

## A new publications . . .

program was begun by your Alumni Association this fall to serve two paradoxical trends.

On the one hand, emphasis on interdisciplinary programs is resulting in growing interaction among the 14 academic divisions. During their four or five years on campus, our students likely are exposed to several different departments and divisions. For this reason, campus identification never has been stronger.

On the other hand, alumni are becoming more and more oriented professionally. On a campus of 20,000 students, being a member of the class of '70 is not nearly as important as being an engineer, or a doctor, or whatever. Some of the Association's best-attended meetings are the professional get-togethers, not the general ones.

Therefore, the *Missouri Alumnus* becomes a general campus edition in September, November-December, February, and May. Divisional editions — eight of them — are published in October, January, March-April, and June.

This month you received the edition of the division from which you were graduated. If you want another edition instead — or if you want to receive more than one — fill out the card on page 25.

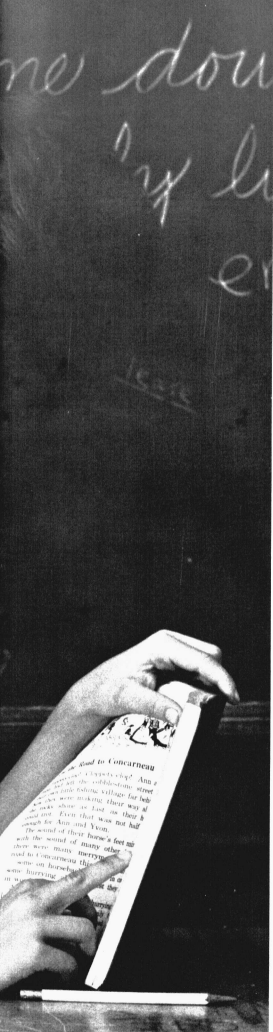
### MISSOURI alumnus

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## THE FLIP-FLOP BLOC

Probably no course is as important to an educator's career as practice teaching. It's where the action is; it's where the student learns to use his classroom knowledge. Now, the College of Education is reorganizing its practice teaching program to give its students more intensified training in this important phase of their college work.

Instead of being a part-time teacher and a part-time student for a semester, the student under the new program will become a full-time teacher for eight weeks. The other eight weeks of the semester will be devoted to a concentrated course in the education curriculum. The class might be considered the equivalent of summer session course work.

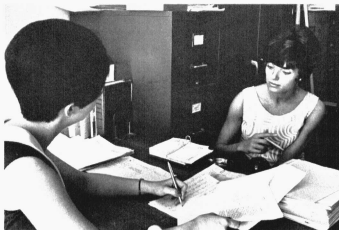
This new program is listed in the College's bulletin as the "Senior Professional Education Semester." To students and faculty, this new concept is known more simply as the "bloc program."

Associate Dean Robert L. Burton explains the bloc program is not new in the education field, but it has not been instituted on the Columbia campus because, "It is difficult for a large University to adopt this system." With an increasing number of students teaching in their senior year, however, the University Laboratory School and the Columbia public schools have become overburdened with student teachers.

Under the bloc program, the 1100 student teachers during the 1969-70 school year will teach not only in the Central Missouri area, but also in St. Louis and Kansas City.

"This bloc was designed," Burton says, "to fit the Columbia campus needs." The program is arranged so those students who live in the Kansas City and St. Louis area can live there while fulfilling their eight weeks of student teaching. In the mid-Missouri area, most of the students live in Columbia and commute five days a week to their "classroom."

Allowing students to live at home during their student teaching period and reducing the great number who must teach in local schools are obvious advantages of the bloc



Going over reading assignment with the regular first-grade teacher is student Margaret Nuss, also pictured on page 2.



Kindergartners need individual attention. This one gets it from student teacher Sara Matthews, who benefits from bloc program by being with the children for the entire semester.



Sara also learns to supervise group play during recess.

