core curriculum place emphasis on the adolescent as he is related to the on-going core program, and provide an opportunity for the prospective core teacher to gain understanding and some ability to guide the group in learning activities of the core class.

Still another strength is the fact that the adolescent is dealt with in relation to various areas in the curriculum. Opportunity is provided for the adolescent to be dealt with in relation to developing curriculum materials.
CRITERION V. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE EXPERIENCES IN UTILIZING GROUP PROCESSES IN PLANNING AND GUIDING LEARNING.

One of the outstanding strengths common to some programs in the group is the provision made for the prospective core teacher to have first-hand experiences in group processes. Such experiences accompanied by a period of evaluating or intellectualizing in the classroom and also in courses especially designed to deal with the science and art of group process provide an excellent opportunity for the prospective core teacher to gain understandings and insights into the process as well as some skill in its use.

There are weaknesses common to programs, one of which is the limited opportunity provided for the student to gain some competency in assuming a status role in utilizing group processes to guide youth in planning learning experiences. If such competency is to be developed in this role, more first-hand experiences are essential. If the use of group processes dominated all aspects of the program for the preparation of core teachers in both the areas of general and professional education, then a major weakness would be overcome. It is essential, however, for experiences to be provided in the use of all types of procedures.

The lack of continuous experiences to gain insights and understandings into the theoretical background of the process is another weakness among groups of programs. Some programs more than others better meet the criterion; however, as a group the programs meet the criterion fairly well.
CRITERION VI. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE FOR DIRECTED EXPERIENCES IN TEACHING IN A CORE PROGRAM.

One program which includes opportunity for directed teaching in the core program of University High School provides for experience in the area of electives. Four programs provide for the experience in the core program of the local public schools or in a nearby community. In two programs provision for directed teaching in the core is made during two different periods in two different schools. One program includes an internship which provides for directed teaching during free time in a core program of high school in a nearby community.

There are many strengths and weaknesses common among the programs. One of the outstanding strengths is provision for the directed student teaching experience as an integral part of the professional education program. This is made possible by courses and seminars which parallel the program. Another outstanding strength is found in the broad and realistic student teaching experiences that are provided. Some programs use a large block of time which provides for the teaching experience to be concentrated during less than a semester. The off-campus center provides for further breadth of the experience as does the longer period of teaching in the classroom. Still another strength of great significance is the extended provision for group intellectualisation and evaluation of the student teaching program and of student growth through the experience. This is provided through special courses
and seminars which parallel the experience.

Despite the outstanding strengths common among the programs there remain some weaknesses that, with concerted effort, could easily be overcome. One major weakness is the provision for the directed teaching experiences to be concentrated in one or two semesters rather than provided for throughout the last three years. Since it is important for the experience to be an integral part of the program, first-hand experiences should be included throughout the three or four-year period with provisions made for increasing the responsibility of the prospective core teacher for the core class.

A second weakness is the lack of provision made for the total group of teachers, regardless of their specialization, to work together during the period of directed teaching. Such experiences would help the group recognize the contribution that each group of teachers could make to the other group, thus creating greater unity among the staff of the whole school. Still a third weakness is a lack of provision for experiences in the core program in both the junior and the senior high school. Such provision would provide for rich experiences for planning and guiding learning of the younger and older adolescent.

The criterion is met among this group of programs.

CRITERION VII. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE OPPORTUNITY FOR EXPERIENCE DESIGNED TO CLARIFY THE THEORY OF THE CORE.

Among the group of programs there are both strengths and
weaknesses as related to this criterion. In some programs experiences designed to clarify the theory of the core are included as an integral part of the professional education program. Such experiences are included in courses required of all students and in some courses designed for the core major. A second strength is the use of direct experiences. These experiences include visits to schools engaged in core curriculum development, however the extent to which the visits are intellectualized is not evident in the data.

Several weaknesses among the programs include, first, a lack of emphasis on a theoretical study of conflicting theories and philosophies underlying the evolving core curriculum; second, too little emphasis given to the provision of direct experiences designed specifically to a study of core programs-in-action in light of their underlying theory and philosophy.

Teacher-education programs should be developed to provide more adequately for experiences designed to deal with conflicting theories underlying the core curriculum in a more meaningful way. More emphasis should be given to this aspect of the core curriculum movement throughout each area of the program.

CRITERION VIII. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE EXPERIENCES FOR DEVELOPING DYNAMIC RELATIONSHIPS BETWEEN GENERAL AND PROFESSIONAL EDUCATION.

Among the group of nine programs there are strengths and weaknesses as related to this criterion. One outstanding strength found among a group is that steps are being taken to bridge the gap between general and professional education programs. Not any one,
however, is so organized to achieve unity to any great degree. Among some programs a seminar in the professional education program is developed to relate the general education to the professional education programs. On the other hand, some programs include general education and/or professional education courses which are so reorganized to give more emphasis to relating aspects of the two programs.

A major weakness is the lack of a systematically designed plan to provide for experiences designed to develop dynamic relationship of the two programs throughout the four–or–five–year program.

For teacher–education programs to provide for preparing core teachers who have each of the competencies, more drastic steps should be taken to make more adequate provision for Criterion VIII.

Summary

Each of the programs that follow Curriculum Pattern A meet one or more of the eight criteria for teacher–education programs for the preparation of core teachers. The discussion presented above shows clearly that some programs in the group provide more adequately than others for the criteria. This is further shown in the rating of the programs on a three-point value scale presented in Table L.

It is significant to note that the programs in which the greatest degree of modifications have been made in the requirements
of the general education and the professional education programs, to make special provisions for the core major, meet more adequately the criteria than do the others.
### TABLE L

**RATING OF PROGRAMS FOR THE PREPARATION OF CORE TEACHERS WHICH FOLLOW CURRICULUM PATTERN A**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Columbia University, Macester Teachers College</th>
<th>Macalester Teachers College</th>
<th>New York University</th>
<th>Northern Illinois Temple University Teachers College</th>
<th>The University of Minnesota</th>
<th>The Ohio State Teachers College</th>
<th>The State University of Illinois Teachers College</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher-education program should provide:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Experiences in the major fields of knowledge commonly utilized in the core program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Opportunity for specialization in at least one subject field of knowledge commonly taught in high school.</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3. Experiences in organizing and developing curriculum materials in the broad areas of living.</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>4. Experiences in the field of adolescent development.</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5. Experiences in utilizing group processes in planning and guiding learning.</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>6. For directed experiences in teaching in a core program.</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. Opportunity for experience designed to clarify the theory of the core.</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>8. Opportunity for developing dynamic relationships between general and professional education.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

**Code:**
- 0 - No information
- 1 - Little provision
- 2 - Substantial provision
- 3 - Adequate
Teacher Education Programs Following Curriculum Pattern B

Curriculum Pattern B includes institutions which purport to prepare core teachers in their regular teacher-education program with relatively few special provisions.

Five teacher-education institutions offer programs that claim to prepare core teachers. Four institutions that provide for undergraduate programs include: Frostburg State Teachers College, Hood College, The Towson State College and Western Maryland College. One institution that offers a graduate program is The University of Hawaii. The programs offered in these institutions differ as to the special provisions made for preparing core teachers; more extensive modifications are made in the regular teacher-education program of some institutions than in others. The five programs are presented grouped in one of the following types of curriculum organisations.

Type One. No modification is found in the general education program. Modifications are made in the requirements in the field of professional education by adding courses specially designed for the core major. Frostburg State Teachers College and Western Maryland College have this pattern.

Type Two. No modification is made in the general education program. Modifications are made in the requirements in the field of professional education by re-organising courses to deal with subject fields of knowledge in terms of needs, interests and problems of adolescents and by adding courses specially designed to deal with the core curriculum and teaching in the core. This pattern is found at the University of Hawaii.
Type—Three. Modifications are made in the require-
ments in the major fields of knowledge by adding
courses to strengthen ties subject fields common to
the core program. Modifications are made in the
requirements in the field of professional education
by reorganising courses to place emphasis on the core
curriculum and by adding courses specially designed
for the core major. Hood College has this pattern.

Type—Four. Modifications are made in the require-
ments in the major areas of knowledge by reorganising
certain courses to show relatedness of subject fields
of knowledge. Modifications are made in the require-
ments in the field of professional education by or-
ganising courses to place emphasis on the core and
adding courses specially designed for the core major.
The Towson State Teachers College has this pattern.

Programs Following Type—One Curriculum Organisation

THE FROSTBURG STATE TEACHERS COLLEGE
PROGRAM FOR THE PREPARATION OF CORE
TEACHERS

The regular teacher-education program at Frostburg State
Teachers College claims to prepare core teachers for the junior
high school core. The responsibilities of this institution for
preparing such teachers are revealed in the following statement
by the director of the program:

Teacher-trainees in the Junior High School Curriculum
are prepared only as core teachers . . . In other words
we do not prepare junior high school teachers of social
studies, or of English, but only for core. All junior
high schools . . . have core programs in which separate
subjects are still taught and only in a few artificial
intercorrelations made; we must still prepare college
students for all types of core programs . . . we should
move toward the integrated experience program especially
built around the problems of a particular group of child-
ren.
Curriculum Pattern

The curriculum pattern of the teacher-education program at Frostburg State Teachers College consists of a series of courses in the major fields of knowledge and in professional education. Modifications have been made in the requirements in professional education to provide for courses which emphasize important phases of the core and also to provide for directed experiences in teaching in a core program in the junior high school. The descriptive comments that follow present this program.

Major Fields of Knowledge

In the general studies program, required of all students, courses in the major areas of knowledge and related fields are offered. The major areas in which courses are offered include: The arts, The humanities, science, social science and two related fields, health and physical education and education and psychology. These courses are subject-centered and are taught independently.

Professional Education

This area of the program includes a series of education courses in which some provision is made to deal with problems significant to teaching in the core. These courses are described briefly.
Introduction to Education. In this course the student is introduced into the teaching profession. Provision is made for "professional laboratory experiences" and experiences in observing teaching procedures in classes at various grade levels.

Principles of Teaching in the Junior High School. General principles of teaching in the junior high school (core) are developed. Emphasis is given to problem solving and to the core program throughout the course.

Human Growth and Development. Emphasis is placed on four areas of human growth and development. These include the physiological, social, psychological and personal areas.

Teaching Language Arts in Junior High School, Mathematics in the Junior High School, Science in the Junior High School, Social Studies in the Junior High. Procedures of teaching in each of the three subjects included in the junior high school core are dealt with in this series of courses.

Directed Student Teaching. One semester of student teaching in the junior high school is required. One-fourth of the period or four and one-half weeks is provided for observing, participating and teaching in all activities of the core program under the direction of the core teacher and the college supervisor. During the remainder of the semester provision is made for student teaching in each of the three subject matter fields chosen from English, mathematics, science and social studies.
Specialization

None.

Electives

Two or three credits.

Reported Changed Needed

No descriptive reports concerning the need for change in the current teacher-education program were submitted.

Reported Future Plans

A study of the current program is being conducted by a specially appointed committee to consider plans for its improvement.

Summary

It is claimed that the regular teacher-education program at Frostburg State Teachers College prepares teachers for junior high school core programs. Relatively little, if any, special provision is made in the program for the preparation of core teachers. Modifications are made in the requirements of the professional education program to provide for courses which deal with problems on core teaching and to provide opportunity for
directed experiences in teaching in the core. The program emphasizes teaching science, social studies, mathematics and English in the core.

Application of Criteria

Provision is made in the program at the Frostburg State Teachers College for experiences in the major fields of knowledge commonly utilized in the core (Criterion I). Such provision is accomplished through a series of courses in the general education program required of everyone. The program does not insure a breadth of experience in each area, however, since the scope in some areas is defined by a limited number of highly specialized courses. Each course in the program is taught independently with no provision to help youth relate the function of the subject fields of knowledge to the solution of problems of living. The program partly meets this criterion.

