

School District No.44 (North Vancouver)

Division of Instructional Services

September 4, 1974

Dr. M. Sheila O'Connell, Director
Undergraduate Programs,
Faculty of Education,
Simon Fraser University,
Burnaby 2, B.C.

Dear Dr. O'Connell:

I would like to express my appreciation for the invitation to teach the summer session course on the "Community School".

I thoroughly enjoyed the experience and I think the students did as well. I am sorry for the initial confusion which was regrettable and I certainly understand the University's point of view.

I would certainly be willing to discuss a repeat of the course next summer if you are interested.

Sincerely,

Jack Stevens
District Co-Ordinator
Community Schools

JS:pq

April 19, 1974

Mr. L.A. Mitchell,
Co-ordinator of Special Services,
School Board Office, Box 1030,
Vernon, B.C.

Dear Mr. Mitchell,

Thank you for your inquiry regarding the course:

ED.E 486-04 Community Schools

I enclose a copy of the description of the Course. Mr. Jack Stevens, who will be giving the Course, has been very active in Community School work in the Greater Vancouver area and we judge that the Course will be most useful to persons wishing to explore and evaluate this type of school.

Should you wish to have further information regarding the Course, please write to:

Mr. J. Stevens,
1198 Croft,
North Vancouver, B.C.

Yours sincerely,

M. Sheila O'Connell, Director
Undergraduate Programs

/kg
Encls.

BOARD OF SCHOOL TRUSTEES

SCHOOL DISTRICT NO. 22 (VERNON)

PLEASE ADDRESS ALL COMMUNICATIONS TO THE SECRETARY-TREASURER

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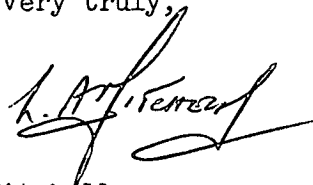
April 4, 1974.

SFU Continuing Education Division,
Simon Fraser University,
Burnaby 2, B.C.

Dear Sir:

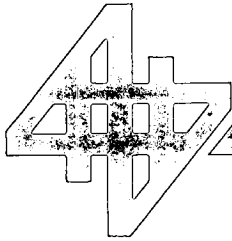
We are interested in the course Education Extension 486-4
- The Community School, to be held July 2 - 19. Would you please
send us more information.

Yours very truly,



L.A. Mitchell,
Co-ordinator of Special Services.

LAM/ph



School District No.44 (North Vancouver)

Division of Instructional Services

March 20, 1974

Dr. Sheila M. O'Connell, Director,
Undergraduate Programs,
Faculty of Education,
Simon Fraser University,
Burnaby 2, B.C.

Dear Dr. O'Connell;

Thank you for taking the time to discuss the course outline I had prepared and your advice on enrollment procedures.

As I indicated, I am concerned that most of the students enrolling should have some current or anticipated direct involvement in Community Schools. Also, in order to be consistent with the "field setting" of Community Schools, there should be a good interdisciplinary mix. There should also be a mixture of lay and professional people. Some lay people will be trustees, other volunteer co-ordinators, community development workers, Community School Councilmen etc.

It is of course understood that all students must first meet entrance to the university requirements.

We also discussed the advisability of maintaining Ed.401 and Ed.402 as pre requisites for the course. I think that the only category of student for whom this pre requisite should be applicable would be a student in Education. Others would either be in another faculty, not involved in teaching, or perhaps involved in a career diploma program and would use the course as an elective in their program.

If there are any further questions please contact me.

Sincerely,

Jack Stevens
District Co-Ordinator
Community Schools

JS:pq

c.c. Dean Dan Birch

Dr. Art Elliott
721 Chesterfield Avenue, North Vancouver, B.C. V7M 2M5 Telephone (604) 987-8141

SIMON FRASER UNIVERSITY

MEMORANDUM

To Dean Birch

From..... Sheila O'Connell.....

Subject..... Honoraria for ED.E. 486-04.....

Date..... August 1, 1974.....

Jack Stevens, instructor in ED.E. 486-04 Community Schools, agreed to have more than 35 students in his class if, instead of having a T.A., he could invite guest lecturers. I agreed to this. There were 47 students in the class.

I think each guest lecturer should receive the same honorarium unless a good reason for more than \$25.00 is given.

Sheila O'Connell, A/Dean

/kg



School District No. 44 (North Vancouver)

Division of Instructional Services

July 23, 1974.

Mr. Graham Nelson,
Administrative Assistant,
Faculty of Education,
Simon Fraser University,
Burnaby 2, B.C.

Dear Mr. Nelson:

I am writing to submit a list of resource people for honorarium purposes.

My class was called Education 486-Community School. July 2 - July 19.

Mr. Norm Olenick,
Recreation Department,
Vancouver City College,
100 W. 49th Avenue,
Vancouver, B.C. \$25.00

Ms. Cora Ryan,
c/o Queen Mary Community School,
230 West Keith Road,
North Vancouver, B.C. \$25.00

Ms. Bette Rumble,
c/o Queen Mary Community School,
230 West Keith Road,
North Vancouver, B.C. \$25.00

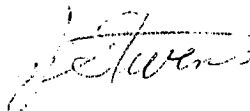
Ms. Marg McKenzie,
c/o Queen Mary Community School,
230 West Keith Road,
North Vancouver, B.C. \$25.00

Ms. Lorena Barren,
C. A. R. E.
c/o 2589 Ancaster Crescent,
Vancouver, B.C. \$50.00

Ms. Peg Klesner, 2108 Parkside Lane, West Vancouver, B.C.	\$25.00
Ms. Bessie Lee, 887 East pender Street, Vancouver 4, B.C.	\$25.00
Mr. Mike Claque, c/o Grandview-Woodland Information Centre 1126 Commercial Drive, Vancouver 6, B.C.	\$25.00
Mr. Al Fraser, Carnarvan Community School 3400 Balaclava, Vancouver, B.C.	\$25.00
Mr. Don Burbidge, 506 East 11th Street, North Vancouver, B.C.	\$50.00
Ms. Pat Quesnel, 353 West 16th, North Vancouver, B.C.	\$50.00

I trust this is satisfactory. If you have any questions you can contact me by writing General Delivery Union Bay, B.C.

Sincerely yours,



Jack Stevens,
DIRECTOR OF COMMUNITY SCHOOLS.

JS/nc

ALTERNATIVE PROGRAM PROPOSAL

FACULTY OF EDUCATION

TITLE: "EDUCATION V: COMMUNITY EDUCATION"

PROJECT PLANNERS:

D. Allan	M. Lazerson
P. Brennan	G. Pennington
R. Dill	J. Stevens
J. Douglas	T. Szredni
P. Earthy	J. Talbot
J. Hermes	

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Draft No. 5, April 8, 1974

1. PROGRAM TITLE: "Education V: COMMUNITY EDUCATION"

2. GENERAL OBJECTIVES OF PROGRAM:

- 2.1 To provide a professional curriculum for third and fifth year regular and transfer students which would integrate school based experiences and community education programs.
- 2.2 To involve faculty, students and the community in the planning, implementation and evaluation of this program.
- 2.3 To increase inter-faculty cooperation through a collegial teaching situation.
- 2.4 To provide a framework within which student teachers can develop the skills and attitudes necessary to function effectively in community based schools and other learning situations.
- 2.5 To allow student teachers to become a more integral part of the community by decentralizing the location of their teacher training experiences
- 2.6 To provide field experience in community social service agencies whose services are necessary for an educational system to function effectively.
- 2.7 To increase student teacher awareness of educational needs which extend beyond schools.
- 2.8 To engage students in a learning experience with faculty members, professionals, laymen from various fields in order to expose them to a fully interdisciplinary learning program.
- 2.9 To meet individual and group needs through a program of large group meetings, small group seminars, workshops, and tutorials to be held at the University, in a variety of school settings, and in the community.
- 2.10 To involve the students and the community in the formulation of curricula for varied teaching situations.
- 2.11 To individualize the professional program so that students may progress in accord with their aptitudes, needs, and interests.

