

Cooperation Brings Results

REPORT FROM KENTUCKY

THAT THERE MUST BE a good teacher if there is to be a good school; that the education of a teacher is a continuous process; that all people dealing with teachers should work cooperatively in developing the program; and that the matter of educating teachers must be approached from as many directions as are open—these are the fundamental beliefs inherent in the philosophy of in-service education as it is carried on in Kentucky.

When war made it not only desirable but imperative that increased emphasis be placed upon an in-service program of teacher education, immediate steps were taken to translate this philosophy into action. The problem faced by the schools was emphasized by the fact that before schools closed in the spring of 1943, more than 2400 emergency certificates had been issued. During the following years this number reached 4500. As was true in so many parts of the country, the preparation of emergency teachers in 1943 was below standard. It is encouraging that this situation improved slightly during the two years of in-service programs, although campus enrollments in teacher-education curricula reached an all-time low and salaries remained inadequate. It was essential, therefore, that all the state's resources which could be made available be used to guide teachers in service.

The State Department of Education, in cooperation with the Council on Public Higher Education and other groups concerned, began to act. The Director of

Teacher Education and the Advisory Committee of the Council on Public Higher Education were asked to take the lead in formulating a program of action. These groups, together with the University of Kentucky, the state teachers colleges, the private colleges, and city and county superintendents, worked together in helping to set up the program as it was planned. During the two-year period, a plan with several areas of emphasis emerged.

The College Adjusts

Courses on college campuses were revised to meet the refresher needs of teachers who had come back into service after an absence of a few years. Needs of individuals who entered teaching with a minimum of pre-service education were also considered. Workshop techniques, used on several campuses, enabled teachers who had specific and common needs to come together under the leadership of the college staff and plan their program. Teachers sunk their teeth into problems of curriculum development, preparation of learning materials, guidance, home-making, resource education, emergency teachers, supervisors and helping teachers, health supervision, and planning for post-war opportunities.

Some colleges offered problems courses in centers off the campus. These courses related to the specific needs of teachers in the counties in which they were offered. Groups usually met on Friday evenings and Saturday mornings throughout a semester or quarter. In one county such a course was designed to help teachers in studying the varied problems of teaching and learning with a view to developing ways and means of solving them. The course was only the beginning of a program of consistent and continuous curriculum development.

Off-Campus Workshops Appear

Off-campus workshops have been the most effective agents for in-service education. More teachers have been reached in

School people in many states are discovering that their well-coordinated plans for in-service education built up during the war years are providing the framework for an equally effective peacetime program. How educational groups in one state cooperated to meet wartime pressures by setting up workshops, refresher courses, and increased help through supervision is discussed on these pages in Report From Kentucky.

this manner than through any other means. The best off-campus workshop was the kind in which most of the teachers in the system attended and worked under the leadership of a trained staff for five weeks. During this period the program of the county schools for the year was planned. At the same time the problems faced by individual teachers and by groups of teachers were taken up.

The off-campus workshops came as near to meeting the needs of teachers in service as any program offered during the emergency. They were effectively organized and the staffs were especially skilled in the types of work they were asked to do. Only in rare instances was any workshop found to be weak and inadequate. Evaluative criteria considered the effectiveness of these workshops from a number of points of view.

1. How have these programs been organized?

2. What has been the center of action in each program?

3. To what extent have these programs attempted to meet *this year's needs* of teachers?

4. To what extent have these programs attempted to tie the school activities with living in the community?

5. To what extent have these programs tended to make potentially poor teachers into potentially good teachers?

6. What has been gained by the staffs of these programs which may help them in understanding the problems of the teacher in actual situations?

7. To what extent has the experience in these programs given college staffs a more intimate understanding of the problems of living as they are faced day by day in the communities?

8. To what extent have these programs been able to get a better tie-up between the day-to-day program in the school and the day-to-day problems of living in the community?