Special provision for opportunity to specialize in one or more fields of knowledge (Criterion II) is not made in this program. It does, however, provide for each student to be prepared to teach at least three subject fields of knowledge included in the core. The free electives provide opportunity for building up a special interest field of one's choice. To a limited extent the program meets Criterion II.
Experiences in organizing and developing curriculum materials (Criterion III) are included in the directed teaching period. There is no evidence, however, to show that such materials developed are in terms of broad areas of living. Since emphasis is placed on teaching subject fields of knowledge, no doubt the curriculum materials are developed and organized in terms of subject fields of knowledge. The program does not provide for this criterion.

Some provisions for experiences in the field of adolescent development (Criterion IV) are included in the program. First-hand experiences with adolescents are provided for in the course entitled, "Introduction to Education" and in the directed student teaching period. Opportunity for gaining basic theoretical background of the growth and development of adolescents is provided for in the sequence of courses entitled, "Child Growth and Development" and "Adolescent Growth and Development". The criterion is met in the program.

There is no evidence to show that provision is made for experiences in utilizing group processes in planning and guiding learning (Criterion V). Reports do indicate that the problem approach is emphasized in the course entitled, "Principles of Teaching in the Junior High School". This criterion is not met.

Experience in teaching in a high school core (Criterion VI) is included in the program. Provision is made for a limited
amount of teaching in the core, however, this amount is concentrated. The teaching experience is guided by the coordinating teacher and the college supervisor. The criterion is only partly met.

Provision is not made for experiences which are designed to clarify the theory of the core (Criterion VII).

Reports show no evidence that provision is made for developing dynamic relations between the general and the professional education program (Criterion VIII). This criterion is not met.

According to the above discussion the program at the Frostburg State Teachers College makes inadequate provision for meeting the criteria considered essential for a teacher-education program to prepare teachers for the evolving core program.

WESTERN MARYLAND COLLEGE PROGRAM FOR THE PREPARATION OF CORE TEACHERS FOR HIGH SCHOOL

The regular teacher-education program for the preparation of teachers at Western Maryland College claims to prepare core teachers. The program was planned in terms of the state requirements for the junior high school (core) teachers and the needs of the core teacher as defined by the Teacher-Education staff. This undergraduate program is an integral part of the total teacher-education program for all teachers.

There is no plan for the selection of the students.
Curriculum Pattern

The curriculum pattern of the program at Western Maryland College consists of a series of courses which include some special provisions for the preparation of core teachers. A few modifications are made in the requirements in the field of professional education to provide for courses which deal with problems common to core teachers and to provide for directed teaching in the core. This program which claims to prepare core teachers is presented in the descriptive comments that follow.

Major Fields of Knowledge

Courses in the major fields of knowledge are provided for in the general education program for all students regardless of their field of specialisation. The courses in this program are taught with no relationship to the other areas.

Professional Education

The sequence of professional education courses which is offered during the junior and the senior years include the following: educational psychology, psychology of adolescence or child psychology, basic seminar which includes principles of high school teaching, the junior high school curriculum, and audio-visual aids, basic methods course, student teaching in the core.
The basic seminar and student teaching are scheduled in a series of large blocks of time during the first semester of the senior year. In the first block of five-weeks the basic seminar is offered; the second block of seven and one-half weeks is assigned for directed teaching in the core, and during the third and the last block of five-weeks the basic seminar is again offered. The regular class schedule is resumed during the second semester. Modifications have been made in the regular program to develop greater unity among the courses designated as the basic seminar and to provide for directed teaching in a core program in the high school.

**Community Experiences.** Opportunities for direct first-hand experiences with children in community agencies, are provided for during the junior year. Such experiences are designed to help students gain deeper understanding and appreciation of children and the problems they face in growing up and to develop better understanding of the responsibilities of core teachers for promoting and guiding learning activities of children. The experiences included in the program are provided for at Rosewood, a special school for the mentally deficient, and at the Maryland School for Boys. The prospective core teacher observes and guides activities of the children. A second community experience includes surveying and studying a school community. This is carried out under the direction of a college staff member.
Basic Education Seminar. This seminar is considered to be highly valuable for the preparation of core teachers because it is characterized by features similar to those in the high school core class. The seminar is "experience-centered", "problem-centered", "guidance-centered" and "group process-centered".

Three broad areas which were formerly taught as three separate courses compose the seminar. These include: audio-visual aids, principles of teaching, and the junior high school curriculum. Each area is problem-centered and directed toward the clarification and the solution of problems that are common to core teachers and also those common to the special interests teachers. Democratic practices characterize all classroom procedures.

Each of the three areas of the seminar is cooperatively planned by the instructor and the students. In the area of audio-visual aids the problems dealt with include selecting and filing materials for teaching; selecting and using audio-visual aids (e.g., slide films, bulletin boards, film strips); and selecting and using community resources as teaching aids, e.g., field trips, etc. The topics dealt with in the area of the Junior High School include a study of curriculum materials and their organization and development. Selected curriculum materials are studied and analyzed with special emphasis given to the resource unit.
Directed Student Teaching. Directed student teaching is provided for in the local public high school and in off-campus student teaching centers in nearby communities. Students assigned to off-campus centers live and teach in the community during a period of seven and one-half weeks. Individual and three-way conferences provide for guidance and evaluation of the student-teaching experience. Further group intellectualization is carried out in the "basic seminar" which follows the student-teaching experience.

Specialization

A field of specialization is required. The subject field from which the selection of a teaching field is made includes: biology, chemistry, English, French, Latin, mathematics, physics, science, and social studies.

Electives

None reported

Reported Changes Needed

A need to unify the sequence of professional education courses was reported.
Reported Future Plans

Plans have been made to develop a well-unified professional education program.

Summary

This program which claims to prepare junior high school core teachers is the regular four-year teacher-education program for all regardless of the field of specialisation. The curriculum pattern is composed of a series of courses in major fields of knowledge and a sequence of courses and experiences in the field of professional education. The professional courses are offered in the junior and senior years. Concerted effort is made by staff members of the education department to develop a well-unified professional education program.

Application of Criteria

In the program at Western Maryland College provision is made for experiences in the major fields of knowledge commonly utilized in the core program (Criterion I), through the offerings of a series of courses in the major fields of knowledge designated as the general education or basic studies program required for all. These courses are subject centered and are taught out of relationship to other areas of the program. According to the data, the criterion is partially met.
Opportunity for specialization in one or more major subject fields of knowledge commonly taught in high school (Criterion II) is provided for in the program. The field of specialization is restricted to traditional subject fields, such as English, mathematics, Latin, chemistry, biology, etc.; however, the free electives offer some opportunity for building up a selected field of special interest. The criterion is met.

Provision for experiences in organizing and developing curriculum materials in terms of broad areas of living (Criterion III) is made in directed student teaching experiences in some student teaching centers. The basic seminar offers a limited opportunity to deal with curriculum materials organized in terms of broad areas of living; however, evidence reveals that major emphasis is placed on the development and organization of such materials in terms of subject fields of knowledge. The criterion is met to some degree.

The program offers some opportunity for experiences in the field of adolescent development (Criterion IV). Such experiences are provided for in the course entitled, "Psychology of Adolescence", the community experiences and directed teaching in the core. The data do not reveal to what extent the adolescent was studied in relation to his interests, needs and problems. Some mention is made, however, of placing emphasis on helping students better understand problems which the handicapped must face while growing up. This is
included in the community experiences. The program meets the criterion in some respects.

Provision is made for experiences in utilizing group processes in planning and guiding learning (Criterion V). Such experiences are provided for in only one aspect of the program. Throughout the basic seminar group process is emphasized. Under the guidance of the college staff of the seminar students plan and develop the program with some provision made for the student to intellectualize and evaluate the process. The extent to which emphasis is given to the basic theory of the process was not reported. The program does not adequately meet this criterion.

The program provides for directed experiences in teaching in a core program (Criterion VI). Such provision is made during a seven and one-half weeks period of the senior year. The breadth of the experiences vary with the student teaching center. If the off-campus teaching center is chosen the student lives in the community and participates in both the school and the community as a regular teacher, under the guidance of the cooperating teacher. Individual conferences with the coordinating teacher and the college supervisor provide opportunity for individual guidance and counseling throughout the teaching period. Group evaluation of the teaching experience is afforded during the seminar which follows the teaching experiences. At this time the entire seminar emphasizes the problems of teaching in both the core and the special interest subjects. The program meets this criterion.
Whether or not the program provides opportunity for experiences designed to clarify the theory of the core was not reported (Criterion VII).

The program provides no opportunity for developing dynamic relationships between general and professional education (Criterion VIII).

Western Maryland College offers a program which makes provision for six criteria deemed essential; however, in some cases the provision made is not adequate.

Programs Following Type-Two Curriculum Organisation

THE UNIVERSITY OF HAWAII

The University of Hawaii offers a five-year teacher-education program for the preparation of all secondary school teachers which claims to prepare core teachers.

Curriculum Pattern

The curriculum pattern consists of a series of required courses in each of the major fields of knowledge and in the field of professional education. Modifications are made in the professional education program to provide experiences for preparing core teachers. The descriptive comments that follow present an overview of the program. The provisions made in the program for preparing core teachers are also discussed.
Major Fields of Knowledge

The general education program provides for a series of courses in the major areas of knowledge: the arts, the humanities, social sciences, science and health. Each course in the series is taught independently. This program is required of all teachers regardless of field of specialization.

Professional Education

This area of the five-year program consists of a series of required professional education courses paralleled by a series of laboratory experiences. These are listed as follows:

Education 100 2 hours
Orientation 55
Education 289 3 hours
History of Education

Secondary Curriculum Undergraduate

School Health Problems 6 hours
Education 215
Science in Secondary Education 2 hours
Education 216
Mathematics in Secondary Education 2 hours
Education 217
Social Studies in Secondary Education 2 hours

General Curriculum Fifth Year

Education 346
Philosophy of Education 3 hours

55 Ibid.
Throughout this area of the program emphasis is placed on planning and guiding the program in terms of the needs, interests and problems of adolescents. Descriptions of the courses that follow reveal this.

Science in the Secondary Curriculum. This course is concerned with guiding the student to understand the adolescent and present-day society; to develop understanding and insights into the field of science, its contribution to the development of the adolescent, its role in the total school program; and to develop ability to plan and teach science in the secondary school in terms of a democratic education. The objectives of the course are: (1) to understand the adolescent and the role of science in meeting his developmental needs; (2) to develop sensitivity to problems of social and moral conflicts developed out of the advancement of science;
(3) to develop an understanding and ability to use methods of inquiry; (4) to develop an understanding of how science can contribute to a total school program; (5) to develop sensitivity to the social problems and the impacts of scientific and technological advancement on society; (6) to develop the ability to plan units of work in terms of needs and problems of adolescents; (7) to develop insights and understandings of problems of teaching science in the secondary school.

Mathematics in the Secondary Curriculum. The contribution of mathematics to general education and the problems of planning and teaching mathematics in terms of a democratic education are the chief aims of this course. Experiences are provided in planning lessons and in planning for and in constructing various teaching aids. This is evidenced in the objectives of the course: (1) to develop insights into the problems of teaching high school mathematics in terms of the principles of democratic education; (2) to develop ability to plan and construct various teaching aids; (3) to develop the ability to plan lessons; (4) to develop insights and understandings of the contribution of mathematics to general education.

Social Studies in the Secondary Curriculum. The purpose of this course is to develop understandings of the adolescent, his needs and his problems of social living and to develop ability to handle problems of social living, utilizing appropriate resources
in their solution. Throughout the course emphasis is placed on the use of the scientific method of approach to the solution of human problems and dealing with propaganda pressures. The objectives of the course are: (1) to help the student become aware of the opportunities that may be offered to the adolescent in solving social living problems; (2) to develop in the student a sense of his own responsibilities for human welfare; (3) to offer an opportunity for the student to become acquainted with the development of social knowledge and understanding; (4) to show that a basic social education program can utilise life situations and be geared to the needs of the adolescent; (5) to suggest to students the opportunities for teachers to participate in community activities; (6) to suggest that the scientific method of approach may be applied to solving human problems; (7) to give the student a background for critical thinking in regard to propaganda pressures; (8) to help the student realise the potential resources of his community in relation to a school social education program; (9) to acquaint the student with some tentative techniques in handling practical social living situations; (10) to evaluate with the student his knowledge and understandings of the democratic processes.