**"If a student has done well in his student teaching, he is almost assured of a contract."**

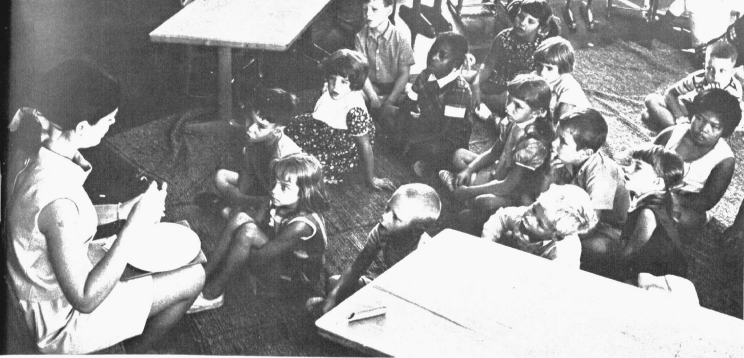
program. Director of Student Teaching Dr. Carey T. Southall, who oversees the placement of student teachers, says the bloc is "easier to schedule, easier to administer, and the students like it."

The College has been making a gradual transition to the bloc program since the 1968-69 school year. This limited bloc program will be continued, primarily in the elementary grades and in social studies, English and physical education secondary classes, for the present school year. "By 1970-71 we plan to have everybody on the bloc program," Burton says.

According to Southall, the program, when operating on a full scale, is often termed the "flip-flop" bloc, meaning that half of the students will teach for the first eight weeks of the semester. The next eight weeks the "teachers" will change (flip-flop) places with the other half of the students in the eight week education course.

The advantages of the bloc program are more than organizational. The response has been positive from those students who have participated in the program. Better grades are one reason for the popularity of student teaching and Southall suggests this program gives the student a higher degree of motivation because he can devote full time to student teaching: "In one bloc plan, the student has a realistic view of what it is like to be a teacher." Removal of classwork with student teaching enables the novice teacher to have more time for preparing lesson plans and daily activities.

A tangible outgrowth of the bloc system is



While regular kindergarten teacher observes for later counseling, Sara leads youngsters in science experiment.

student employment. School system administrators and students both find placement problems somewhat eased. For instance, the student teaching in St. Louis County who is pleased with his eight week efforts may seek a job in that school system following his graduation. On the other side, the school system already knows the caliber of this teacher and escapes some of the bogdown of recruiting.

"If a student has done well in his student teaching," Burton says, "he is almost assured of a contract from that school system."

The College of Education also derives its share of benefits. The employment of Columbia campus graduates reflects upon the reputation of the College. As a result, the College is, as Burton put it, "well established" in student teaching. According to Southall, our students are "well received" in all districts where they student teach: "A large number of students have been hired by the schools in which they student taught."

The bloc program is so structured that the student teacher maintains at least weekly contact with Columbia campus personnel. Located in Kansas City and St. Louis are resident coordinators of student teaching. Their job encompasses directing the supervisors who deal directly with the students. The mid-Missouri area falls under Columbia campus jurisdiction.

These supervisors are the link between the College and the public school. A supervisor, for example, is responsible for visiting his practice

teachers a minimum of three times during the eight-week teaching bloc. In addition, the supervisor conducts weekly seminars for his student teachers. These seminars are designed to meet several needs. The student, most importantly, gains self-assurance in the knowledge his classroom problems are shared by his fellow students. Sometimes the late afternoon seminars will be a formal lecture while some afternoons may turn into a rehash of daily experiences. The supervisor also maintains office hours so a student may discuss a problem he does not wish to share in the seminar.

The bloc program also has its problems. As Southall says, "Anytime you change a program, it takes a while to perfect it." Instituting the bloc program has conflicted with student housing. But Burton says the housing office has been "most cooperative" in seeking a solution to the eight weeks of the semester when the student is away from Columbia. Housing may not prove to be a major problem, however, since past statistics show a large number of the student teachers do not live in University housing and many of them are married.

In his experience with the College of Education, Burton notes around five per cent of the students "won't fit" the student teaching program and must be handled as individual cases. Southall agrees these problems are inevitable. What can you say, he asks, to the coed who doesn't want to teach out of Columbia because of her five boy-friends? □