The factual questions of how many hours and how many days this would require in each person's life cannot now be gauged. These depend on the sweep and complexity of future events.....

August Kerber

Everything in the past died yesterday; everything in the future was born today. The future so terribly real waits where it cannot be seen and comes rushing at us like the wind. What does history say tomorrow? History says tomorrow waits with a big boom. Lincoln said the dogmas of the quiet past are inadequate for the stormy present. We must think anew; we must ask anew; we must disenfranchise ourselves. When you disenfranchise yourself you break from the bonds that hold you. You cut loose from old traditions and begin to make new ones.

Carl Sandburg

We can make teacher preparation cheap or dear, long or short, intensive or extensive. Very likely the answer to certification problems does not lie in any of these continua.

Wilfred Smith

...(These are), in general, two opposing approaches to teacher preparation. One view is that the educationists have thoroughly stultified the preparation with an impractical, self-centered trade union approach which is in itself one of the great sources of damage in education today. The other point of view is that teacher preparation is as good as can be devised in the present imperfect state of affairs.

What is the truth? There is no one truth, and any estimation would depend on the reader's values....

Wilfred Smith

3. PROGRAM GROUP: (names and qualifications of those making the proposal)

3.1 D. Allan	B.A., M.Ed. (El.)	Principal, James Bay Community School Victoria, B.C.	Member B.C.S.T.A. Community School Consultant Team
3.2 P. Brennan	B. Ed. (El) M.A. (Eng.)	Sr. Instructor English/Arts I	UBC Experimental English Course Committee
3.3 R. Dill	B. Arch., M. Arch.	Lecturer, Architecture/ Arts I	Architect, Britannia Design
3.4 J. Douglas		General Secretary Arts One	Associate, Institute of Being
3.5 P. Earthy	B. Ed. (El)	Physical Education/ English Major	
3.6 J. Hermes	B.A. (Psych.) J.D. (Law)	Instructor Continuing Education U.B.C.	Editor, Far West for Research & Development in Education
3.7 M. Lazerson	B.A. (Hist.) M.A. (Hist.) (Ph.D. Hist.)	Associate Professor, Education	Author, <u>Origins of the Urban School</u>
3.8 G. Pennington	B.A. (Philos.) M.Sc. (P.E.) Ed. D.	Associate Professor, Education/ Arts One	Co-Chairman, Inter- disciplinary Conference on Health & Physical Activity
3.9 J. Stevens	B. Ed. (Sec.) M.A. (Comm. Ed.)	District Coordinator of Community Education North Vancouver School Board	Chairman, B.C.S.T.A. Community-School Consultant Team
3. 10 T. Szredni	B. Ed. (El) 4th yr., UBC	History Major	
3. 11 J. Talbot	B. A. M. A.	Community Development Worker	Member B.C.S.T.A. Community-School Consultant Team

...the Star said a mouthful when it blamed the people.. for "permitting a bunch of doctrinaire educationists to make and enforce their self-serving rules".

Saturday Evening
Post

They Wouldn't Let Beethoven Teach Music in Indiana - One would have to look at our more beaurocratic trade unions with rigorous rules governing such endeavours as which painter can paint on wood and which can paint on iron, to find a comparison to the regulations under which teachers in many...communities are supposed to operate.

Saturday Evening
Post

...more preposterous was the case of Mrs. Anne Slack, French war bride. The Schenectady, N.Y., schools wanted to use her but she was not "qualified" (save for being able to teach French). So they got around this by having her appear on TV station WRGB, and since there is no law against using TV sets in schools the pupils were able to hear a teacher at secondhand who could not, however, appear in the grade school classroom. She was so good that Massachusetts learning of her work, lured her away and now 600 schools and 2,000 third - and fourth grade classrooms are watching this "unqualified" but very able teacher.

From a Editorial in
Life magazine.

The practice of spelling out the requirements for a teaching certificate in terms of a given number of course credits must be replaced by a system which indicates the specific content which indicates the specific content which must be mastered, regardless of courses taken.

Myron Lieberman

N.B. A number of the project proposers have had experience in planning and operation of integrated school and university curricula.

4. PROSPECTIVE CLIENTELE

- 4.1 During the 1974-75 academic year, approximately 48 third and fifth year regular and transfer students in the Faculty of Education at U.B.C. will be assigned full-time to 4 (F.T.E.) faculty members drawn from the university and from community agencies.
- 4.2 This is envisioned as a full-time one year program of between 15 and 18 units of credit which fulfills the requirements of the professional year in education.

But, while we bear our unequivocal testimony in favor of universal education and assert the duty of every community to provide the best education in its power for all its children, we are very far from regarding everything which passes, or may pass under the name of education, as something to be approved and never condemned.

Orestes Brown

...does not mean that a person must adopt the same views...It means permitting other people to have beliefs that are different from ours.

John Heron

We need to lift up our heads and determine which way leads toward the sort of Canada in which we wish to live. When we decide what things must be changed, and are brave enough to go to work on them, we are headed in the right direction.

John Heron

An examination of the many attempts at educational change...forces one conclusion: Educational renewal and reform in this decade will come through the development of options in public education - or they won't come at all.

John Bremer

Out there in the great big beyond from Academia there are literally tens of thousands of people who need the help of the university. The university, in my opinion, should project itself to the total community. The university should not be essentially just a factory for producing pieces of paper. The university should be an alive, breathing, important factor in the guts of all British Columbia.

Premier Dave Barrett

5. RATIONALE

A community/school is a place planned and operated cooperatively by schools and other agencies for the delivery of social services, including education, to the entire community. It is not simply a place where the doors are open to the public after school hours. True community schools do not differentiate between school hours and public hours because the entire building is operated for the benefit of people of all ages in the community and is paid for and operated by educational and other public service agencies.

CHARACTERISTICS OF COMMUNITY/SCHOOLS

1. They make better use of resources (staff, finances and facilities).
2. They aggregate diverse expertise and experience for the benefit of a large constituency.
3. They offer many options to faculty and students.
4. They provide contacts between persons of different ages and ethnic backgrounds.
5. They co-ordinate educational and recreational activities with health and social welfare agencies to help citizens identify and use the services available in a community.
6. They serve new kinds of people and thereby broaden public support for education.

This proposal emerges out of the interest in and concern for community schools expressed by the provincial government, school trustees, educators, and community agencies. A teacher training program that exposes students to teaching in community schools, work-study placement in community social service agencies, studies in social and educational issues, and curriculum design and teaching strategies will advance the concept of community-based education.

Conferences such as the Provincial Conference on Teacher Education (Richmond, B.C., Feb. 8-9, 1974) have had to repeatedly, come to grips with the fact that our educational system is not fulfilling the needs of some students and tends to ignore the community in general. This makes the job of the teacher most difficult because the teacher is the focus of dissatisfaction. Criticism of current education ranges from concern about the narrow categorization of subject matter to an insistence that schools be far more interconnected with the community, that students must have direct participation in formulating educational policy and curriculum, that parents and citizens must not only know more intimately what happens in those buildings called 'schools' but must help determine that activity and be made aware that the 'schools' belong to the entire community and not simply to 'teachers', 'students' and 'administrative personnel'.

It is increasingly evident that more and more community schools are being established both privately and as part of the public sector. The B.C. School Trustees Association, the Department of Education and the Canadian Council on Children and Youth have endorsed the concept of community education. As well,

The most amusing utterance, from my point of view, is this one: "How much ground do you cover in your course?" This sentence reflects what I call "The Vince Lombardi Theory of Education", because the only people, besides teachers, who are so interested in covering ground are football coaches. What this sentence means when asked by a student of a teacher is mostly a mystery. I think it has to do with how many different kinds of things the teacher plans to talk about, but I'm not sure. However, it's pretty clear to me that the metaphor of covering ground bears very little relation to the process of learning, which, as I perceive it, is almost never a linear progression from point A to point B, or from the twenty-yard line to the fifty.