Laboratory Phase. Provision for laboratory experiences is made throughout the five-year program of teacher—education. Concerted effort is made continuously to help the student develop deeper insights into the adolescent, his needs, interests and problems, the psychology of learning and into the role of education in
The first phase of the laboratory experience is provided for during the first two semesters of the junior year. Experiences in and participation in teaching in the field of social studies, English or the common learnings program are provided for during the first semester; while experiences in observing and teaching in an area of specialization are provided for during the second semester. Throughout the program extensive effort is made to bridge the gap between theory and practice by relating the education courses to each phase of the laboratory experience. One procedure is the use of the journal which is kept by students in one education course as an instrument to integrate all professional experiences of the junior year.

The second phase of the laboratory experience includes provision in the senior year for a semester of full-time teaching in core and in a special interest area which is carried out with the supervision of the college. Experiences of the student-teacher include contacts with parents, with various community agencies and with professional organizations. Opportunity for experiences to clarify problems of teaching and to intellectualise and evaluate the student teaching experience is provided for in the seminar which parallels the student teaching experience.

The last phase of the laboratory experience is offered during a semester in the fifth year. At this time the student engages in an internship in a public school under the guidance of a supervisor.
One staff member of the Education Department briefly describes the internship thus,

The purpose of intern teaching is to give the intern further experience in gaining deeper insights and professional understandings and skills. Opportunity for such development is provided in the public schools. Supervision is available to help the interns grow in their ability to evaluate themselves and further integrate the democratic philosophy into their professional and personal lives. The intern teachers are considered regular classroom teachers and carry their share of school and professional responsibilities and privileges.56

Individual and group conferences are held with the intern and supervisor. At this time various problems of core teaching are discussed and the experiences are intellectualised and evaluated.

Specialisation

Certification in two teaching fields (26 hours) is a requirement of the program. The selection of the fields is made with the guidance and counseling of the freshman adviser and the Director of Secondary Education. The basis upon which the selection is made is stated thus:

The choice takes into account the student's preferences, the likelihood of employment opportunities, and the student's aptitudes and previous experience. Choice of combinations of teaching fields is general in part by the known and estimated needs and policies of the secondary schools of the territory—e.g., a combination such as English and Science is not encouraged, because the

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difficulty in setting up a high school schedule so that the same teacher can handle both these subjects. English and Social Studies is a favored combination because in many public schools the same teacher is expected to handle these two fields, either in combination or separately.57

Electives

From 29 to 33 hours provide for five electives.

Reported Changes Needed

No reports were made concerning a need for changes in the present program.

Reported Future Plans

No reports were submitted concerning plans for future development of the program for preparing core teachers.

Summary

During the five-year teacher-education program for the preparation of core teachers or general education teacher of the high school, the prospective core teacher majors in both the secondary education curriculum and in two fields of knowledge that are included in the high school curriculum.

In the professional education courses emphasis is placed on

57Ibid. p. 4.
personal and professional development of the student. Community living, understanding of child development and a democratic philosophy of education receive continuous emphasis. The problem-solving approach rather than the subject-approach dominates the classroom procedures of the courses. This is evidenced in the following list of practices reported: class discussion, teacher-student planning of course content and procedure, individual and group work, demonstrations by individuals and instructors, lecture, collecting, evaluating and preparing curriculum materials, panels, symposiums, directed reading, individual conferences, campus conferences, parent conferences, term papers, journal keeping throughout the education courses. Teacher-educators report that procedures are apparently intended to meet the following criteria:

1. To provide for the development of several different skills—writing, group participation, organising, observing, summarizing and so forth

2. To take advantage of learning economies resulting from using varied approaches

3. To provide for individual differences

4. To make the work as realistic as possible

5. To provide through the type of experience in college classes a basis for procedures at other levels

Experiences in evaluation are provided for throughout the professional education sequence. Various practices and materials in

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58 Ibid, p. vi.
addition to the regular examination of material content include, curriculum materials, products from the course, term papers, normative tests, cooperative teacher-pupil development of plans for evaluation, demonstration or applications of course principles by students, self appraisal, class participation, individual conferences, oral reports, observation of the changes in student behavior, attitude tests, conference records.

Provision is made to include a breadth of teaching experiences throughout the laboratory phase of the program; therefore, experiences in teaching in the core include those in each of the grade levels in the junior high school and in the senior high school.

Application of Criteria

The program at the University of Hawaii makes provision for experiences in the major fields of knowledge commonly utilized in the core program (Criterion I). It offers a broad general education program which consists of a series of courses in the major fields of knowledge. In the area of electives opportunity is provided to broaden experiences in one or more major areas of knowledge. Evidence is lacking to show that the students are guided to gain an understanding of how to relate the functions of the major areas of knowledge to the solution of broad problems of living. The courses, therefore, are subject centered and are taught independently. The criterion is not met adequately.
In the program provision is made for opportunity to specialize in one or more subject fields of knowledge commonly taught in the high school (Criterion II). Such provision is made in two areas of the program. In one area provision is made to meet the requirement for certification in two teaching fields selected from the following: commercial education, English, mathematics, social studies, science, health and physical education. The restrictive measure is placed on the choice of a combination of fields of knowledge. Each is governed in part by the known and estimated needs and policies of the secondary schools of the territory. English and social studies is a preferred combination. A second facet of the program in which provision is made for the criterion is the area specially designed for twenty-nine to thirty-three hours of electives. Some or all of the electives could be used to build up a field of specialization in a special interest area. The selection of the electives and the teaching field is made under the guidance of the freshman adviser and the Director of Secondary Education. The program meets this criterion.

Experiences in organizing and developing curriculum materials are provided for in the program; however, such provision is made in terms of subject fields of knowledge rather than in terms of broad areas of living (Criterion III). A theoretical basis for developing and organizing these materials is emphasized in the special methods courses designed to deal with selected subject fields in terms of meeting needs, interests and problems of the adolescents growing up.
in a democratic society. Direct experience for such is provided for throughout the laboratory phase of the five-year teacher-education program. The program does not provide for meeting the criterion.

The University of Hawaii program is unique in its provision for experiences in the fields of adolescent development (Criterion IV). Planning for and meeting the needs, interests and problems common to adolescents is emphasised as a thread of continuity throughout the professional education program. The special methods courses in subject fields of knowledge are based on the needs, problems and interests of adolescents and therefore, much emphasis is placed on the adolescent and how to meet his needs, interests and problems in each of the subject fields of knowledge. First-hand experiences with children and youth are provided as students observe, participate and teach in core classes during the five-year teacher-education program. The extent to which these experiences are evaluated and intellectualised was not reported. The program meets this criterion.

Provision for experiences in planning and guiding learning by utilizing group processes is made in the program (Criterion V). Democratic procedures dominate the total professional education program considered essential for the preparation of core teachers. Such experiences are utilised in the classroom procedures used in teaching professional education courses. Some emphasis is given to the development of a theoretical understanding of the process in
some one or more courses. Areas of the laboratory phase of the program make provision for the use of group processes. No evidence is shown that the student is provided with experiences to guide youth to use such procedures in the high school core class. The criterion is met in the program.

In the program provision is made for experiences in teaching in a core program in the high school (Criterion VI). Throughout the five-year program direct experiences in core classes and the core program in high schools are provided. Wide experience in observing, participating and teaching in a core program is included. Increasing responsibilities for teaching are delegated to the student in the sequence of laboratory experiences. During the junior year the first semester is spent in participating in a core class, while full-time teaching in a core program is added to the second semester's work. The full-time teaching responsibility in a core class is provided for in the fifth-year internship in an off-campus center. During this time the prospective core teacher lives in the community and becomes a regular member of the high school staff and the community. Individual and group guidance is provided throughout the teaching experience in regular conferences and seminars. Evaluation and intellectualization is also carried out. This criterion is met.

Some opportunity for experiences in clarifying the theory of the core is provided in the program at the University of Hawaii (Criterion VII). Provision for such experiences is made in the
laboratory phase of the program and in a course of the philosophy of education. The extent to which the theory and philosophy underlying the evolving core program is dealt with is not revealed. The program does make some provision for meeting the criterion. The program does not provide for any one experience to develop dynamic relationships between general and professional education (Criterion VIII).

The program at the University of Hawaii which claims to prepare teachers for core programs does make some provision for meeting each criterion considered essential for teacher-education programs, however, these criteria are not all met well.

Programs Following Type-Three Curriculum Organization

HOOD COLLEGE PROGRAM FOR THE PREPARATION OF CORE TEACHERS

Hood College claims to have a teacher-education program for the preparation of core teachers. This is a four-year undergraduate program required of all prospective teachers regardless of the field of specialization.

The selection of students for admission is made during the junior year. Admission is based upon the interest and the scholastic achievement of the student and whether or not he is in the upper four-fifths of his class.
Curriculum Pattern

The curriculum pattern of the regular teacher-education program at Hood College is modified to make provision for preparing core teachers. Modification in the requirements of the major fields of knowledge or in the basic academic program is made to provide for broader experiences in this area. In the professional education program modifications are made in the requirements to provide for concerted emphasis on the core curriculum. Following is a description of the program.

Major Fields of Knowledge

Two courses make provisions for experiences in the major fields of knowledge. The basic education program is composed of a series of courses in the areas of the arts, the humanities, science and social studies and two related fields. A related area provides for twenty-four credits of which six are required in science and six are required in history.

Modifications are made in the requirements of the major fields of knowledge to provide broader experiences in these areas by adding twelve additional credits to the related areas. Modifications are made in the basic education program by unifying selected subject field courses in major areas of knowledge.
Professional Education

The professional education program is modified to include experiences to prepare core teachers. Such modifications are made by reorganizing the content of courses, by adding courses and experiences specifically designed for core majors.

The scope of this area of the program is defined in terms of the following courses: psychology of childhood and adolescence; educational psychology; principles of teaching; mental hygiene for the classroom; problems of secondary education; teaching core; special methods (English or social studies); directed student teaching seminar.

These courses are offered during the sophomore, junior and senior years in a sequence. During the sophomore year the course entitled "Psychology of Childhood and Adolescence" is recommended. At the junior level the two required courses entitled "Educational Psychology" and "Principles of Teaching" and the recommended course entitled "Mental Hygiene for the Classroom" are offered. During the senior year the programs include "Problems of Secondary Education", "Teaching in the Core", special methods course and directed student teaching. Mudge describes how the program of work is blocked during the senior years.

First Semester: First Seven Weeks. Campus courses meeting double time, are student-planned in general. Students make an early contact with the school and the class they will teach, and make preliminary plans which are checked by the college and high school teachers.
The courses are entitled, "Problems of Secondary Education" and "Teaching in the Core". In addition, most students take a second methods course usually in English and Social Studies.

Second Seven Weeks. Students live in the community in which they teach and spend full time in the school and participate in all the activities of the teachers.

During the second semester the students return to the campus and take regular academic courses. In addition they attend a weekly seminar.59

A brief description of courses reported of significant value to the preparation of core teachers follows.

Problems of Secondary Education. In this course the philosophy of education underlying the core is emphasized. Such questions as "What is the philosophy of the core program?" "What is the core program and what is it trying to do?" "Upon what principles is the core based?" are discussed.

Considerable emphasis is placed on the identification and analysis of significant problems which are met during the period of student teaching in the core. Teacher-pupil and the problem-solving approach characterize the course as major problems of teaching the core are clarified and attacked. Concerted effort is made to help students gain better understandings and insights into the use of teacher-pupil planning.

Core Teaching. A prerequisite to student teaching, this...

59Evelyn Mudge, Unpublished material, 1950.
course is designed to provide for experiences specially designed for the development of competencies considered essential for core teachers. Special emphasis is placed on the understanding of girls and boys and the responsibilities of the core teacher for planning and guiding learning. Experiences are provided for planning resource materials and developing units of work. The unit of work to be used in teaching a core class is planned prior to the student teaching period. Plans for the unit are based on the needs and interests of boys and girls. Teaching procedures used in class are consistent with those of the core.