9. Did the workshop offer:

a. Experiences which would give the teachers a viewpoint of community-centered school or a school of social action whose function is to improve living conditions and to improve the quality of life in the community?

b. Experiences in relating instructional materials in the skills of reading and arithmetic to life in the community?

c. Experiences which would make teachers sensitive to the needs of the children and adults in the community?

d. Experiences in building a total program in all areas of living by integrating the courses of study with real problems in the community life, rather than experiences only in developing skills and presenting information?

e. Experiences in evaluating child growth above mere achievement of information?

10. Have these programs revealed a county or community which is willing or anxious to cooperate with the college in tying up the school program with community living?

A Workshop in Action

How one county workshop met these criteria is told in on-the-spot notes of a State Department member:

This workshop has a full-time staff of 4 persons and 8 others who spend one or more days working in specialized fields. The total enrollment is 89 teachers and prospective teachers, 18 of whom are sub-standard. They range from high school graduates to graduate students. Those who are able to work on individual problems are permitted to do so. Those who need group instruction are divided into interest groups for that purpose. Problems which have general appeal are taken up with the total group.

1. *The sub-standard teacher group* is studying school organization, preparing teaching materials, and considering problems of record-keeping and the reading program.

2. *An experimental group* of 30 teachers employed for 12 months, teaching 3 days in one school and 3 in another, is working on plans for this particular type of organization, studying parent relations, and planning the carry-over of the children's work done during the 3 days they are in school through the 3 days they are not in school.

3. *Seven-month regular certificated teachers* are working on organization problems, daily programs, and social studies.

4. *An agriculture group* is made up of 8 persons who want to learn about a livestock program for an area, the adaptability of certain animal breeds to the area, sanitation and disease control among animals, and the treatment of livestock diseases.

5. *The demonstration school* is the laboratory for the entire workshop. School goes on just as it would in a good one-teacher school. The building is erected out of rough oak lumber and is suited to the needs of demonstration. The teacher has developed this school so that her work illustrates what is desirable practice. Her work can be easily duplicated in any one-room school in the county. A specialist in reading is also using the school for illustrative teaching.

6. *Planning the work* is in the hands of a planning committee. This committee is made up largely of students. All staff members participate, but the sharing in planning is real. Students are actually contributing to the decisions of the planning committee. In one of the meetings the major problems being considered were: How can we best use the one remaining week of the workshop? What problems have not had enough attention and what can be done about them? The student members of the committee have been mixing with other students and can give the things which the student body as a whole felt a need for. These problems are listed, discussed, and decisions are made after enough discussion. Some solutions agreed upon in a thirty-minute conference are:

- a. Some of the music needs can still be met by certain members who can take the lead.
- b. Art needs may be met by using training-school teachers who can help in creative art.
- c. There is a distinct need by some for more training in lettering. The training-school teacher can give help.
- d. There is need for demonstrations in the training school in correlation in geography with other social sciences, in health, and in number work.
- e. More emphasis should be placed on courtesy. Courtesy is needed by teachers as well as pupils.
- f. We need to evaluate the work done by members of the workshop. To evaluate personnel records, we should decide on the significant types of information, and a committee to make recommendations should be chosen from among persons who are really interested in personnel records.

County Supervision Is Improved

Intensive effort was made to increase supervision in the winter of 1944. It was the belief that beginning teachers needed continuous guidance throughout the year. To promote this program, superintendents were encouraged to employ at least one supervisor for each 50 or more classroom teachers.

In many instances persons qualified as supervisors could not be found. The superintendents then were advised to locate the best elementary classroom teachers they could find and encourage them to prepare as helping teachers. Superintendents were promised that workshops without fees would be provided for all prospective helping teachers.

During the last half of the 1944 spring term, a workshop for helping teachers was held at Eastern Kentucky State Teachers College. Twenty-one persons, enrolled from twelve counties, attended the five-week session. Specific problems faced by helping teachers were dealt with and guides were developed. A similar workshop was held in the summer at the University of Kentucky.