Neil Postman

So long as we continue to talk, and therefore to think, in this way - to rely on this vocabulary and these metaphors - our attempts to make significant changes in the school are doomed to failure.

Neil Postman

To ignore any existing force would be to live in a fantasy world, to flout reality; to insist that the new society be community is only to recognize that the old social and territorial boundaries can no longer be maintained, and that our survival, across the whole planet, depends on cooperation;

John Bremer

there is a growing need for student-teachers to be more aware of social service agencies as they relate to the interests of their students (e.g. juvenile court, welfare system, etc.). This alternative proposal is responding to the need for more community-based programs and community involvement in teacher training and is in line with the Department of Education recommendations. Also, its aims are very close to the ten points of consensus noted by Mrs. Davie Fulton in the brief submitted to the Conference on Teacher Education which was accepted by the participants at the Conference in Richmond, February 8 and 9, 1974. The points of this brief that are particularly pertinent are:

1. There needs to be greater emphasis on the development of self-awareness and skills of communication and group dynamics during the teacher-training process.
2. Teacher training programs must provide expanded practicums of greater duration with the supportive assistance of universities and school district personnel.
3. Teacher education should be decentralized into other areas of the Province with alternative systems of teacher preparation utilizing regional colleges and evolving patterns such as teacher centers.
4. Prospective teachers need more experience in working effectively with parents.
5. Prospective teachers need experience in relating effectively to para-professionals, volunteer aids, and community groups.
6. Field experience in a community setting as well as under-graduate course work in multi-disciplinary settings with student professionals from the fields of health, social work and corrections.

This alternative proposal attempts to do two things: first to rethink and extend what we mean by education, second to directly involve the community in teacher training, while maintaining the necessary resources to train the potential teacher in required educational skills. This will be a full-time program for students and faculty. Planning personnel will begin active work on the program in May, 1974.

During 38 years of community education, Flint has reported significant improvements in preventive health, voting frequency and approval of bond issues. There is less juvenile delinquency and absenteeism, and vandalism has dropped. The number of school dropouts went down 80% while the number of second offenders returned to prison dwindled to half. Enrollment in adult education has increased at double the national rate.

Educational Facilities
Laboratories

Community education, however does not require large amounts of money before cooperation can begin, nor are benefits restricted to large urban communities with many agencies and big budgets. A distinguishing feature of community education is that it does not require new forms of service. Rather it demands unified delivery of the many separate assistance and relief programs, cooperation between personnel and aggregation of funding.

Educational Facilities
Laboratories

These schools' primary mission to educate has not changed, but in each case there are more options for learning and better use of resources making it possible to reach persons not previously interested in education. Their programs are coordinated and in some cases integrated with the school's curriculum. Many of these programs can now be funded on a long-range instead of a one-time basis. Productivity has increased through greater use of the physical plant, more efficient programming, and innovative approaches to total learning which few schools can undertake alone.

Educational Facilities
Laboratories

6. LEVEL OR TYPE OF PROGRAM

- 6.1 "Education V" is proposed as an alternative to the present third, & fifth year professional programs for elementary and secondary students.
- 6.2 "Education V" is proposed as an alternative to pre- and post- B. Ed. programs presently available.

The most important problem in teacher education is this: Who should determine the content and duration of programs of teacher education?

Myron Lieberman

The bulk of teachers college training is sheer piffle, and this in itself is one reason why... (such) schools fail to attract either a good faculty or an able student body.

John Keats

The certification of teachers might be seen as a dry, technical subject, and it is in many aspects. The average person soon finds it boring to follow the argument on whether we should have more or less child psychology, practice teaching or courses in the teacher's major field.

August Kerber

This reform would bypass entirely the patchwork remedial measures that pass for educational reform. It cuts straight to the heart of the educational enterprise, in and out of school, seeking new method, content, idiom, domain, purpose and indeed a new definition of education.

George B. Leonard

Learning involves interaction between the learner and his environment, and its effectiveness relates to the frequency, variety and intensity of the interaction.

George B. Leonard

We too often commit the pedagogical error of giving the answer before the question is raised.

Anon

7. DESCRIPTION OF PROGRAM

7.1 Specific Objectives

To integrate elementary and secondary school training programs so that potential teachers have experience of both types of subject matter and both varieties of students.

To have both students and faculty members go into the schools to participate in the teacher training program.

To familiarize students with a variety of group processes.

To expose students to various teaching situations -- for example participation in both rural and urban school systems, special schools, and alternative education programs.

To teach skills in use of various media.

7.2 Substantive Content

Students will be exposed to literature on educational philosophy, history, & sociology as well as learning experiences in different cultures and alternative models of education. Seminars and workshops will also provide students with information on curriculum design and implementation, learning problems, and the social context within which education takes place.

Our expectations are that students will develop their own philosophy of education throughout the year and form their own conceptions of how schools and other community agencies might be better articulated.

Since one of the goals of the program is to help students become self-motivated innovators in the field of education, they will be asked to participate in planning, implementation, and evaluation. Since another goal is to strengthen the concept of community-based education, social service agencies and parent groups will be asked to participate in the training program.

7.3 School or Other Professional Experiences

- a. Placement in two or more community schools. This will be tailored to the needs of each individual student teacher and each school. In-class time schedules for student-teachers will be worked out among the cooperating schools, the student teacher, and the assigned faculty members.

The point is that the language you think in will always limit the kinds of things you can think. And obviously, what you can't think, you can't do.

Neil Postman

"Where, anywhere in life, is a person given this curious sequence of prepared talks and prepared questions to which the answers are already known?" The answer of course, is, "Nowhere - except in school."

Edward Land

I happen to work in a school that, nominally trains teachers. Actually, nothing of the sort takes place. What we do in our school is offer course; that is, we teach subjects that the state department of education or other certifying agencies require of prospective teachers. Our students do not learn how to do anything, least of all how to help young people to learn, because one never learns how to do anything of significance, I think, in what is called a course. In fact, I really doubt that any serious thought is ever given in our school to the question. On what basis would you determine the competence of teachers? To my knowledge, the question has simply never come up. What we talk about is what courses should be given in what subjects. This sort of talk occurs not because we are particularly stupid or vicious people, but because we take for granted the validity of the language of our profession. And that is a very bad mistake, because our lexicon is almost as questionable as it is long.

Neil Postman

b. Exposure to various Teaching Situations: Students will have practicum experiences in a number of settings each providing a different context in which to test teaching skills as well as teaching preferences: e.g. urban vs. rural setting; free school vs. authoritarian classroom, open area mix vs. two grade mix; special schools such as deaf, blind, retarded, etc.

c. Placement with one or more community agencies. Students will become involved with social service agencies such as Neighborhood Services Association, Children's Aid Society, Federation of Day Care Centres, Provincial Probation Services and Family Court, B.C. Committee on Children and Youth, Community Resource Boards, Federated Anti-Poverty Groups, Y.M. - Y.W.C.A., Recreation Commissions, and Selected School Boards.