Directed Student Teaching. Under the guidance of the director of the teacher-education program and of the supervisory teacher, a period of seven and one-half weeks is spent observing and teaching in a core class. Students live in nearby communities and spend full time teaching in the core. The director of the program meets and confers jointly with the student teacher and the regular classroom or supervisory teacher.

Education Seminar. A two-hour seminar which follows the student teaching experience provides opportunity for prospective core teachers and special interest teachers to share experiences encountered while teaching. During the first hour all prospective teachers discuss problems that are common to the total group of teachers, while during the second hour the group of prospective core teachers meets together to share experiences in teaching core and to deal with problems of common concern. Such a seminar provides
an opportunity for prospective teachers to develop a broader view of teaching in secondary schools; to develop better understanding of the problems of teaching in the core, and of the contributions unique to special interest teachers.

Specialization

From eighteen to thirty hours of credit are provided for specialisation in an academic field. The fields of English, history and social studies are those recommended from which the area of specialization may be selected.

Electives

Provision is made for opportunity to pursue a special interest field in the twelve hour requirement of a related area. The following recommended fields from which the core teachers may choose include: the arts, music, physical education, science, psychology, sociology, economics, speech, and political science.

Reported Changes Needed

Reports indicate a need to develop greater unity in the total general education program and in the sequence of professional education courses.
Reported Future Plans

The sequence of courses in professional education is undergoing a change as concerted effort is made to develop greater integration, to develop more functional courses, and to reduce the total number of credit hours. Mudge reports that no major changes in the curriculum framework are anticipated; however, plans are underway to make many improvements in the courses and in classroom teaching methods.

Summary

The pre-service education program is claimed to be one designed to prepare core teachers. It is a program in which significant modifications are made in the requirements for special provision for preparing core teachers. The curriculum pattern for this program consists of a series of courses in the major areas of knowledge and a sequence of courses in the field of professional education some of which are designed for preparing core teachers.

Application of Criteria

Hood College includes in its program experiences in the major fields of knowledge commonly utilized in the core program (Criterion I). Such provision is made in a basic education sequence composed of a series of subject centered courses in major fields of knowledge, some of which have been fused into broad subject field
courses. In addition to this requirement, the program includes a second requirement of twenty-four credits in related areas, of which six must be in science and six in history, including American history. The latter requirement is specially designed for core teachers. The area of electives provides for additional opportunity to broaden experiences in the major fields of knowledge. The subject centered courses are taught independently. The criterion is met to some extent.

Opportunity to specialize in at least one subject field of knowledge commonly taught in high school is provided (Criterion II). An area of specialization including eighteen to thirty hours of credit in an academic field is required of all students; in addition twelve hours of credit in a related area in one field above that required in the basic or general education program. For the core teacher the three fields, English, history and social studies are recommended for the area of specialization and/or the related fields. Recommended fields from which electives may be chosen include several, e.g., art, music, speech, physical education and science. The program meets this criterion.

The program at Hood College makes some provision for experiences in organizing and developing curriculum materials in terms of broad areas of living (Criterion III) in the directed teaching in the core. The extent of this experience is determined by the school in which the teaching is carried out. In addition to this experience, the course entitled, "Core Teaching" provides for the
development of units of work; however, it places no emphasis on
the development of resource or source units. The program, to a
limited degree, makes provision for meeting the criterion.

Provision is made at Hood College for experiences in the
field of adolescent development (Criterion IV). The course en-
titled, "Psychology of Childhood and Adolescence" deals with a
theoretical background of the growth and development of adoles-
cents. In the course entitled, "Teaching in The Core", the
adolescent is studied in relation to planning and guiding learn-
ing in the educational program of the core. Some emphasis is
placed on meeting the needs, interests and problems of youth.
First-hand experiences with adolescents are provided for in di-
rected teaching in the core, however, no report indicates that
such experiences are evaluated or intellectualized in developing
depended insights in the adolescent as an individual or as a
member of a group. The program meets this criterion.

The program provides for experiences in utilizing group
processes in planning and guiding learning (Criterion V). First-
hand experiences are provided for teacher-pupil planning throughout
the courses entitled, "Problems of Secondary Education", "Core
Teaching" and in the education seminar. Under the guidance of the
college instructor the students cooperatively plan the broad prob-
lems to be dealt with in the courses. The problem-solving approach
is utilized by the instructor and the students working together to
deal with significant problems. In the courses concerted effort is
made to help students gain deepened insights and understanding of the process. The criterion is met in the program.

Provision is made at Hood College for directed teaching in a high school core program (Criterion VI). Seven and one-half weeks of full-time teaching in the core program in nearby off-campus student teaching centers are provided under the guidance of the college supervisor and coordinating teacher. Regular conferences with supervisors provide for continuous guidance and counseling. The professional education courses which follow draw from the experiences of students to provide for further intellectualization and evaluation of the teaching experience of both the core teacher and the special interest teacher. The program meets Criterion VI.

The program makes some provision for experiences designed to clarify the theory of the core (Criterion VII). In the professional education course entitled, "Core Teaching" emphasis is given to the basic philosophy of the core. Such questions as "What is the philosophy of the core program?" "What is the core program?" and "Upon what principles is the core based?" provide a guide for discussions that will lead to some clarification of the core program. The criterion is met in this program.

The program at Hood College makes no provision for experiences which provide opportunity for the development of dynamic relationships between general and professional education (Criterion VIII).

At Hood College the program meets a majority of the eight criteria, however, many are not met adequately to prepare teachers for
competent leadership in the evolving core program.

Programs Following Type-Four Curriculum Organization

THE TOWSON STATE TEACHERS COLLEGE PROGRAM FOR
THE PREPARATION OF TEACHERS FOR CORE PROGRAMS

The Towson State Teachers College claims to prepare core teachers for the junior high school in the regular undergraduate teacher-education program. Fickes reports:

The program for preparing core teachers at Towson State Teachers College is designed to train undergraduates for core work in the junior high school. It is an integral part of a state-wide effort to build a junior high school curriculum tailored specifically for adolescent boys and girls. When the public schools of Maryland changed from a 7-4 to a 6-3-3 organization in 1949, a workshop group agreed that a junior high school using the core method held much promise for meeting the educational needs of early adolescent youth. This group, which was made up of representatives from all counties of the state, decided to move their educational efforts in this direction.60

There is no special program for the selection of students, however, through a seminar-type experience emphasis is placed on guidance in the selection of a major field of study. The seminar deals with an overall view of public education and provides the student with rich opportunities to study and to work with children in the public schools.61

61Ibid., pp. 16-17
Curriculum Pattern

A series of courses in the major fields of knowledge and in the field of professional education constitutes the teacher-education program. Slight modifications of the requirements in these two areas are made to provide specially for the core teacher. In the major fields of knowledge modifications are made by reorganizing the content of some courses to show the relationship among fields of knowledge and to relate certain fields of knowledge to broad problems of teaching a particular subject. More extensive modifications are made in the field of professional education by reorganizing the content of some courses and adding directed student teaching in the core to provide for experiences in dealing with the core curriculum.

The descriptive comments that follow present this program.

Major Fields of Knowledge

Experiences in major fields of knowledge are provided for in the general education program designed to develop competent and well-informed citizens and also in courses that may be selected from the area of social science. This area of the program consists of courses in major fields of knowledge, some of which are broad in scope, and places emphasis on knowledge, skills and understandings deemed essential for intelligent citizenship. Among the courses certain ones are developed to relate fields of knowledge to contemporary society,
and to problems of teaching. Some courses are deemed of special value to the program for the preparation of core teachers. Fickes emphasizes this fact. He states:

"However, several of the general education courses contribute directly to the development of effective core teachers. For example, the physical education work stresses the building of a repertory of physical education activities which can be used by the classroom teacher, and the biological science and health work offers experiences designed to help students better understand human growth and development, especially in relation to the maturing process."

Professional Education

This area of the program is an integral part of the four-year undergraduate program. It is composed of a series of courses in the field of professional education, some of which deal with various problems pertinent to teaching in the core. Therefore, some courses, more than others, are deemed of special significance to the preparation of core teachers. These courses include: Orientation to the Teachers College; Human Growth and Development; Psychology of Adolescence; Children's Literature. In the area entitled The Adolescent and His Curriculum the following courses are included: The Junior High School Curriculum; Language Arts in the Junior High School; Science in the Junior High School; Social Studies in the Junior High School; Measurements in Junior High School; Audio-Visual Workshop; Student Teaching; History of Education; Teacher-Education Workshop.

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62 ibid., p. 16.
The sequence of courses in the professional education program is planned to provide for an increasing amount of time to be devoted to professional education during the last year of the four-year program. During the freshman year opportunity to observe and work with children and to gain a broad perspective of the teaching field is made available to the student. At this time the student is guided in the selection of his major field of study.

Increasing emphasis is placed on the study of children and their surroundings during the sophomore year. Fickes reports:

Emphasis in the sophomore year is on psychology and child study. Here the work is designed to assist the student in understanding and working with children. Also, some experimental study with community experiences is being undertaken to discover whether or not such work should become a required part of the training program... Work experiences in agencies serving children are a part of the experiment.63

With some background of understanding the child and the teaching field, the student enters the program of work for the junior year. At this time he is introduced into teaching in the junior high school core. A description of this area of the program is pointed up by Fickes:

A study of the history of the junior high school and its curriculum makes up a part of the work. In addition, the teaching skills needed for successful student teaching are developed through study, discussion, observation, and participation. At this same time, the student also takes most of his elective hours which means that he is emphasizing some area of specialization.64

63Ibid., p. 17.
64Ibid., p. 17.
Throughout the senior year emphasis is placed on the "art and science of teaching". Professional education courses and experiences are offered during four large blocks of time during the senior year. The first block of nine weeks is devoted to "Junior High School Curriculum", "Test and Measurement" and "Audio-Visual Workshop". During the second block, a nine week period of directed student teaching in the core is required. A third block is devoted to the same series of courses as the first block. The seminar which deals with the junior high school and its problems, provides opportunity for the professional series of education program to be integrated.

The courses in the program that are considered of significant value to the preparation of the core teacher are described briefly as follows.

**Adolescent Psychology.** A study of the nature of the adolescent and the selection and use of appropriate techniques and instruments for observing and studying the adolescent are the major topics dealt with in this course. An outline of the "Observation Check List" used by one class to study the adolescent follows:

I. Physical Development  
II. Intellectual Development  
III. Peer Relationships and School Adjustment  
IV. Home and Family Relationships  
V. Personal Values, Mental Maturity

**The Junior High School Curriculum.** This course is especially designed for the preparation of the junior high school core teacher.
The scope and sequence of the course is presented in the following outline:

Unit I.  Theory of the Junior High School
Unit II. The Junior High School Student
Unit III. The Junior High School Curriculum Instruction
Unit IV. The Core Curriculum
Unit V. Implementing the Curriculum
Unit VI. The Place of Planning
Unit VII. Discipline
Unit VIII. Measuring and Reporting Pupil Progress in the Junior High School
Unit IX. Extra-Curricular Activities
Unit X. The Junior High School Teacher as a Guide

Language Arts in the Junior High School, Science in the Junior High School and Social Studies in the Junior High School. Special methods of teaching each of the subject fields, language arts, science and social studies common to the Junior high school core program are studied in this series of courses. Major emphasis is placed on a study of problems which deal with planning and constructing teaching units, selecting and using suitable teaching procedures and teaching aids. Concerted effort is made to unify this group of three courses into a general methods course designed to deal with broad problems of teaching in the core program.

Physical Education and Children's Literature. These two courses are valued highly for the preparation of core teachers. Each provides directed first-hand experiences with children engaged in learning activities in the area of play, music, dancing and literature.

Audio-Visual Aids Workshop. Rich experiences in selecting, constructing and using visual aids in the core class are provided.
Such aids as short movies, slide films, strip films and tape recordings are planned and constructed.

The Workshop in Teacher-Education. The workshop provides opportunities for prospective core teachers, college staff, and local and state leaders in core curriculum development to work cooperatively in clarifying and defining significant problems pertinent to the evolving core and those common to core teachers.

