

If, on the other hand, a teacher committee studies a particular problem and submits its findings to the group for action, the procedure is not bureaucratic. The first procedure is not inherent in cooperative planning.

In summary, the objections to cooperative planning by teachers and the objections to teacher participation in school administration seem to be explained primarily by these attitudes:

1. Lack of faith in teachers as co-workers.

2. Fear of incompetency on the part of objectors.

3. Compensation mechanisms to preserve status.

4. Lack of understanding of the growth aspect of democratic controls.

Today the complexity of the scene

challenges education anew. The ways of democracy are being threatened and will be perpetuated only if they prove their effectiveness. Persons in administrative and supervisory positions have it within their power to exemplify the basic democratic processes for those who are guiding children. Their great privilege is to enlist the creative abilities of teachers that teachers may know and, in turn, want children to know the joy of group accomplishment. Since genuine interest and concern for the welfare of the group is one great need of America today, supervision and administration has a direct contribution to make in extending to others the possible satisfactions inherent in cooperative enterprise. One needs only to remember that cooperative enterprise involves joint planning, joint execution, and joint sharing of returns.

◀ *Murray State Teachers College serves its area through a regional library*

Books on the Road

RUBIE E. SMITH

The experience of two counties in western Kentucky provides an example of what can happen when school and community join forces to solve their problems. Rubie E. Smith, critic teacher in Murray State Teachers College, describes for us here how an enterprising community brought, not only books, but also pictures, charts, maps, and dioramas to the rural sections.

LITTLE DOES the prospective teacher, while she is still on the campus of the teacher-training institution, realize how great will be her need of materials when she begins her work with children. Finding a way to meet this need is one of the greatest problems of rural teachers today. The lack of materials impoverishes the educational opportunity of children and denies them the varied experiences they might have if they were surrounded by a wealth of enriching materials.

Murray State Teachers College is at-

tempting to meet this need through its Regional Library Service, which was established in collaboration with the Tennessee Valley Authority and the State Library Extension Division in 1939.

From its headquarters on the college campus the Regional Library serves elementary and high schools in two counties of western Kentucky—Calloway and Marshall. These counties support the library program from public money appropriated by the county court, by the county board of education, or by both. In one county

both of these agencies join with a city council in financing the service. Thus the entire program is supported by funds from the counties served, from the Tennessee Valley Authority, and from the college budget. The county court and the city council are interested because the service extends into the communities as well as the schools. Certain stores, filling stations, and homes in every section of each county are book depositories where people may obtain whatever reading material they desire.

The staff members of the Regional Library buy the most attractive books obtainable and circulate them on a Bookmobile which makes monthly visits to each center. The Bookmobile carries not only recreational and informational materials, but also pictures, charts, maps, dioramas, and pamphlets. Teachers are supplied with professional books and magazines, and are given aid in establishing reading clubs and in encouraging children to enjoy good books. Books and pictures on special themes are catalogued and, upon request, are collected and taken to schools in order that units of work can be more fully developed. In the community centers both children and adults can find fiction and non-fiction. Thus the children are able to continue their reading through the vacation period.

The college, through the Regional Li-

brary, enlarges its contribution to the professional growth of teachers in the area which it serves. Teachers are invited to meet in the library to examine books, discuss problems, and plan their work. The staff of the campus demonstration school, teachers of professional courses, and other college faculty members are present at these meetings. They also prepare bibliographies, outline units of study, suggest activities suitable for children, and conduct workshops and conferences.

Through the Regional Library Service, its trained librarians, and the college staff members who assist in the program, Murray State Teachers College is helping teachers in these counties to meet the problem of finding teaching materials. Indirectly it is showing these same teachers how to gain resourcefulness in the use of what is at hand. The lives of the people in each community center are being enriched. Every effort is being made to extend the library program into all of the counties in the area served by the college.

The Regional Library is of value in that it not only contributes to the lives of children, parents, and teachers in the area, but also gives the college an opportunity to make its training program better fit the needs of teachers and to keep in touch with the interests and the problems of the people for whose advancement it exists.

Ballot for Members of DSCD Board of Directors

All members of the Department of Supervision and Curriculum Development as of November 1 have been mailed a slate of fifteen names submitted by the Nominating Committee. The five people named on this list receiving the largest number of votes shall be elected to the Board of Directors to serve until March 1, 1949. *This ballot must be in the mail by January 10.* Please be sure that yours is returned promptly.

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