7.4 Teaching Strategies and/or Learning Activities

a. In-depth study: A student will have the alternative of conducting studies on particular themes, topics or subject areas. Such studies will be shared through participation in seminars and tutorials.

b. Specific Area Workshop: Students will concentrate on particular interests. Short Course Intensive Learning (S.C.I.L.) courses will be conducted in traditional curriculum areas for both elementary and secondary school student-teachers to qualify for teaching credentials. These courses will normally be taught in the late afternoon so as not to interfere with school-based experiences and, as well, to facilitate the participation of teachers in the S.C.I.L. program. Cooperating sponsor teachers will be invited to participate in S.C.I.L. workshops as contributors and learners. Specifically, educators with special skills will be asked to join the program on a one month rotating basis.

c. Community Participation Workshops: Various members of the community will come in as resource persons to conduct and participate in workshops on themes relevant to community involvement in the schools.

d. Community Involvement: Members of the community will be asked to participate not only in planning this program but also in contributing ideas and skills on a continuing basis. Community participants will also be involved in evaluating this program.

Nothing has done more harm to the cause of changing educational systems than the limited understanding of school administrators of the nature of change, unless it be the newspaper rhetoric of many of them, and the superficial and gimmicky nature of many proposals. To change is not to destroy; it is not to substitute it is not to replace; all of these deny continuity with the past. Change involves the old at the same time that it involves the new. The kind of change with which we are concerned is renewal, the process of life continuance.

John Bremer

...professionals, do not have a sufficient power base to bring about change except in terms of salary, fringe benefits and working conditions. They too, need the support of a larger citizen group. The educational system will change only so far as the people in and supporting the system will change themselves, deliberately, consciously, and cooperatively. The change of educational systems must itself be an educational process.

John Bremer

"There is nothing whatever to show that the men who today build and navigate and use such ships are one whit superior in any physical or mental quality to their ancestors, whose best vessel was a coracle of wicker and hide. The enormous improvement which these ships show is not an improvement of human nature; it is an improvement of society - it is due to a wider and fuller union of individual efforts in accomplishment of common ends."

Henry George

e. Informal Learning Situations: Students will be offered the alternative of becoming involved in learning/training situations in places other than schools, such as business training, education in prisons, armed forces.

f. Group Process: There will be emphasis on interaction in groups (with training in group leadership and group dynamics) as an attempt to make the student comfortable both as group member and as group leader.

g. Three Stage Learning Experience: Students will be encouraged to examine with as few preconceptions as possible what they mean by learning. Faculty will provide a number of situations in which this can be done: for instances, students may be asked to investigate a problem that would ordinarily be categorized as "scientific" but without using traditional methods.

The second stage will involve the student's deciding whether he was satisfied with his own conclusions or whether the subject warranted further investigation. If further investigation were indicated the student would decide whether the student wished to continue on his own or whether to consult with other persons including "experts" on the subject. (If "experts" are consulted, or other persons, the student will be asked to indicate why the particular choice of outside person is made -- why read books, why read historical or philosophical accounts, why reject one expert and accept another one, which outside living persons are contacted and why.)

The third stage will be a synthesis of the learning experience with the student indicating which of the learning techniques was most helpful in particular situation (How did the student go about the learning task? Did the question remain specific or did it lead to other questions? Was the study in-depth or broad ranging? Were experts important and how did they rate alongside personal experience?) Then the student will go into the university setting, the schools, and the community to try to ascertain how other persons tackle that question.

Finally, the student will be asked to formulate the relationship of that learning experience to his role as a teacher and decide in what type of teaching or learning situation he is most comfortable and whether this situation varies among persons or varies according to the questions

Schools and community service agencies share spaces and programs for a variety of reasons: solving the twin problems caused by shrinking civic finances and expanding needs; providing compensatory services to the poor, disabled and minority citizens; and providing opportunities for people of all ages to become part of the activities of their community. But whatever the reason, schools and service organizations are discovering that community/ school planning can make significant differences in the economy and productivity of local services.

Educational Facilities
Laboratories

The community/school, by encouraging cooperative alliances, offers a synergism that promises higher productivity for all community services.

Educational Facilities
Laboratories

Perhaps the healthiest sign of all is that educators are sensing that schools by themselves, cannot be all things to all people. If the diversified needs of residents are going to be met with integrated programs capable of administering to a single individual's many interrelated problems, schools must share responsibilities with other agencies in the community.

Educational Facilities
Laboratories

(learning) being asked and pursued. The student, at this point, may or may not be interested in setting forth his own model for how education should be conducted.

7.5 Some possible evaluation procedures (the manner in which student learning outcomes and program effectiveness may be evaluated).

Students will be evaluated in the following areas:

- a. Personal teaching style: emphasis will be placed on the student's developing his or her own style of teaching over the year rather than adapting to or adopting a style from someone else whether that fits his or her personality or not
- b. Ability to function as a group member.
- c. Ability to lead a group and guide individual learning.
- d. Commitment to teaching and involvement in the teaching/learning process.
- e. Awareness of his or her own function as a teacher.

Students will be evaluated by faculty, fellow-students, sponsor teachers, community participants and classroom students. In addition, students will be evaluated by other faculty members in the regular spring practicum.

7.6 Sequence of learning experiences (Components of the program in order of sequence with an indication of the time to be spent in each). See also Appendix A.

- a. Weekly large group meeting of all students, participating faculty and community representative to discuss education in social context.
- b. Weekly seminars (ratio of 1 faculty member to 12 students) to evaluate literature on education with particular reference to community based education.
- c. Weekly tutorials (ratio of 1 faculty member to 4 students) to discuss student writings and school & community experiences.
- d. Intensive Group Planning & Evaluation Session every three weeks.

7.7 Areas of duplication in the present program.

This proposal greatly advances current ideas about community-based teacher training programs.

7.8 Similar program(s) offered by other (nearby) teacher education institutions.

None that we know of.

7.9 Number of course hours per week (including unit values for various aspects of the program).

Course equivalents for on campus instruction will be provided through appropriate S.C.I.L. courses offered by university faculty and school

Educational discourse, especially among the educated, is so laden with preconceptions that it is practically impossible to introduce an idea that does not fit into traditional categories.

Neil Postman

The school must...reflect its community, be part of its community, serve its community, and have its community serve it.

Title page of the Ontario Cabinet Committee Report on the Utilization of Education Facilities.

(It is important to) assess the needs. (including aptitudes and interests) and the progress of each pupil relevant to specified instructional goals in order to provide multiple entries into and multiple exits out of a particular instructional sequence.

Talcott Parsons

The ideal system is one in which each individual identifies with the goals of the system because they fulfill some of his own needs.

Judson T. Shaplin

The critical content of any learning experience is the method or process through which learning occurs.

Postman & Weingarten

But when you consider what our goals are and how grandiose are our hopes and our talk about how to revitalize education - to make the process of learning a dynamic, active, ongoing, and joyful experience - we've made no progress at all. One "new approach" after another holds out promise, and then, when all the shouting dies down, somehow it falls flat. Why?

Neil Postman

8. RESOURCE REQUIREMENTS:

8.1 Personnel (See Appendix C)

48 third and fifth year transfer and regular students.

2 U.B.C. Faculty of Education

2 U.B.C. departments or community agencies

8.2 Materials

See Appendix B

8.3 Cooperating institutions

Lower mainland community schools, Interested School Boards

Lower mainland community agencies, Jericho '74 (B.C.T.F./Dept. of Education)

U.B.C.

8.4 Special financial (See Appendix B)

8.5 Facilities (out of which the program will operate).

Being worked out in conjunction with public school officials and community agencies.

8.6 Full-time equivalents (involved in the program).

$$\frac{\text{enrolment X units}}{12} = \text{FTE (faculty)}$$

$$\frac{48 \text{ students}}{12 \text{ faculty}} = 4 \text{ full time faculty members}$$

...underlying respect for individual orientations and feelings and its assumption that wisdom is an emergent thing to be developed through give-and-take discussion in the service of shared purposes...

Herbert Thelen

When citizens get together and share ideas and feelings they tend to shake off their apathy and become ready for work. When they deal with problems they feel strongly about - in their own neighborhoods - they improve the community and learn what it means to be citizens. The whole political and friendship climate changes. But for success there must be proper leadership and training and the support of a parent organization.