Directed Teaching. Experiences in directed teaching in the core are made available in both the Campus Laboratory School and selected public schools of nearby communities. The regular core teacher in the role of a cooperating teacher, works directly with the college supervisor in guiding student teachers throughout the teaching experience. Fickes reports:

Student teaching offers trainees varied opportunities to observe teachers, to participate in work with children, to teach in one core class, to teach in another core or subject class, and to engage in all other activities for which regular teachers are employed. These supervised activities are carried on in two different schools.

Specialisation

An area of specialisation is not a requirement in the program, however, provision is made for opportunity to build up a field of

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65A program of the workshop is included in the appendix, p.

66Ibid., pp. 18-19
specialization by using the area of electives. Fickes reports:

If the student wishes to qualify for teaching a subject as well as core, he can do so by taking most of his elective hours in the area selected.67

Electives

During the junior year the student takes most of his electives. They constitute one-twelfth of the entire course offerings. These hours provide opportunity to strengthen and develop competencies in core teaching and/or to qualify to teach some subject, e.g., mathematics, science, etc. A wide range of subjects in major fields of knowledge are included in the program. According to Fickes, there are many courses in the program that make a particular contribution to the preparation of core teacher. He reports:

The student preparing to teach core has a wide range of subject and professional courses from which to choose his elective hours. Many of the elective courses offer opportunity for study that relates to core teaching. Of special value for the prospective core teacher are a number of courses emphasizing and understanding of contemporary living. One of these courses, which was recently established in the social science field stresses the interrelationships of political science, economics, and sociology in understanding the world today.68

Reported Changes Needed

Staff members expressed belief that the highly isolated and

67Ibid., p. 16.
68Ibid., p. 6.
departmentalised special methods courses in language arts, science and social studies should be unified into one general methods course.

Reported Future Plans

Formulating plans and taking steps to unify the special methods courses into a broad course designed for preparing core teachers are under way. One educator reports:

The teachers colleges of Maryland under the leadership of the State Department of Education are at present evaluating their current programs to ascertain what changes, if any, can profitably be made. In all probability the number of required hours in the general and professional areas will be cut as a result of this study and the number of elective hours increased.69

Summary

The program for preparing core teachers at The Towson State Teachers College is an integral part of the regular teacher-education program for all teachers. It includes series of courses in the major areas of knowledge, a sequence of courses and experiences in the field of professional education, and provision for electives. Experiences designed for the preparation of core teachers include one professional education course and teaching in a core program. Significant steps are under way to develop a general

69Ibid., p. 10.
methods course to replace the series of highly specialised methods courses in subject fields of knowledge in the core program.

Application of Criteria

The Towson State Teachers College includes in its program experiences in the major fields of knowledge (Criterion I) in the series of courses designated as the general education program and the electives. The area of electives provide opportunity for the student to select courses from a wide range of subjects to use in broadening the scope of one or more fields of knowledge. The courses are all subject-centered and are taught independently. A selected few courses included in the general education series are designed to show the relationship between fields of knowledge and to relate particular fields to certain problems of teaching. Certain courses offered in the area of electives are designed to relate subject fields of knowledge to the problems of contemporary society. The criterion is met.

Special provision is made for opportunity to specialise in one or more fields of knowledge (Criterion II). Such special provision is made in a requirement for prospective junior high school core teachers to be prepared to teach three or more subject fields of knowledge that are included in the high school core program. The free electives afford the student an opportunity to select and build up a highly specialised field of knowledge. The criterion is met in this program.
The program makes provision for organizing and developing curriculum materials in terms of subject fields of knowledge. Reports do not indicate that any such materials are developed on the basis of broad areas of living (Criterion III). In the courses which deal with teaching subject fields of knowledge, in two courses entitled, "The Junior High School Curriculum" and "The Audio-Visual Workshop", the problem of organizing and developing curriculum materials receives some emphasis. Reports reveal no experiences in developing resource or source units. The criterion is not met in this program.

Provision is made in the program for experiences in the field of adolescent development (Criterion IV). Such experiences are provided in courses in the general and the professional education programs. Directed experiences with children and adolescents are provided for in the two general education courses entitled, "Physical Education" and "Children's Literature". The seminar-type courses of the freshman year and the course entitled, "Adolescent Psychology" provide additional experiences with the adolescent. A theoretical study of the adolescent is made in the two courses entitled, "Adolescent Psychology" and "Junior High School Curriculum". In the later course the adolescent is studied in relationship to the educational program, however, there is no evidence to show that the adolescent is studied in terms of his needs, interests and problems and how these might be provided for in the core program. The program does not fully meet this criterion.
The program at The Towson State Teachers College makes no provision for experiences in utilizing group processes in planning and guiding learning (Criterion V).

Provision is made for directed student teaching in the core program (Criterion VI) in two different school situations, in the Campus Laboratory School and in an off-campus student teaching center of a nearby community. The breadth of the experiences varies in terms of the school and its location. Broader experiences are provided for when the student chooses to live in the community during the nine weeks teaching period. Both individual and group guidance is made possible by weekly individual conferences and by the weekly seminar which parallels student teaching. The criterion is met in this program.

Opportunity is provided for some experiences in clarifying the theory of the core (Criterion VII). The course entitled, "Junior High School Curriculum" and the special workshop afford some opportunity for dealing with the problem. The extent to which the theory of the core or the philosophy underlying the core is dealt is not evidenced. To some degree, the criterion is met in this program.

The program includes a series of courses in the major fields of knowledge in which certain ones are designed to provide for developing some relationships between general and professional education (Criterion VIII). The courses are taught to relate the subject fields of knowledge to problems of teaching courses in
certain subject fields of knowledge and to human growth and development. Courses in biology and health offer experiences which are designed to help students better to understand human growth and development of children and adolescents. The program meets this criterion to some extent.

The program at The Towson State Teachers College is designed to make provision for the majority of the criterion deemed essential for programs preparing core teachers to work effectively in the emerging designs of the general education program.

Evaluation of the Programs
Following Curriculum Pattern B

CRITERION I. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE EXPERIENCES IN THE MAJOR FIELDS OF KNOWLEDGE COMMONLY UTILIZED IN THE CORE PROGRAM.

One program provides for meeting this criterion in a series of subject-centered courses in the regular general education or basic studies program required of all. Three make provision for the criterion in a series of such courses in both a basic studies program required of all and in a special area of electives. One program makes provision for the criterion in a series of courses in the basic studies program, in a special area of electives and a requirement in two or more related fields of knowledge. In three programs modification is made to provide better for meeting the criterion. Such modification is made by the reorganisation of courses in the major fields of knowledge and by the addition of a specially designed requirement in the fields of science and history.
Among the programs there are both strengths and weakness as related to Criterion I. One significant strength is the provision for a broad background in major fields of knowledge in the basic studies or the general education program requirements, in a related area requirement and in an area of electives. These three provisions afford opportunity to work with other persons in a common body of experiences and at the same time, to engage in other experiences that meet individual needs and interests. A second outstanding strength is found in the evolving trend toward the provision for greater unity in the major areas of knowledge. Such unity is emerging with the reorganization of courses in special fields of knowledge to provide for the breakdown of subject line barriers by the following practices: (a) correlation of subject fields of knowledge; (b) unification of highly specialized subject fields of knowledge into broad fields; (c) relating subject fields of knowledge to contemporary problems of society, or to the needs, interests and problems of the adolescent or to problems of teaching in the core.

The weaknesses of the program are predominant. One such weakness is the lack of provision for experiences to help the student learn to select and utilize major areas of knowledge in meeting needs, interests and problems of living. The program is directed toward teaching specialized bodies of knowledge rather than directed toward the preparation for social living and social adjustment.

Though the programs meet this criterion to some extent, they do
not meet it adequately for preparing competent teachers for the evolving core programs in the high schools.

CRITERION II. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE OPPORTUNITY FOR SPECIALIZATION IN AT LEAST ONE SUBJECT FIELD OF KNOWLEDGE COMMONLY TAUGHT IN HIGH SCHOOL.

One program provides for meeting the criterion in an area designed for electives; one provides for it in an area designed for specialization, while two programs provide both the two areas mentioned above.

An analysis of the programs reveals both strengths and weaknesses. The provision for the two designed areas, one for specialization and one for electives, is one significant strength found in the programs. Opportunity for choice in some one or more fields of specialization is assured. The large number of credit hours for electives included in the program is another strength. Such provision makes possible the selection of a field of specialization and at the same time provides adequately for meeting special needs and interests unique to the individual.

A major weakness is the rigid restrictive measures placed on the selection of a field of specialization. The selection is limited to two or three fields of knowledge common to the core program. Unless some provision is made for free electives, such rigid restrictions could prevent the core teacher from being prepared to make a unique contribution to the core program as well as to other teaching areas. Too, such restrictions could prevent the teacher from developing insights and understandings into the significant role
that special interest fields have to play in the evolving core program. The core teacher should be helped to have such experiences that might help him see possible contributions that the special interest fields can make to the core program. Another significant weakness is the lack of provision for extensive opportunity to pursue a specialised field of interest. Such provision is a basic essential for the core teacher to extend his interest and to draw upon his specialised fields of interest in contributing effectively to the core and to the total school program.

The programs make some provision for meeting Criterion II, but such provision does not meet the criterion to any appreciable degree.

**CRITERION III. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE RICH EXPERIENCES IN ORGANIZING AND DEVELOPING CURRICULUM MATERIALS IN TERMS OF BROAD AREAS OF LIVING.**

Four programs make provision for meeting Criterion III in the area of professional education. Three provide for meeting the criterion in one or more courses in education that are required of all students regardless of their field of specialisation. One provides for meeting it in two education courses, one designed for all teachers and one specially designed for the core major. Among this group of programs only one is modified to provide for meeting Criterion III. Modifications are made in the requirements of the area of professional education by the addition of a course designed to prepare core teachers.

There are both strengths and weaknesses among the programs.
The weaknesses, however, are greater than the strengths. One weakness is the lack of opportunity to organize and develop curriculum materials in terms of broad areas of living. Major emphasis is placed on the development of such materials in terms of subject fields of knowledge. There is too little provision made for an opportunity to have direct experiences in working with others to develop resource units in terms of broad areas of living. Major emphasis is placed on the development of broad units of work instead of on the development of resource units. The lack of courses in building curriculum materials is another major weakness.

One strength of the programs lies in the provision made for some experiences in which the core teacher and the special interest teachers examine resource units for their use in the core programs. Another major strength lies in the provision for experiences in which core teachers and special interest teachers work together in developing curriculum materials. Such experiences provide an opportunity for the core teacher to recognize the values and the possible contributions that the special interests teachers may make to the development of curriculum materials for the core curriculum.

The programs in this group do not meet the criterion adequately.

CRITERION IV. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE EXPERIENCES IN THE FIELD OF ADOLESCENT DEVELOPMENT.

One program provides for the criterion in a professional education course designed to deal with the adolescent, and also in a directed first-hand experience with children. Two programs provide
for the criterion in two professional education courses, one to study the adolescent, and one dealing with aspects of the adolescent, including first-hand experiences with children and adolescents. One program offers a course dealing with various areas in the field of adolescent development, and includes such considerations in a professional education course. One program makes provision for meeting the criterion in professional education courses and in a series of directed laboratory experiences in core programs.

An outstanding strength in the program is the increased emphasis that is placed on the provision of experiences in the field of adolescent development. The course offerings accompanied by first-hand experiences with the adolescent make excellent provision for developing insights and understandings into the adolescent, his behavior, how he learns, and how he grows and develops. They afford an opportunity to gain some ability to work with adolescents and to guide them in various activities.

An outstanding weakness among the group of programs is the fact that the study of the adolescent is not made an integral part of the total teacher-education program. Instead he is studied in highly specialized courses out of relationship to the evolving core curriculum. The adolescent should be dealt with in relation to core curriculum development, building curriculum materials, planning and guiding learning activities in the core class. The fact that the evolving core curriculum is based on common needs,
interests and problems makes this an essential in order to help prospective core teachers assume a leadership role in core curriculum development. Experiences with the adolescent should be provided throughout the program.

A second outstanding weakness is the lack of emphasis placed on a study of the adolescent as a group member. The adolescent must be studied and guided as a member of a group. This is a basis essential since the total core program is concerned with democratic group living.

