

DSCD to Hold National Meeting in 1946

We would like to present this announcement with the fanfare of trumpets because we believe it is that important.

For the first time in four years this Department is holding a national convention. The place is St. Louis, the Statler Hotel, and the time is March 21-23, 1946. Every member of the Department of Supervision and Curriculum Development is invited to come.

Not only is this the first national meeting since shortly after Pearl Harbor, but it is also the first time this Department has ever conducted a conference alone, all previous conventions having been held in conjunction with other groups.

During the war years when national meetings were out of the question, school people found other ways of working together and sharing ideas. They turned to closely coordinated local, state, and in some instances regional groups to supplement correspondence and the educational press. In a similar way, this Department was able to continue its services to members in spite of war restrictions. Through its regional and state organization and its committees at work on specific problems, DSCD kept in close touch with the membership throughout the country. Field trips by the executive secretary helped to tie together local and national interests, and Department publications presented important news and discussions.

These commendable ways of working will, of course, be continued. But there is no real substitute for the healthy interchange of ideas made possible when representatives from every part of the country come together. That is why we consider our coming meeting of such great importance to all of us. That is why we hope you will attend. We should like to hear from you as soon as you have made plans. Further details were sent members from the Washington office.

an adequate supervisory staff had been available to assist the teachers in developing their classroom units of work. In spite of this lack of assistance from the central office, many superior teachers are doing curriculum work which is far in advance of any work that is being projected or carried out on a territorial basis.

The proposed organization suggested that the Division of Instruction and the offices of the assistant superintendents in the various districts facilitate the development of a curriculum-improvement program on a territorial basis. The following steps will need to be taken in developing such a program:

1. A philosophy of education should be developed and accepted by the teaching staff, administrators, and supervisors throughout the Territory. This philosophy should be formulated through faculty meetings, district institutes, and territorial conferences and should represent a consensus of all groups in the Department of Public Instruction and the teaching staff as a whole.

2. An experimental attitude should be developed by the teaching staff, administrators, and supervisors in the determination of objectives, learning experiences, teaching procedures, and methods of evaluating growth.

3. A curricular pattern should be formulated in which teacher participation and cooperation can be developed throughout the Territory. This will include territorial committees in subject-matter areas, territorial committees for grade levels, and corresponding district and school committees. All committees should work within the scope of the basic principles included in the philosophy of education. Territorial curriculum committees should assume final responsibility for the organization of basic units to be covered at the various levels in the different subject-matter areas. Such basic units should be comprehensive, but should also indicate certain experiences at particular grade levels and in subject-matter areas. It is, of course, extremely important that teachers in different localities supplement these units in order to

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