Herbert Thelen

The most simple expression of the argument is through a sampling of the conflicts it contains. Stated as either-ors, we have:

- Individual - vs - society
- Child-centered - vs - subject centered
- Guidance - vs - instruction
- Discussion - vs - lecture
- Pupil - vs - teacher
- planning - vs - planning
- Intrinsic - vs - extrinsic
- motivation - vs - motivation
- Insight - vs - drill and learning
- practice
- Growth - vs - achievement
- Firsthand - vs - vicarious
- experience
- Freedom - vs - dominance
- Democratic - vs - authoritarian
- Subjective - vs - objective world
- world
- Spontaneity - vs - conformity

Herbert Thelen

9. RESOURCE ACQUISITION:

9.1 Reallocation of existing resources

Release of 2 (F.T.E.) Faculty of Education personnel.

9.2 Additional resource requirements (proposed source)

Funding for 2 (F.T.E.) drawn from U.B.C. and community agencies.

Proposed Sources:

Provincial Departments of Education, Human Resources, and Health in conjunction with municipal authorities.

B.C.T.F. Special Projects Assistance

Private Foundations

Canadian Council on Children and Youth

Local Community Agencies and Service Organizations

ERIBC (for evaluation purposes)

10. POTENTIAL PROBLEMS IN EFFECTING THE PROGRAM:

Recruitment of students

Funding

11. CONSULTATIONS: (with whom have the proposers consulted in the preparation of the program proposal).

11.1 Planning meetings

E. Gose - Professor of English (U.B.C.), member Vancouver School Board

B.C. Committee of the Canadian Council on Children and Youth

11.2 Statements of reaction from individuals and agencies

A) "This a great start on Education of the Future.

I will be overjoyed to work with you if a way can be found."

Frances Fleming, Superintendent of Schools, Quesnel, B.C., March 10, 1974.

B) "On behalf of the Provincial Executive, I am writing to express our interest in a proposal currently under consideration by your faculty regarding an alternative program to train teachers in the area of community education.

.
The BCSTA supports in principle the inclusion of such a course of study in the Faculty of Education, and we are gratified that, by considering this proposal, the university seems to be responding to a need in the community at large for greater expertise in this area on the part of our teachers.

It is our earnest hope that the proposal will be favourably received."

Pat Walsh, President, B.C. School Trustee's Association, March 11, 1974.

It is uncanny. When, at a meeting, I offer that perhaps we already have too much formal schooling and that, under present conditions, the more we get the less education we will get, the others look at me oddly and proceed to discuss how to get more money for schools and how to upgrade the schools. I realize suddenly that I am confronting a mass superstition.

Paul Goodman

One had to cram all this stuff into one's mind, whether one liked it or not. This coercion had such a deterring effect that, after I had passed the final examination, I found the consideration of any scientific problems distasteful to me for an entire year....It is in fact nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry's for this delicate little plant, aside from stimulation, stands mainly in need of freedom; without this it goes to wrack and ruin without fail. It is a very grave mistake to think that the enjoyment of seeing and searching can be promoted by means of coercion and a sense of duty.

Albert Einstein

We believe...that a giant change in the whole spirit of education is necessary since change is now of the essence, what is required is a matching endeavour of creativity or experimentalism on the part of education.

August Kerber

Modern life is one of interdependence, and education cannot be an autonomy by an elite of professionals. These must be ordered ways for the educational institution to know the demands of the culture.

August Kerber

- C) "This letter is to formally acknowledge my approval of the proposed fifth year education programme. This programme is intended to subject the future teacher to a variety of experiences. These experiences will result in interest and motivation - the prime learning prerequisites in all classroom situations. These factors are something of a hit-and-miss routine in the current compulsory programme.

I have discussed this programme with other students and their reactions are favorable also. I feel that if it were publicized, the general response would be overwhelming in support of this alternative programme."

Ron Hlady, 4th Year Education Student, U.B.C., March 14, 1974.

- D) "Just read your proposal for a community-based teacher training program. It seems just great. I have found the Community School the most exciting thing I have done in education for sometime.

If we can help out your program in any way, please feel free to call."

Gary Armour, Principal, Eagle Harbour Community School, West Vancouver, B.C., March 15, 1974.

- E) "Many thanks for sending me your proposal for a community based teacher training program. As usual there is a lot of imagination and merit in this as far as I can see. I hope it gets off the ground as so many good things in the past have not done.

I agree completely with the concept and hope that some action comes soon. Could I add a comment and a suggestion...

that this concept could and should be expanded to include the use of the total community - urban, rural, and natural, - as part of the school."

Lorne E. Brown, Associate Professor Emeritus, U.B.C., March 15, 1974.

- F) "The idea of training teachers by giving them a chance to teach in community schools is excellent. The community-school concept is the most promising innovation in elementary-school teaching which I know of. It is also one of the most promising ways of stagnating our rapidly disintegrating urban life...

I wish you the best of success in setting up your program. Departures from the norm are so very hard to bring about, as our experience in Arts I has shown. But they are essential. Good luck."

Maude Cardwell, Keith Lynn Elementary School Advisory Council, North Vancouver, B.C., March 16, 1974.

- G) "Read over "Education V: Community Education" with enthusiasm. When this type of program is offered I would like the opportunity to participate.

The Community Advisory Council at Banting Jr. Secondary have identified their major need as leadership. The type of alternate program your group has proposed will assist communities to meet their needs."

Gary A. King, Community School Coordinator, Banting Jr. Secondary School, Coquitlam, B.C., March 17, 1974.

- H) "In response to your summary of a proposal for a community-based teacher training program, I would like to express my full support for such a program.

Your "Education V: Community Education" program parallels my view of what education is all about. I have been a teacher for fourteen years, including elementary and high school teaching experience as well as six years as elementary vice-principal, with the Vancouver School Board. I have always been a proponent of the education of the "total child", that is, the emphasis of both cognitive and affective development in children; as well as the education of the "total family" or the "womb-to-tomb" continuum of education, based on the community-school concept, for the involvement of all members of the family, regardless of age. I am also an advocate of integrated, inter-disciplinary, and cross-disciplinary approaches to learning all age levels, from infants to adults, with emphasis on learning through discovery or direct experience.

The proposed integrated approach to teacher education, as well the maximum use of field experience in the community and practical teaching in the school, certainly exhibit a desire on the part of the project proposers to "practice what they preach." One of the main criticisms of teacher training and in-service professional development programs is that, too often, faculty members tell student teachers to teach one way (e.g. use open classroom approach, individualization, student-centered curriculum, integrated program, discovery methods, activity-centered approach, etc.) when they, themselves, use another, sometimes opposite approach to teaching (e.g. stand up-didactic-lecture method).

Just as student teachers should see models of a variety of teaching situations including traditional classrooms, open areas and free schools, in the schools in which they will be teaching; they should also see a variety of the schools in which they will be teaching; they should also see a variety of teaching situations in the institutions in which they receive their teacher training. The "Education V: Community Education" program would certainly be a useful and valid alternative to offer our future educators."

D. Nann, Vice Principal, General Brock Elementary School, Vancouver, B.C., March 18, 1974.

- I) "I wish to express my strong support for the integrated learning experiences as suggested in your proposals. As the community school concept grows, it is essential that we have teachers within these schools who are experienced in interaction with other social agencies, aware of the need for community input, and are able to have had practical experience within a community school.

I wish you every success with this venture and congratulate your Faculty for giving this proposal the due consideration which it deserves."

Mavis De Girolamo, President, Greater Victoria Teachers' Association, March 19, 1974.

- J) "I read with interest your Alternative Program Proposal--Community Education.

The project is exciting and has great potential. Three aspects of the program were particularly innovative:

- To provide training in group leadership and group dynamics,
- To place students with two or more community agencies,
- The involvement of social service and parent groups in the training program.