Most of the programs meet Criterion IV to some extent, however, more adequate provisions are made in some programs than in others.

CRITERION V. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE EXPERIENCES IN UTILIZING GROUP PROCESSES IN PLANNING AND GUIDING LEARNING.

The programs which claim to prepare core teachers make provision for meeting Criterion V in one or more professional education courses. Two programs provide for it in courses required of all regardless of the field of specialization. One program meets the criterion in two courses, one required of all, and one designed for core teachers.

The outstanding strength of these programs is the provision made for the use of group processes in the classroom. In some programs opportunity is provided for intellectualisation and evaluation of the process. Such experiences are provided in the professional education courses designed for core majors and in some
courses designed for all students regardless of the area of specialization.

There are outstanding weaknesses common to the programs in this group. Only a limited number of courses in professional education make provision for such experiences. Group processes need to dominate the two areas of the program, rather than only the one. There is also a lack of opportunity for evaluation of the process in such ways that the student gains insights into its philosophy and theory. Since the group process is an achievement to be worked toward, provision for rich experiences in its use should be made in every aspect of the program.

A lack of emphasis placed on the provision for experiences as a status leader is still another outstanding weakness. If prospective core teachers are to become competent and skillful in its use, in guiding youth to plan learning units for the high school core classes, the opportunity for developing this competency should dominate the areas of the program that best provide for leadership roles in the use of group process.

The programs do not meet the criterion adequately since there is a lack of concerted effort to include the use of the process throughout the programs.

CRITERION VI. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE FOR DIRECTED EXPERIENCES IN TEACHING IN A CORE PROGRAM.

Directed teaching in the core program is an important experience included in each of the five programs which claim to prepare
core teachers. One program provides for directed student teaching in a junior high school during a period of four and one-half weeks; two programs plan for such an experience during a seven and one-half week period; two programs provide for two experiences in student teaching in two different schools of which one program provides a full-time internship.

The provision for broad experiences in directed student teaching is an outstanding strength common to the group of programs. Such breadth is insured through the use of large blocks of time scheduled for the extended period of teaching and the use of off-campus student teaching centers. Both provide opportunity for the student to view the total teaching situation as a whole rather than in parts. He is better able to shift his role from that of student to that of faculty. Living in the community may enrich the teaching experience still further as greater opportunity is made to study the adolescent in relation to his home, the community and the school and to participate in core curriculum development in the school. The internship broadens the experience in that the student assumes the role of a high school core teacher participating fully in all responsibilities expected of the core teacher.

A second outstanding strength is common to some programs. The student teaching experiences are made an integral part of the professional education program. This is made possible through a seminar, the use of student teaching experiences of class members
throughout some courses in the professional sequence which parallels the student teaching experience.

There are, however, some outstanding weaknesses common to the programs. One such weakness is the lack of an opportunity for group evaluation during the student teaching period. Such experiences carried on among groups of prospective teachers regardless of the field of specialisation contribute significantly to the development of a common bond among the teachers. This may lead to the promotion of better relations among the total group of teachers. A second major weakness is the lack of provision for experiences in core programs throughout the four-year professional education program. If some such experiences could be provided greater unity could be developed in the total program.

In this group of programs the criterion is met adequately.

CRITERION VII. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE OPPORTUNITY FOR EXPERIENCES DESIGNED TO CLARIFY THE THEORY OF THE CORE.

Criterion VII is provided for in one or more professional education courses in one program. Three programs include courses that are organised to deal with some aspect of the core curriculum. One program includes a breadth of experiences in core programs in different schools.

Both strengths and weaknesses prevail among the group of programs. One outstanding feature among the group is the provision made for activities in which there is opportunity for the clarification of the theory of core. Such activities as visits to schools
and participation in a workshop are part of the regular programs.

The most significant weakness is the lack of concerted effort to deal with the theoretical basis of the core.

Though the group of programs include provision for the criterion they do not adequately meet it.

CRITERION VIII. THE TEACHER-EDUCATION PROGRAM SHOULD PROVIDE OPPORTUNITY FOR DEVELOPING DYNAMIC RELATIONSHIPS BETWEEN GENERAL AND PROFESSIONAL EDUCATION.

One program makes provision for meeting Criterion VIII through certain courses which are developed to relate the general education and the professional education programs.

A strength that is common to only a few of the programs is that definite steps are taken to bridge the gap between general and professional education. Such a move is indicative of the fact that the staff is aware of this need for direction.

An outstanding weakness that is common to this group of programs is the lack of a cooperatively planned design to provide for dynamic relationship between the general and the professional education programs. To achieve a truly dynamic unity in the total program a concerted and planned effort must be made by both the general education and the professional education staff.

The programs in this group do not meet adequately the criterion.
Summary

Each of the programs that follows Curriculum Pattern B meets one or more of the eight criteria for teacher-education programs for the preparation of core teachers. The discussion presented above shows that some programs in the group provide more adequately for the criteria than do others. This is further shown in the rating of the programs on a five-point value scale presented in Table II.

The three programs, Hood College, The Towson State Teachers College and the University of Hawaii which have made the most modifications in the requirements of the regular teacher-education program, more nearly meet the criteria than do the programs with less modifications.
<table>
<thead>
<tr>
<th>Criterion</th>
<th>The Frostburg State Teachers College</th>
<th>The University of Hawaii College</th>
<th>Hood College State College</th>
<th>The Towson College</th>
<th>The Western Maryland College</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher-education program should provide:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Experiences in the major fields of knowledge commonly utilized in the core program.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Opportunity for specialization in at least one subject field of knowledge commonly taught in high school.</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. Experiences in organizing and developing curriculum materials in the broad areas of living.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4. Experiences in the field of adolescent development.</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Experiences in utilizing group processes in planning and guiding learning.</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>6. For directed experiences in teaching in a core program.</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>7. Opportunity for experiences designed to clarify the theory of the core.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8. Opportunity for developing dynamic relationships between general and professional education.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Code: 0 - No information 2 - Substantial provision but not adequate
1 - Little provision 3 - Adequate
Summary

1. Programs specially designed to prepare core teachers for high school core programs more adequately meet the criteria considered essential for the preparation of such teachers than the regular teacher-education program to which one or more special provision for core teachers has been added.

   a. Provision for broad experiences in major fields of knowledge (Criterion I) is made more adequately in current programs which have been designed to provide for a general education core.

   b. Opportunity for specialization in one or more fields of knowledge commonly taught in the high school (Criterion II) is provided for more adequately in current programs designed to offer a wide range of choices in fields of knowledge to meet special interests and needs.

   c. Provision for experiences in organizing and developing curriculum materials in broad areas of living (Criterion III) is made more adequately in current programs designed to place more emphasis on the problem-centered approach to teaching in terms of common problems of living.

   d. Experiences in the field of adolescent development (Criterion IV) are provided for more adequately in current programs reorganized to place emphasis on studying and meeting needs, interests and problems common to adolescents.

   e. Provision for experiences in utilizing group processes in planning and guiding learning in terms of broad comprehensive units of work (Criterion V) is made better in programs designed in terms of an experience-centered curriculum.

   f. Directed student teaching in the core (Criterion VI) is provided for more adequately in current programs designed to include broad experiences in participating and teaching in the high school core program as an integral part of the total program.
g. Opportunity for experiences designed to clarify the theory of the core (Criterion VII) is provided for best in current programs designed to include an analysis of conflicting philosophies of education in light of current curriculum practices in the high school.

h. Provision for opportunity to develop dynamic relationship between general and professional education (Criterion VIII) is more adequately provided for in current programs which have been designed by staff members in the Liberal Arts and in Professional Education working cooperatively.

1. Experiences in the field of group dynamics (Criterion IX) are provided for more adequately in current programs so designed that a broader concept of methods dominate the teaching-learning environment.

2. Programs which have been developed by extensive modifications of the major fields of knowledge and the area of professional education better meet the criteria essential for a program for the preparation of core teachers than do the regular teacher-education programs in which little or no change has been made in one or both of these areas.
Section II

Teacher-Education Programs in which Some Steps are Taken to Prepare Core Teachers

Among the thirty-six institutions whose programs were reported there are twenty-one with programs which make special provisions for the preparation of core teachers within the regular teacher-education curriculum. The provisions are made in one or more of the following ways: emphasizing the core curriculum in courses in the regular teacher-education program; reorganizing professional education courses to give more emphasis to the core curriculum; adding new courses specially designed to deal with the core curriculum and teaching in the core. These programs are classified into the following two curriculum patterns:

Curriculum Pattern C includes institutions that offer one or more courses designed to prepare core teachers and that emphasize the core in their regular courses.

The nineteen institutions that offer programs which follow this curriculum pattern include: The University of California, The University of Colorado, The University of Florida, Kansas State Teachers College, The University of Kentucky, Michigan State College, Minot State Teachers College, The University of Nebraska, Moorhead State Teachers College, The Northwestern University, San Francisco State College, Syracuse University, The University of Texas, The University of Utah, The University of Virginia, Wayne
Curriculum Pattern D includes institutions which offer no special courses designed to prepare core teachers but give emphasis to the core in their regular professional education program.

The institutions offering programs that follow this curriculum pattern include: Colorado State College, The University of North Carolina, Redlands University and San Jose State College.

Teacher-Education Programs that Follow Curriculum Pattern C.

Curriculum Pattern C includes institutions that offer one or more courses designed to prepare core teachers and which emphasize the core in their regular courses.

The programs which follow Curriculum Pattern C differ among the nineteen institutions. Modifications in the requirements of the field of professional education are made to offer special provisions for preparing core teachers. The provisions made in the program of each of the nineteen institutions are shown in Table LXIII.

Among the eighteen institutions the special provision for the preparation of core teachers includes modified education courses, workshops and special activities, specially designed courses, and directed teaching in the core program. These are described briefly.

Special Provision for the Preparation of Core within the Regular Teaching-Education Curriculum. According to Table I, thirteen programs provide for courses in professional education
<table>
<thead>
<tr>
<th>Institutions With Programs Following Curriculum Pattern C</th>
<th>Education Courses</th>
<th>Workshops and Modified Activities</th>
<th>Specially Designed Courses</th>
<th>Directed Teaching in the Core Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ball State Teachers College</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>The University of California</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>*</td>
</tr>
<tr>
<td>The University of Colorado</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>The University of Florida</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Kansas State Teachers College</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>The University of Kentucky</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Michigan State College</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Minot State Teachers College</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>The University of Nebraska</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>-</td>
</tr>
<tr>
<td>Moorhead State Teachers College</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>*</td>
</tr>
<tr>
<td>The Northwestern University</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>*</td>
</tr>
<tr>
<td>San Francisco State College</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Syracuse University</td>
<td>*</td>
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<td>-</td>
</tr>
<tr>
<td>The University of Texas</td>
<td>-</td>
<td>-</td>
<td>*</td>
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<tr>
<td>The University of Utah</td>
<td>*</td>
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<td>-</td>
<td>*</td>
</tr>
<tr>
<td>The University of Virginia</td>
<td>*</td>
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<td>*</td>
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<tr>
<td>The University of Wyoming</td>
<td>*</td>
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<td>*</td>
<td>*</td>
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<tr>
<td>Wayne University</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Western Michigan State College</td>
<td>*</td>
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<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>6</strong></td>
<td><strong>9</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

Code: Provision is Made (*)
No Provision is Made (-)
that place special emphasis on some important area of the core curriculum. In this group of twelve programs, nine include courses that deal with some major problem significant to the core and/or that place emphasis on some one aspect of the core. Four programs offer courses which include special experiences considered valuable for core teaching, such as teacher-pupil planning, developing resource units and learning units. Also included are courses which make such provision in the area of general methods and curriculum.

Workshop and Special Activities. The table shows that six programs offer workshops and/or special activities which deal with problems of core teaching and/or core curriculum development. These are offered during the summer session or during the regular school term, either as special offerings or part of the regular teacher-education program.

The workshops provide opportunity for instructor and student to plan and work cooperatively to clarify and attack problems faced by core teachers and other teachers and administrators engaged in some phase of the core program. Such problems as the following are dealt with: core curriculum development, general education and the core, developing curriculum materials, teacher-pupil planning and teaching in the core.