In 1944-45, a total of 78 helping teachers and supervisors worked in 38 counties and 9 cities. Before that time there were no more than 20 supervisors and helping teachers throughout the state. During the current school year, 44 counties will employ 78 helping teachers and supervisors, and 9 cities will employ 12 supervisors. During the past spring and summer four workshops were in session.

A supervisor of elementary schools was employed in the fall of 1944. She works directly with helping teachers and supervisors in counties. Other members of the staff of the Department of Education also work in the program of elementary supervision and close coordination is maintained.

Please See Back Cover

A new statement of DSCD purposes and objectives appears on the back cover of this issue of *EDUCATIONAL LEADERSHIP*. This expression of beliefs grew out of the careful analysis and study given the Department program by the Committee on Appraisal and Plans, meeting in Chicago early this year. We believe the statement is full of meaning for every person in education. We hope you will consider it carefully and let us have your reactions.

Colleges also cooperated in the in-service education and supervisory program. In the 1944-45 school term six persons from three of the state colleges joined the field staff of the State Department of Education. The work was planned cooperatively and all emphasized the same general type of activity. Each individual usually spent from three to five days in the county visited. Cooperative planning with the county superintendent provided for visits to schools in different areas of the county and either sectional meetings on successive afternoons or a general meeting on Saturday following the week's visit to schools.

Curriculum Bulletins Are Prepared

Bulletins on special phases of the instructional program were developed. "Getting the School Under Way" was worked out by the staff of the Bureau of Instruction. This bulletin is addressed to the classroom teach-

er. It deals with the simple problems a teacher faces in getting school started.

A second bulletin was published under the title of "Evaluating the Community School." It was developed by a work conference of more than a hundred people at the University. This bulletin is designed as a guide to a teacher in basing the learning program on needs and resources.

In June, 1945, a committee representing the State Department of Education, the colleges, and the public schools prepared a pamphlet entitled "Getting the Primary Reading Program Under Way." It was a response to a definite need for in-service education of teachers of primary reading.

Based upon an earnest desire to help teachers do a better job and with an effective program already in full swing, in-service education in Kentucky is off to a good start. The educational outlook for the state is indeed hopeful.

☞ *Rural schools develop in-service education through workshops*

How Workshops Grow

JULIA WEBER

THERE WERE many new teachers in the schools of Warren County, New Jersey. But for two years, due to the shortage of gas and rubber, few teachers' meetings were held. We did what we could to help the eighty teachers in the twenty-five rural schools, with staffs ranging in size from one to eight teachers, through the regular visits to the schools, through after-school conferences, and through helps prepared in the office and mailed to the teachers. The results were not satisfying. The growth of some of the teach-

ers was marked, but others seemed to lose their professional interest. There was an increasing need to do something to regain the feeling of good fellowship and county professional unity which we have had for so many years.

Then, early in 1944, a new way of working began to take shape. It was a workshop plan for drawing everyone—teachers, supervisors, and parents—into active participation in the program of Warren County schools. Here is how the plan grew:

March 1944. The county superintendent,¹ three helping teachers² (as rural supervisors are called in New Jersey), and the State Department's assistant in elementary education³ met to consider the problem. We decided that the teachers might begin to work on a long time cooperative program of rebuilding the county curriculum guides. This program would help to give the new teachers

How workshops for the rural schools of a county in northwest New Jersey are meeting the needs of teachers and building up a feeling of good fellowship among teachers, supervisors, and parents is described here by Julia Weber, a helping teacher in Warren County. "We feel," writes Miss Weber, "that the workshops have been good. We are still experimenting so that they will continue to meet our needs and help us to grow in the ability to do a better job for the boys and girls of Warren County."

¹ Will G. Atwood.

² Marcia A. Everett, Vera M. Telfer, and Julia Weber.

³ Anne S. Hoppock.

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