I am sure the Community Colleges (this one at least) would also be interested in relating this project to the College recreation graduates. Specifically:

- The place of the Community College recreation graduate in the community school,
- The relationship between the teacher and the recreation leader in the community school."

E.I. Fougner, Student Services Division, Camosun College, Victoria.

- K) "I have just finished reading the statement and found it to be an excellent plan. I am very interested in community education, for that is where education is going to-day and in the future. The program provides for a lot of in-school training as well as skill and group-work experience in the form of workshops and seminars. I feel that this type of program is much more valid and akin to the needs of the future teachers and their students - than is the program as it is now set up."

Laurie Armstrong, 5th Year Education Transfer Student, U.B.C.,
March 19, 1974.

- L) "Please accept this letter in support of the alternative program proposal "Education V: Community Education".

As a fifth year transfer student who has nearly completed the year, I would like to comment on the product of the current program. It is my opinion that the current fifth year program has done little more than try to attempt to make a "competent" teacher within a 10 week practical session. Being competent in the classroom seems to be the single goal with no consideration being given to helping the student realize the world and himself in the other 2/3 of the day not spent in the school classroom.

With the current trend of both private and public schools towards the community education concept it only seems natural that the university who produces the teacher should provide some exposure. There is a definite need for more exposure of the future teacher to the community and its resources upon which he may draw. The "community" has never been the resource centre for the school. Financially, yes; but socially and culturally, no.

It seems that this proposal is attempting to create a new kind of teacher for a new kind of education and not just another layer on the educational cake. For total education the community will be working within the school and the school within the community. Perhaps this will lessen the alienation and frustration many feel in the school environment today. Hopefully the program will return school to the 'community'."

K. Barton, 5th Year Education Transfer Student, U.B.C., March 19, 1974.

- M) "To date I have only had an opportunity to quickly peruse the Alternative Program Proposal entitled Education V: Community Education. My quick reaction is that it appears to be very relevant to the needs of community agencies such as the YMCA. The interdisciplinary emphasis and the community and student involvement in the formulation of curricula are among the most desirable aspects of this alternative to present teacher preparation program.

The great potential in the use of para-professionals is only touched on in your proposal and I feel this would merit some emphasis along with some attention to the rapidly growing interest in outdoor education.

If I have read the proposal correctly I sense a desire to put the experiential in a proper perspective with the academic and I would tend to support this. I would like the opportunity to re-read the proposal in more detail and to discuss it with you further at a later date. I have asked a half dozen of our senior program staff to review this proposal and make their comments directly to you.

The proposal looks like a long overdue alternative to teacher preparation and I am sure the YMCA would be prepared to become involved if this proposal gets support by those individuals at UBC who influence and decide curriculum."

W.V. Owen, Metropolitan Program Director, Y.M.C.A. of Greater Vancouver,
March 20, 1974.

- N) "Having been in the faculty of education for five years, (B.Ed. Secondary), I feel that my teaching methods, abilities and philosophy would have benefited greatly from a University program that offered

more opportunities to develop personal and group education skills. The structure of present Education programs affords few realistic or varied situations to develop as a fully skilled teacher.

The "Education V: Community Education" program is a very comprehensive and well thought out Alternative Program Proposal that would greatly enhance the present Education program at U.B.C.

Failing to adopt the "Education V: Community Education" program and thus the needed opportunities it offers would lie a great loss to the U.B.C. Education Faculty, the B.C. Education System and to future Student Teachers."

Roger Douglas, 5th Year Education Regular Student, U.B.C., March 20, 1974.

- O) "As I see it, the "Community Education" alternative program proposal offers the student teacher invaluable exposure to the education environment of the "becoming" world. Student teachers experiencing inter-disciplinary exposure will undoubtedly be better prepared to interact effectively with all fields associated with education. This integration of diverse fields of study will benefit both the educator and the educated. Thus, psychology and social work become intimately related with education.

Community education should promote a greater awareness and insight of the human situation on the part of both the teacher and the student. The life of both the teacher and the student within both the micro-environment (classroom) and the macroenvironment (community) would be enriched.

A more realistic background for the student teacher allows a truer perspective foresight. This, in turn, would result in improved direction and significance of the everyday teacher-student learning relationship.

As the teacher learns more of the related disciplines he becomes better able to utilize community resources. The teacher develops and utilizes these community resources for the benefit of his students and education becomes community education."

E. J. Carrothers, 4th Year Arts Student, U.B.C., March 23, 1974.

- P) "I have reviewed your proposal for an alternative programme in the Faculty of Education titled "Education V: Community Education". I should like to commend you on the approach you are taking. Although, as with any proposal for better education one can always raise a number of questions, I would like to indicate to you in broad terms we support your idea and wish you success with it."

R. W. Scales, Dean of Students and Registrar, the College of New Caledonia, Prince George, B.C., March 20, 1974.

- Q) "Thank you so very much for sharing the summary of your proposal for the establishment of a community-based teacher training program as submitted to the U.B.C. Faculty of Education. I have reviewed your summary with great admiration, as I feel it encompasses several very bold and timely notions. I wish you the very best in your efforts to secure faculty approval for this innovation. Undoubtedly, you'll have to confront the well-aged forces of the status quo who will pose the same overused questions that they have been unable to answer adequately for the more traditional types of preparation programs since time memorial. However, there are increasing pressures from students, faculty, and various authorities for "field-centering" the preparation programs for prospective teachers. This is certainly not unique to those of us who espouse the Community Education philosophy, as some of the more prestigious colleges and universities in North America have already moved beyond the talking stages toward the implementation of such programs.

Several years ago, I had the good fortune of being involved in the development of a competency-based, field-centered teacher preparation program at Oregon College of Education in Monmouth. Although this

idea of teaching in "various teaching situations". The exposure however, should be long enough for the student to learn the inner structure of the school and or community agency and not just a chance to learn enough to write a term paper on surface activities to impress the marker.

The program sounds quite flexible as to the amount of time spent in classes and this I feel is very important. Many of the 5th year transfers have never been confronted with 30 or more students and need more time to adapt and learn from U.B.C. profs in a teaching situations. As the year progresses hopefully a student teacher can learn by his or her mistakes without feeling all the marks in practicums come from how perfect he is or the impression one makes the first time of teaching.

Many complaints of present students come from the fact there is little feed back from the U.B.C. people. This program sounds like one that could partly eliminate this...

This program sounds like a good one!"

M. Friesen, April 3, 1974.

- W) "I subscribe to the practical experience stressed in both the school and with agencies but I would increase the agency involvement by reducing the curriculum time and/or the May practicum. Faculty and other personnel should be readily available to meet weekly with students to supplement or complement the individual needs. I wonder at the need for a Project Co-ordinator; that is probably a personal bias.

I am not adverse to the proposal. Good Luck."

A. J. Longmore, Superintendent of Schools, Victoria, B. C., April 3, 1974.

- X) "I have just finished reading the Alternative Program Proposal, Education V: Community Education. I am entirely in agreement with the objectives of this proposal. As president of the West Bay Elementary School P.T.A., member of the Instructional Committee to the West Vancouver School Board, and organizer of the West Vancouver Parents Association, I think that the training of our future teachers must be relevant to the trends in education today. I don't believe that there has been adequate communication between the University, the school system and the community. This proposal, Education V: Community Education, if accepted by the Department of Education, should do a great deal to change that situation in the future."

Shana Miller, West Vancouver Parents Association, April 3, 1974.

- Y) "This concept seems to be sound and certainly appeared attractive to many students. It seems to offer a practical first-hand introduction to teaching in all its facets. I do understand that there was some faculty opposition as some apparently perceived it as a threat to their positions. It is also possible that the school may have abused the situation to their advantage. However such weaknesses can be overcome.