Special activities for the preparation of core teachers are offered in two programs. These include demonstration of core techniques with ninth grade students, special observation in core
programs in the laboratory school, and special lectures relating to the core concept and its significance to secondary education.

Courses Specially Designed for Core Teaching. Included in nine programs are courses in the field of core curriculum development and core teaching. These courses are entitled: The Core Program, The Core Curriculum, The Core Curriculum in the Secondary Schools, General Education and the Core, Methods of Teaching Common Learnings, Laboratory Study of The Ohio State University School, Teaching in the Core Program in the Secondary Schools.

Each course is unique to the particular institution offering the program. In some cases more emphasis is placed on the theory of the core, while in others core curriculum development or teaching in the core receive greater emphasis. Such problems as the following are common: experimental core programs in action, implementing the theory of the core, methods of teaching common learnings, guidance and counseling techniques in the core, group processes, utilizing community resources, curriculum materials for the core, democratic classroom procedures, group dynamics, problem solving, and group processes. Each of these courses provide for various experiences, some of which are visiting and observing core programs, observing and demonstration of core procedures, developing curriculum and teaching materials for the core, selecting and organising curriculum materials, using group processes, group dynamics, and problem solving.

Directed Student Teaching. Thirteen institutions offer training
in directed teaching in a core program. This experience may be provided for in the core program of a campus laboratory school or in high schools in a college community nearby. Core programs that have been developed in the campus laboratory school of three institutions are taking significant steps to prepare core teachers. These programs were developed to provide for experiences in directed teaching in the core. This experience is guided by individual and group conferences with both coordinating teachers and the college supervisor. Seminars, or a practicum or a special methods course which parallels the student teaching experience are included in the teacher education curriculum.

The nineteen programs discussed provide experiences necessary for the preparation of core teachers. However, the specific provisions included in each of the programs are limited in scope to educate core teachers adequately in the seventeen competencies which have been established as essential.

Teacher-Education Programs that Follow Curriculum Pattern D.

Curriculum Pattern D includes institutions which offer no special courses designed to prepare core teachers but emphasise the core in their regular professional education program.

One program is reported to provide for the preparation of core teachers in a sequence of broad courses in the field of professional education, while two programs include requirements in the area of general education and in the field of professional
education. The courses included in the requirements in the field of professional education are classified in the area of curriculum, instruction and evaluation. One official reports the following description of a course which is considered to make a unique contribution to the preparation of core teachers. He wrote:

The students in the experimental groups, altho not trained as a core teacher, are exposed to the concept and need for core, et cetera, and do learn some of the competencies. They are not primarily interested in core, however, but learn these skills as a part of professional competencies for all teachers . . . . Students enrolled in these groups are partially qualified to do core work.

These three programs do have offerings that may make a significant contribution to the preparation of all teachers; these offerings do not, however, provide for the development of the competencies essential for core teachers.

The regular teacher-education programs of the twenty-two institutions included in Section II are modified to provide for appropriate experiences for the preparation of core teachers. Such modifications are made in the program by changing certain education courses required by all and by adding new courses that are specially designed. These modifications of the program represent significant first steps toward the development of a teacher-education program which makes provision for each of the seventeen competencies essential for core teachers.
Summary and Conclusion

Fourteen teacher-education institutions have programs that are designed for the preparation of core teachers. Nine programs follow Curriculum Pattern A and five programs follow Curriculum Pattern B. In an enumerated and comparative review of the programs studied, the following summary statements may be made:

1. Most programs designed for the preparation of core teachers provide for a program of selection of students.

2. Most programs designed for the preparation of core teachers are offered on the graduate level and lead to an advanced degree.

3. All programs make provisions for experiences in the major fields of knowledge.

4. Most programs provide opportunity for specialization in one or more subjects commonly taught in the core program in the high school.

5. Most programs make some provision for experiences in organizing and developing curriculum materials in terms of subject fields of knowledge.

6. Few programs provide opportunity for organizing and developing curriculum materials in terms of broad areas of living.

7. Most programs provide for utilizing group processes in planning and guiding learning.

8. Most programs provide for directed experiences in teaching
in a core program.

9. Half of the programs provide for experiences designed specially to clarify the theory of the core.

10. Few programs provide opportunity for developing dynamic relationship between general and professional education.

11. Approximately half of the programs provide for some experience in the field of group dynamics.

Twenty-seven teacher-education institutions have programs which are moving in the direction of developing programs specially designed for the preparation of core teachers. Among this group of programs:

1. Few programs make special provision for experiences in the major fields of knowledge.

2. Most programs provide experiences for organizing and developing curriculum materials in terms of subject fields of knowledge.

3. Few programs provide opportunity for organizing and developing curriculum materials in broad areas of living.

4. Most programs provide for directed experiences in teaching in a core program.

5. Some programs provide for experiences designed to clarify the theory of the core.

6. Some programs offer broad experiences in the field of group dynamics.
7. Some programs provide some experience in the fields of adolescent development.

8. Some programs provide experience in the utilization of group processes in planning and guiding learning.

9. Some programs provide experiences designed to clarify the theory of the core.

10. All programs are offered on the undergraduate level.

The following general tentative conclusions are drawn and presented herewith:

1. Most institutions providing for the preparation of core teachers are preparing teachers for the correlation and unified studies core program rather than for the contemporary-problems or the adolescent-problems core.

2. Some few institutions are moving in the direction toward the development of programs designed to prepare teachers for the contemporary-problems core or the adolescent-problems core.

3. Most institutions recognise weaknesses in their present program. Over half of the group of institutions have definite plans for improving their programs in the future.

4. The most promising teacher-education program designed to meet each of the seventeen competencies required complete reorganization of the general and the professional education programs.
5. Cooperative working relations among the staff of the Liberal Arts and the Education Department Faculties is a basic essential to the development of a program for the preparation of core teachers.

The chapter that follows presents a summary of the findings of the present study with suggested recommendations for the improvement and the development of programs for the preparation of core teachers.
CHAPTER VIII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The present study is an inquiry into the status of current programs for the preparation of core teachers in high schools. Its purpose is to make concrete suggestions for the improvement of these programs. This is accomplished in the study in the following ways: (1) competencies considered essential for core teachers were determined; (2) the relative value of the revised list of original competencies for core teachers was analyzed; (3) the responsibility of the teacher-education institutions for meeting the competencies deemed necessary for core teachers was determined; (4) criteria for judging current programs for the preparation of core teachers to meet the competencies were formulated; (5) the current programs designed for preparing core teachers in the light of the criteria were described and evaluated.

The findings in this study are based entirely on the evidence revealed through two questionnaires, visits to six institutions with programs designed to prepare core teachers, an analysis of literature and personal correspondence with officials in teacher education institutions preparing core teachers and with other educational authorities in core curriculum development in the

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fields of secondary education, teacher education and with core teachers. These findings are presented in the following order: competencies for core teachers; criteria for judging programs designed for preparing core teachers; and current programs for the preparation of core teachers described and evaluated.

Competencies for Core Teachers

Seventeen competencies essential to core teachers were determined from an original list of fourteen competencies proposed by a seminar in secondary education in which the investigator participated under the direction of Harold Alberty. Each of these seventeen competencies is considered valuable for the work of the core program according to judgments of a selected group of educational leaders engaged in core curriculum development. The seventeen competencies follow:

I. The core teacher should know the important concepts and development in the field of general education of secondary education and should be able to select and utilize them in developing and improving the core program.

II. The core teacher should be able to interpret present day events and movements as they relate to the learning activities of the core.

III. The core teacher should understand the processes of growth and maturation in children and adolescents for the purpose of identifying common basic needs and interests at various levels of development.

IV. The core teacher should have the ability to utilize the contributions of various fields of knowledge in clarifying the major controversial issues in contemporary society and to utilize suitable techniques for dealing with them in the core class.
V. The core teacher should have the ability to work cooperatively with others in setting up broad problem areas based on common problems, needs, and interests of adolescents and to utilize them in developing learning activities of the core program.

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

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

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

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

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

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

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

XIII. The core teacher should have the ability to cooperate with teachers, parents, and other layman in developing and improving the core program and relating it to the community.
XIV. The core teacher should have the ability to evaluate individual and group progress toward the objectives of the core program.

XV. The core teacher should have the ability to use group dynamics in carrying on the learning activities of the core class.

XVI. The core teacher should be able to evaluate educational programs which emphasize the core program and to utilize their contributions in the development and improvement of his own program.

XVII. The core teacher should have the ability to carry on individual and cooperative action research in the development and improvement of the core program.

An evaluation of these competencies by educators shows that each is highly valued for core teachers. Although teacher education institutions should assume the major responsibility for meeting these competencies, in-service education programs should share in the responsibility for meeting them.

Criteria for Teacher-Education Programs for the Preparation of Core Teachers

Statements of criteria for teacher-education programs for the preparation of core teachers based upon the demands of the evolving core curriculum were formulated and substantiated by the opinions of educators. These eight criteria are:

I. The teacher-education program should provide opportunity for experiences designed to clarify the theory of the core.

II. The teacher-education program should provide experiences in the major fields of knowledge commonly utilized in the core program.

III. The teacher-education program should provide opportunity for specialization in at least one major field of knowledge commonly taught in the high school.
IV. The teacher-education program should provide broad experiences in the field of adolescent development.

V. The teacher-education program should provide experiences in organizing and developing curriculum materials in the broad areas of living.

VI. The teacher-education program should provide experiences in utilizing group processes in planning and guiding learning.

VII. The teacher-education program should provide opportunity for developing dynamic relationship between general and professional education.

VIII. The teacher-education program should provide directed experiences in teaching in a core program.

Programs for the Preparation of Core Teachers

Thirty-six institutions in the United States and Hawaii report programs in which teachers are prepared for high school core programs; thirty-one are participants in the present study. An analysis of the programs for the preparation of core teachers in the thirty-one institutions reveals four curriculum patterns common among groups. These follow: Curriculum Pattern A includes (nine) institutions which provide for a systematically designed sequence of courses for the preparation of core teachers; Curriculum Pattern B includes (five) institutions which purport to prepare core teachers in their regular teacher-education program with relatively few special provisions; Curriculum Pattern C includes (seventeen) institutions which offer one or more courses designed to prepare core teachers and which emphasize the core
in their regular courses. Curriculum Pattern D includes (five) institutions which offer no special courses designed to prepare core teachers but emphasize the core in their regular professional education program. One institution in this group submitted plans for a program specially designed for the preparation of core teachers to be introduced into the curriculum in the near future.

The eight criteria were applied to each of the nine that follows program Curriculum Pattern A and each of the five which follows Curriculum Pattern B. It was found that:

1. Most programs designed for the preparation of core teachers provide for a program of selection of students for teaching in core programs.

2. Most programs designed for preparing core teachers are offered on the graduate level and lead to an advanced degree.

3. All programs make special provisions for experiences in the major teaching fields of knowledge.

4. Most programs provide opportunity for specialization in one or more teaching fields commonly taught in the core program.

5. Most programs make some provision for organizing and developing curriculum materials in terms of subject fields of knowledge.

6. Few programs provide opportunity for organizing and developing curriculum materials in terms of broad areas of living.

7. All programs provide for utilizing group processes in planning and guiding learning.

8. Most programs provide for directed experiences in teaching in a core program.
9. Most programs provide for experiences designed to clarify the theory of core.

10. Few programs provide opportunity for developing dynamic relationship between general and professional education.

11. Approximately half the programs provide for some experiences in the field of group work.

An analysis of the programs of the twenty-seven institutions that are developing programs specially designed for the preparation of core teachers reveals that:

1. Few programs make special provision for experiences in the major field of knowledge.

2. Most programs provide experience in organizing and developing curriculum materials in terms of subject fields of knowledge.

3. Few programs provide opportunity for organizing and developing curriculum materials in broad areas of living.

4. Most programs provide for directed experiences in teaching in a core program.

5. Some programs provide for experience designed to clarify the theory of the core.

6. Some programs offer broad experience in the field of group dynamics.

7. Some programs provide some experiences in the fields of adolescent development.

8. Some programs provide experience in the utilization of group processes in planning and guiding learning.

9. Some programs provide experiences designed to clarify the theory of the core.

10. All programs are offered on the undergraduate level.

The following general conclusions are drawn and presented herewith:
The following general conclusions are drawn and presented herewith:

1. Most institutions are preparing teachers for the correlation and unified studies core program rather than for the Contemporary-Problems or the Adolescent-Problem Core.