Secondly, I am quite concerned about teacher training. I am concerned because too many beginning teachers feel they are inadequately trained. Perhaps before we develop schemes and programs we might try to determine precisely what skills are required and to what degree a teacher must master them. Then, and only then can we design a program to train teachers.

I wish your committee every success, and wish you to know that we will be prepared to cooperate with you in any way we can."

T. G. Ellwood, Superintendent of Schools, Castegar, B.C., April 3, 1974.

developmental effort was extremely difficult and subject to all of of the "it'll never work" types of commentaries by certain elements of the faculty, the program has now been adopted and is proving to be quite successful. In fact, the program at OCE was recently judged to be the top teacher preparation program in the United States. Therefore, it can be done!

Again, thanks for sharing your proposal with me. I only wish the University of Oregon was entertaining a program of equal significance. Best of luck in securing acceptance of this most creative idea!"

Larry Horyna, Director, Northwest Community Education Development Center, Eugene, Oregon, March 25, 1974.

- R) "At its recent meeting the BCSTA Executive directed that the attached information regarding initiatives by the universities with regard to providing courses in community education and community schools be brought to the attention of boards.

The BCSTA Executive reacted favourably to both of these initiatives, and is hopeful that the universities respond to the needs of those school districts who are in the planning or implementation stages of community/school programs."

John Lynn, Public Relations Division, B.C. School Trustees Association, March 27, 1974.

- S) "I find the proposal for a Faculty of Education course in Community Education to be most sound. When I was in the Vancouver system the trend for schools and communities to join hands to bring new dimensions into the learning experience of the students was gaining impetus year by year. However, we proceeded by groping (not always a bad way to learn) and no doubt we lost much time and thus effectiveness.

A course for community interested teachers would aid them in identifying their objectives and in learning about the many agencies that stand ready to help.

Since becoming a school trustee I have attended two seminar sessions on the Community School; one in Parksville for trustees, and the other in our own School District (46) for the teachers and trustees. I have learned that the concept of the community School not only "fits in with" local involvement in education but provides the basis for its success."

Jack MacLeod, School Trustee, Sechelt, B.C., March 28, 1974.

- T) "As to the merits of the plan...it's certainly well thought out and logically presented. If this is the year that students get their chance for teacher training field work experience it certainly seems a good way to go about it...Best of Luck!"

Louis Vulliez, Physical Director, Vancouver Central Y.M.C.A., March 30, 1974.

- U) "I suggest that the faculties of Commerce, Agriculture and Forestry should be consulted - that industry associations such as the Council of Forest Industries and the contractors association - Chambers of Commerce - major unions - Manpower, etc., would all have suggestions as to the content of teacher training relative to facilitating greater inter-action between schools and the community.

My opinion is that the concept of a community school as indicated in the proposal needs to be broadened."

A.D. Botham, School Board Chairman, Crown Zellerbach, Coast Wood Products Division, B.C., April 2, 1974.

- V) "I agree with the objectives of the program and I am really interested in its outcome. Especially exciting is the prospect of developing the

- Z) "I reacted very favourably to your Community Education idea because it offers a workable answer to the aspects of the Education V programme which I feel definitely need change. This year's programme was useful but disjointed. Your proposal would help to bring the experiences together. Teacher training as I experienced it seemed to be a lesson in how to stand with your finger in the dyke and keep the water out. In other words it seemed to worry about how to continue with education as it is now and not enough thought was given to how education should be. I believe you are right when you say that education is the responsibility of the community and not just the teacher. Students who are fortunate enough to attend a community oriented school learn more than we could hope to teach them within the confines of the regular classroom (teacher - student) environment."

Doreen Ball, 5th Year Education Student, U.B.C., April 5, 1974.

- AA) "I have read the proposal for a community-based teacher training programme that was submitted to the U.B.C., Faculty of Education. Please add my support to the plan, as it looks good and is certainly long overdue..."

We look forward to seeing the proposal becoming a reality."

Marguerite Shigehiro, Project Director, Vancouver East Recreation Project, April 5, 1974.

- BB) "The ideas expressed in the Alternative Program Proposal Faculty of Education "EDUCATION V. COMMUNITY EDUCATION": A SUMMARY, were very good and receive my strong support. The integrated instruction methods and the suggested emphasis towards student self development by the inclusion of training in leadership and group dynamics are particularly exciting to me.

As a concerned parent with two children in the school system and as a former teacher I believe education is a continuous process; the Community concept attempts to optimize learning opportunities for people of all ages by integrating services within the community context. I am grateful for your continued efforts to improve the Quality of Education."

Elecia Hart, Co-Chairperson, Hollyburn Community School Committee, April 4, 1974.

12. POSSIBLE DATE OF IMPLEMENTATION.

September 1974. (pre-planning and student involvement beginning
Spring 1974)

13. POSSIBLE SCHOOL, UNIVERSITY AND COMMUNITY BENEFITS.

See #5. Rationale.

But the efforts toward self-improvement of small groups within an institution succeed only if there is an over-all program which involves working with other groups in the community.

Herbert Thelen

In the plan here discussed, the motivation of the teachers for self-training is a combination of professional drives, desires for gratification in small groups, loyalty to the faculty and desire for advancement, and expectations of citizens with whom the teacher co-operates. The authority of leadership is the combinations of these commitments and is delegated to teachers chosen by their peers. The primary targets of change are teaching methods, to be improved, and school programs and curricula to be advanced. Secondary targets are youth-serving agencies in the community, businessmen, and others, co-operating in the training of students. The role expectations of faculty members are: initiative in working on teaching problems in their small groups, co-operation with certain citizens in giving training, and participation in professional discussion within the total faculty group. The method of control is through organized faculty leadership, which plans and executes agenda in accordance with the canvassed interests of the faculty. The relations with other groups include co-operation of individual teachers with citizens, two-way conversation with the school administration, and individual and small group participation in out-of-school training classes, workshops, and the like.

Herbert Thelen

EDUCATION V: PROGRAM OUTLINE*

WEEKS SEPTEMBER 1 2 3 4 OCTOBER 1 2 3 4 NOVEMBER 1 2 3 4 DEC 1 2 1 2 3 4 JANUARY 1 2 3 4 FEBRUARY 1 2 3 4 MARCH 1 2 3 4 APR 1 2 MAY 1 2 3

Curric Planning 4/48/4	Outdoor Education Practicum 1/12 Ed. Fac.	N.W. Center for Comm-Ed Field Work A 1/12	Univ. Involv./ Indep. Study	Community Agency Field Work 1/12/12	N.W. Center for Comm-Ed Field Work B 1/12	Univ. Involv./ Indep. Study	Planning * Charrette 2/12/12	
	Community Agency Field Work A 1/12/12	Community Agency Field Work B 1/12/12	Multi-Level Sch. Exp. 1/12	Media S.C.I.L. A 1/12	Media S.C.I.L. B 1/12	Independent School Practicum	May Practicum	
	Math S.C.I.L. A 1/12/12	Special Education A S.C.I.L.	Special Education B S.C.I.L.	Multi-Level Sch. Exp. 1/12	Multi-Level Sch. Exp. 1/12	Multi-Level Sch. Exp. 1/12		
	Community School Practicum 1/12/12 Van.	Community School Practicum 1/12/12 Van.	Community School Practicum 1/12/12 N.Sh.	Community School Practicum 1/12/12 N.Sh.	Community School Practicum 1/12/12 N.Sh.	Community School Practicum 1/12/12 Coq	Community School Practicum 1/12/12 Coq	2/12/12
	Lang. Arts S.C.I.L. A 1/12/12	P.E. S.C.I.L. A	Reading & Conference	Science S.C.I.L. B	P.E. S.C.I.L. B	S.S. S.C.I.L. B	S.S. S.C.I.L. B	
	Art S.C.I.L. A 1/12/12	Science S.C.I.L. A	S.S. S.C.I.L. A	Math S.C.I.L. B	Lang Arts S.C.I.L. B	Eng. S.C.I.L.		
	PROJECT	PROJECT	PROJECT	PROJECT	PROJECT	PROJECT	PROJECT	
	Multi-Level Sch. Exp. 1/12	Reading & Conference	Alternate School Practicum	Evergreen State College Resid Exp. 1/12	Indian Education Practicum	Indian Education Practicum		

EXPLANATORY NOTES

1. Areas shaded in grey are required of all students.
 2. In each four week block of time students are required to select one or more options.
 3. Numbers in the lower left hand quadrant of each option indicates expected faculty/student/community ratio.
 4. Letters A and B indicate repeating options.
 5. Requirements for each student include a minimum of 2 community school practicums, 1 community field work experience, 1 multi-level school experience, and 3 S.C.I.L. courses.
 6. In addition to the selected options & requirements students will be expected to participate in a weekly large group meeting, a small group seminar, and a tutorial with a faculty advisor.
- * A planning process which allows concerned individuals to develop plans for an educational program in a compressed period of time.

APPENDIX B

EDUCATION V: COMMUNITY EDUCATION

Operating Budget Estimate June 1974 - May 1976

	<u>U.B.C.</u> <u>Contribution</u>	<u>Agency</u> <u>Contribution</u>	<u>Additional</u> <u>Funding*</u>	<u>Totals</u>
I. Planning Period May-August, 1974				
A. Salaries				
1. 4th year (complete) students 2@			\$ 4,000.00	\$ 4,000.00
\$500 per. mo. for 4 mos.				
2. Graduate students 2@			4,800.00	4,800.00
\$600 per mo. for 4 mos.				
3. University Faculty 3@			7,800.00	7,800.00
\$1,300 for 2 mos.				
4. Community Personnel 3@			7,800.00	7,800.00
\$1,300 for 2 mos.				
5. Secretarial Services 1@			1,000.00	2,000.00
\$500 for 4 mos.	\$ 500.00	\$ 500.00		350.00
B. Space & Equipment				250.00
C. Materials & Supplies				250.00
II. Operational Period Sept. 1974-May, 1975				
A. Salaries				
1. University Faculty 3A			5,400.00	5,400.00
full salary				
2. University Faculty Associates 1			24,000.00	24,000.00
F.T.E. @				
3. Secretarial (part-time)			1,500.00	1,500.00
4. Student Aids (clerical & technical)			1,500.00	1,500.00
5. Audio-visual technical assistance			1,500.00	1,500.00
B. Space & Equipment				
1. Video Tape Equipment 2@			5,000.00	5,000.00
\$2,500				
2. Phone			200.00	200.00

*Principal Funding Sources: Provincial Government and private foundations.

	U.B.C. Contribution	Agency Contribution	Additional Funding*	Totals
C. Materials & Supplies				
1. Video Tape 100@\$.20	\$ 1,000.00		\$ 1,000.00	\$ 2,000.00
2. Office Supplies, duplication, photocopy services	400.00	\$ 400.00		800.00
3. Materials & Supplies for Workshops/ Seminars/ Symposia			3,000.00	3,000.00
D. Travel				
1. Mileage allowance for faculty			2,000.00	3,000.00
2. Travel & accommodation Costs for FTE Faculty Associates	1,000.00			
3. Symposia costs (cost sharing basis with students) 2			2,500.00	2,500.00
4. Lease of 15 passenger mini-bus - 2 for 8 mos. @ \$200 per mo. @ \$1,000	500.00		1,500.00	2,000.00
E. Program Evaluation				
1. Internal Examination	300.00	300.00	5,200.00	5,800.00
2. External Examination	300.00	300.00	3,000.00	3,600.00
SUBTOTALS				
Total Program Operating Costs May 1974 - August 1975			\$ 49,800.00	\$ 140,600

*Principal Funding Sources: Provincial Government and private foundations.

APPENDIX C

Personnel Requirements

24 - NOT ALL PERSONS ON THIS PAGE HAVE BEEN CONFIRMED. PLEASE TREAT AS CONFIDENTIAL.

1. Forty-eight students third and fifth year regular and transfer students.

2. Four (F.T.E.) Faculty:

C O R E M E B E R S	F.T.E.	FAC/AGENCY	SUBJ. ORIENT.	ADD. ORIENT	ADD. ORIENT	PROG.*
						INVOLV.
G. PENNINGTON	1	ED	P.E./HIST.	COMM. SCH.	ARTS I/ YOUNG CHILD	SUP SEM SCIL
C. ANASTASIOU	1/4	ED	SC	ENV. ED.	ED. PSYCH.	SUP SEM SCIL
F. ECHOLS	1	ED	FOUNDATIONS	POLITICAL SCIENCE	ANTHROPOLOGY	SEM SCIL
	1/4	ED	S.S.			SUP SEM SCIL
	1/4	ED	YOUNG CHILDREN/ PRIMARY			SUP SEM SCIL
P. BRENNAN	1	ARTS	ENG.		ARTS	SUP SEM SCIL
G. SMITH	1/14	ED	ART			SUP SEM SCIL
J. STEVENS	1/14	PUB. SCH.	S.S./ENG.	COMM.SCH.	P.E.	SUP
L. BROWN	1/14	ED	OUTDOOR ED	HEALTH ED	PARKS BOARD	SEM SCIL
F. FLEMING	1/14	PUB.SCH.	ADMIN.			SUP SEM SCIL
J. TALBOT	1	COMM AGEN	COMM DEVELOP	GROUP PROCESS	COMM ED	SEM SCIL
J. INKSTER	1/14	PUB SCH	ADMIN.	ALT. EDUC		SUP SEM SCIL
J. HERMES	1/14	CONT. ED.	ALT.ED.	LAW	ARTS I	SEM SCIL
	1/14	ED.	MATH.			SUP SEM SCIL
B. DILL	1/14	ART/ARCHIT	ARCHITECTURE	ED.PSYCH.	ED.ENVIRON.	SEM SCIL
J. BOORMAN	1/14	ED (ALTA)	DANCE	MOVE ED.	PRIMARY	SUP SEM SCIL
D. ALLAN	1/14	PUB.SCH.	ADMIN.	ART/MUSIC	COMM.ED.	SUP SEM SCIL
J. BREMER	1/14	GOVT.	PHILOS	CLASSICS	COMM.ED.	SEM SCIL
L. HORYNA	1/14	ED(OREG)	COMM.ED.			SUP SEM SCIL
I. WILLIAMS	1/14	ED	P.E.	SPECIAL ED		SUP SEM SCIL

If the powers - that - be proceed as stupidly, timidly, and "politically" as they have been doing, there will be a bad breakdown and the upsurge of a know-nothing facism of the right.

Paul Goodman

In this little book, I keep resorting to the metaphor school-monks: the administrators, professors, academic sociologists, and licenses with diplomas who have proliferated into an invested intellectual class worse than anything since the time of Henry the Eighth.

Paul Goodman

The dominance of the present school auspices prevents any new thinking about education, although we face unpremeditated conditions.

Paul Goodman

A major pressing problem of our society is the defective structure of the economy that advantages the upper middle class and excludes the lower class. The school-people and Ph.D. sociologists loyally take over also this problem, in the war on poverty, the war against delinquency, retraining those made jobless, training the Peace Corps, and so forth. But as it turns out just by taking over the problem, they themselves gobble up the budgets and confirm the defective structure of the economy.

And inevitably, expanding and aggrandizing, becoming the universal trainer, baby sitter, and fix-it, the schools are losing the beautiful academic and community functions that by nature they do have.

Paul Goodman

*SUP = Supervision

SEM = Seminar and tutorial involvement

SCIL = Short Course Intensive Learning