2. Some few institutions are moving in the direction toward the development of programs designed to prepare teachers for the Contemporary-Problems Core or the Adolescent-Problems core.

3. Most institutions recognize weakness in their present program. Over half of the group of institutions have definite plans for improving their programs in the future.

4. The most promising teacher-education program designed to meet each of the seventeen competencies required complete reorganization of the general and professional education programs.

5. Cooperative working relations among the staff of the Liberal Arts and the Education Department Faculties is a basic essential to the development of a program for the preparation of core teachers.

RECOMMENDATIONS

In Chapter VI criteria for the preparation of core teachers were set up, explained, and defended. These criteria were based upon competencies of core teachers set up in Chapter III and opinions of more than one hundred educators.

The evaluations of the fourteen programs for the preparation of core teachers revealed that no criterion was met by all colleges and that no college met fully all criteria. Staff members in these colleges whose programs are described and
and evaluated in this dissertation, who wish to improve their programs can find help from the evaluations of the programs and from desirable practises reported herein in other colleges.

Other institutions wishing to prepare competent core teachers can get much help from studying the programs here presented and evaluated. Some of the specific focuses of their study might well be in the direction of developing:

1. A general education program on the basis of needs and problem areas.
2. A more unified program for professional education.
3. A program in which general education and professional education is more unified.
4. A program in which special needs, interests and problems of the individual are met.
5. A program in which provision is made for large blocks of time to facilitate planning and guiding learning activities.
6. A program in which guidance and counseling is an integral part of the total program for the preparation of core teachers.
7. A program that is developed cooperatively by members of the staff of the Liberal Arts Department and the Education Department.
8. A program which provides for an internship of directed teaching in the core program.

Although definite criteria presented in this dissertation report as suggested guide lines for developing programs for the preparation of core teachers, clearly, the staff members in each institution working cooperatively should formulate their own program in light of their philosophy of education.

A Description of Curricular Experiences. The Upper School Grades Seven to Twelve, Inclusive. Columbus, Ohio, The Ohio State University School, 1949. (Mimeographed).

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"For Prospective Teachers: A New Program Designed to Prepare Teachers for 'Core' or 'Common' Learnings Teaching." The University of Minnesota, School of Education, 1949. (Unpublished materials).


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APPENDIX
A TENTATIVE LIST OF
COMPETENCIES ESSENTIAL FOR CORE TEACHERS

Directions and Definitions:

On the following pages is a tentative list of special competencies which are thought to be essential for teachers in core programs in high schools. The list does not include the broad basic competencies which are considered essential for all teachers regardless of their specialization. Please examine each competency in the list and record your reaction by placing a check in the columns that best express your position.

Below are the definitions of terms that appear in the list of competencies:

Core: that part of the curriculum that consists of broad problems or units of work which cut across subject lines and provide common learnings needed by all students at a given grade level.

Problem Area: a broad area of living in which students usually have problems.

Resource Unit: "a systematic and comprehensive survey, analysis and organization of the possible resources (e.g., problems, issues, activities, bibliographies, etc.) which a teacher might utilize in planning, developing and evaluating a learning unit."

Learning Unit: a unit of work which provides common learnings for the entire group and individual learnings in terms of specific needs, abilities or interests of students as the teacher and student cooperatively plan and solve common problems which grow out of broad comprehensive problem areas.

Learning Activities: activities which are selected and planned cooperatively by teacher and pupils working together in the solution of common problems which grow out of broad comprehensive problem areas.
A TENTATIVE LIST OF
COMPETENCIES ESSENTIAL FOR CORE TEACHERS

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>APPRAISAL OF NEED FOR TEACHER EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree</td>
</tr>
</tbody>
</table>

I. THE CORE TEACHER SHOULD KNOW THE CONTRIBUTIONS OF THE LEADERS IN THE FIELD OF GENERAL EDUCATION AND HOW TO UTILIZE THESE CONTRIBUTIONS IN DEVELOPING AND IMPROVING THE CORE PROGRAM.
*I suggest the following modifications:

II. THE CORE TEACHER SHOULD BE ABLE TO INTERPRET PRESENT-DAY EVENTS AND MOVEMENTS AS THEY RELATE TO THE LEARNING ACTIVITIES OF THE CORE.
*I suggest the following modifications:

III. THE CORE TEACHER SHOULD UNDERSTAND THE PROCESSES OF GROWTH AND MATURATION IN CHILDREN AND ADOLESCENTS FOR THE PURPOSE OF IDENTIFYING COMMON BASIC NEEDS AND INTERESTS AT VARIOUS LEVELS OF DEVELOPMENT.
*I suggest the following modifications:
### Appraisal of Need for Teacher Competencies

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>Agree</th>
<th>Disagree</th>
<th><em>Agree with modifications</em></th>
<th>Essential</th>
<th>Highly Desirable</th>
<th>Unnecessary</th>
</tr>
</thead>
</table>

#### IV. The Core Teacher Should Be Able

To develop learning units in broad problem areas for the purpose of improving human relations.

*I suggest the following modifications:

#### V. The Core Teacher Should Know

How to utilize and direct the various types of student activities (e.g., student councils, assemblies, publications, social clubs, parties, and sports) and relate them to the "common learnings" of the school program.

*I suggest the following modifications:

#### VI. The Core Teacher Should Be Able

To evaluate programs of leading schools which emphasize the core curriculum and to understand their contribution to the improvement of education.

*I suggest the following modifications:
VII. The core teacher should be able to draw upon major fields of knowledge (the humanities, social studies, science, and the arts) in helping youth meet their common needs and solve their problems.
*I suggest the following modifications:

VIII. The core teacher should understand the nature and significance of controversial issues in terms of the major fields of knowledge and develop suitable techniques for dealing with them in the core class.
*I suggest the following modifications:

IX. The core teacher should know how to utilize guidance and counseling techniques in relating the activities of the core to the total development of the adolescent.
*I suggest the following modifications:
<table>
<thead>
<tr>
<th></th>
<th>APPRAISAL OF COMPETENCIES</th>
<th>NEED FOR TEACHER EDUCATION</th>
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<td></td>
<td>Agree</td>
<td>Disagree</td>
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</table>

**X.** The core teacher should know how to utilize the resources of the community (e.g. institutions, organizations, agencies, and personnel) in solving the common problems dealt with in the core.

*I suggest the following modifications:*

**XI.** The core teacher should be able to utilize the occupational opportunities of the immediate and wider community for providing general vocational orientation for the adolescent.

*I suggest the following modifications:*

**XII.** The core teacher should have the ability to utilize techniques of cooperative planning and to work with colleagues in co-ordinating all the learning activities of the core group.

*I suggest the following modifications:*
| XIII. | THE CORE TEACHER SHOULD KNOW HOW TO SET UP PROBLEM AREAS BASED ON COMMON PROBLEMS, NEEDS, AND INTERESTS AND HOW TO UTILIZE THEM IN DEVELOPING LEARNING ACTIVITIES. *I suggest the following modifications: |
| XIV. | THE CORE TEACHER SHOULD BE ABLE TO BUILD RESOURCE UNITS RELATED TO BROAD PROBLEM AREAS AND TO UTILIZE THEM IN PLANNING LEARNING UNITS WITH THE PUPILS. *I suggest the following modifications: |

ADD ANY OTHER SPECIAL COMPETENCIES THAT YOU BELIEVE ARE ESSENTIAL FOR CORE TEACHERS.
NEED FOR TEACHER EDUCATION

If your reactions to the competencies indicate that pre-service education for some or all competencies is essential please check the position or positions listed below that express your point of view in order to indicate the manner in which the competencies can be acquired best.

1. The competencies can be best acquired in a pre-service education program designed for the education of all high school teachers regardless of a field of specialization. ( )

2. The regular pre-service education program for the education of high school teachers should be modified by reorganizing the contents of certain professional courses. ( )

3. The regular pre-service education program for the education of high school teachers should be modified by reorganizing the contents of general education courses. ( )

4. New courses designed specially for the preparation of core teachers should be added to the regular pre-service education program of all high school teachers. ( )

Other Positions:
SPECIAL COMPETENCIES ESSENTIAL FOR CORE TEACHERS IN HIGH SCHOOLS

DIRECTIONS:

On the following pages is a questionnaire dealing with a list of special competencies thought to be essential for core teachers in high schools. The list does not include the broad basic competencies which are considered essential for all teachers regardless of their field of specialization. The questionnaire is divided into two parts: Part I, which includes a list of seventeen competencies accompanied by several groups of questions to be answered concerning each competency; Part II, which includes several groups of questions to be answered concerning the total list of competencies.

Please examine critically the questionnaire. In Part I answer all the questions included in GROUP and in GROUP Space is provided for your answers. For comments that you may wish to make, use a separate sheet. In Part II answer only the questions in GROUP. Please answer these questions on a separate sheet.

DEFINITIONS:

Below are definitions of terms that appear in the list of competencies:

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Learning Activities: Activities which are selected and planned cooperatively by teacher and pupils working together in the solution of common problems which grow out of broad comprehensive problem areas.

Signature

Title of Position

Briefly state how you work with core programs and for core teachers in high schools and how you work in teacher education programs for the preparation of core teachers.
<table>
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<tr>
<th>No value</th>
<th>Little value</th>
<th>Considerable value</th>
<th>Very valuable</th>
<th>High value</th>
<th>Incidentally on the job</th>
<th>Pre-service teacher education</th>
<th>Undergraduate teacher education</th>
<th>In-service teacher education</th>
<th>General education courses required for all teachers</th>
<th>Required specialty only for candidates for core teacher education</th>
<th>Preferred of all teachers</th>
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<tr>
<td>1. How valuable are the competencies for core teachers?</td>
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<td>2. How should the competencies be best acquired?</td>
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<td>3. Where in the teacher education program competencies be acquired?</td>
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<td>Group B</td>
<td>4. How do you rate yourself on each of the competencies?</td>
<td>5. Where did you receive help in acquiring the competencies?</td>
<td>6. How do you rate your pre-service teacher education program on the competencies?</td>
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<td>Required Specialy designed for core teachers</td>
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<td>Very good</td>
<td>Excelent</td>
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SPECIAL COMPETENCIES ESSENTIAL FOR CORE TEACHERS IN HIGH SCHOOLS

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- **Learning Activities**: Activities which are selected and planned cooperatively by teacher and pupils working together in the solution of common problems which grow out of broad comprehensive problem areas.

__________________________
Signature

__________________________
Title of Position

Briefly state how you work with core programs and/or core teachers in high schools and how you work in teacher education programs for the preparation of core teachers.
| Group G | 1How do you review the placement of your students? | 1Very good
| - | | - |
| 1Who is your placement officer? | 1Very good
| - | | - |
| 1How are the competencies met in your teacher education program? | 1Teaching Competencies
| - | | - |

### Table: Teaching Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Core</th>
<th>Only Core</th>
<th>Spec. Designed Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach Core</td>
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<td>[ ]</td>
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<tr>
<td>Teach Only Core</td>
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<td>[ ]</td>
</tr>
<tr>
<td>Spec. Designed Core</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

- [ ] indicates that the competency is met in the teacher education program of your institution.
- [ ] indicates that the competency is not met in the teacher education program of your institution.
I, Allie Carolyn Newsom, was born in Jacksonville, Texas. I received my public school education in the schools of the cities of Jacksonville, Texas, Long Beach, California and of Daingerfield, Texas. My undergraduate training was obtained at Texas State College for Women, from which I received the degree Bachelor of Science in 1931. From Iowa State College, I received the degree Master of Science in 1944. While in residence at The Ohio State University I acted in the capacity of graduate assistant in the School of Home Economics during 1947-1948. In 1949, I received an appointment in the School of Education and acted in the capacity of graduate assistant during the periods of 1949-1950 and 1950-1951.