

have made many significant contributions to teacher education and school programs.

The supervisor of instruction for the county is employed jointly by the college and county. She makes the contacts with the teachers of county schools who want the college students to help with their work.

The college maintains a materials bureau on the campus, under direction of the county supervisor, for use of the county teachers and the college students. This bureau has copies of state adopted textbooks, more than 5000 library books for children, pamphlets, and mounted pictures catalogued so that they may be easily found to supplement school materials. Teachers may also borrow framed and mounted pictures to use in their rooms. Record players and recordings are available. This bureau is used extensively by the students as they work with the schools.

The "Musts" of Experience Curriculum

If the curriculum of teacher education is to provide for the kinds of experiences mentioned here, reorganization of college schedules is necessary. Transportation must be provided. Faculty members must be willing

to go out from the college at all hours of the day and night to where action is possible. Such a program does require more money than one that includes only theoretical classroom study of teaching.

The college has had financial help from the Julius Rosenwald Fund to supplement the regular state appropriations during the period of experimentation and development. As the Fund's aid decreases, the state is taking over the financing of those aspects of the program which have proven most valuable.

Adjustment of college schedules is not impossible. Blocks of time have been provided to enable students and faculty to go to the rural communities. College teachers have learned to live with their students at work and play on the campus and in the community schools as friends and learners.

Students through such a program become teachers with poise, confidence, and skill, teachers with whom children can enjoy a poem, plant a tree, calculate the cost of a potato curing-house, plan and build a lunchroom, or talk over their troubles. And they know how to work with parents to build better schools and communities.

❏ *Community joins in school improvement in Wisconsin*

Growth Through In-Service Action_____

IDA A. OOLEY

WISCONSIN HAS ORGANIZED a five-year curriculum project designed to accept the challenges presented by the postwar world. The curriculum is being developed through an in-service training program in which all school people in the state are encouraged to participate.

The Cooperative Education Planning Program began a little more than a year ago. Two committees, one selected by the Wisconsin Council on Education of the Wisconsin Education Association and the other appointed by the State Department of Public Instruction, formed a united body known as the Cooperative Planning Council. This group has had the responsibility for the general organization, the selection of personnel, and the coordination of work of the various committees.

The Cooperative Planning Council provided for five major committees: (1) Wisconsin Educational Policies Commission consisting of representatives from thirty-two government, labor, agriculture, business, professional, parent, and educational organizations; (2) Teacher Education and Certification Committee; (3) Administration, School Building, and School Finance Committee; (4) Youth Committee; and (5) Curriculum Guiding Committee.

It seemed important at an early meeting of the Planning Council to formulate working principles which would be basic to the activities of the various groups. The following policies have guided the program:

1. The participation of all interested in education is encouraged continuously.
2. Guidance and assistance are furnished to

Locally and in state groups, school people in Wisconsin, backed by their communities, are working together to determine the needs of youngsters and how they may be met through a twelve-year program in the schools. The enthusiasm and cooperative spirit engendered by the study seems bound to continue long after the program itself—originally conceived as a five-year project—has ended officially. Describing the aims and progress of the Wisconsin study is Ida A. Ooley, elementary school supervisor in the State Department of Public Instruction, Madison, Wis.

interested individuals and groups to facilitate a thorough consideration of problems and to make possible coordination of effort.

3. Careful attention is given to fostering cooperation and group work.

4. Stimulation and encouragement are given to individual effort, creativeness, and experimentation.

5. Each faculty group is encouraged to continue the curricular activities on which it may now be working.

6. The total program is developed as an expression of the wishes and desires of a majority of the participants.

7. Specialists of many kinds are called on.

8. Although statewide curriculum guides are contemplated, they will be of a resource rather than a prescriptive type and will be the result of work throughout the state. The state guides will include a wealth of specific suggestions to aid individual teachers in planning their work. Local initiative in organizing and developing programs will be preserved. The guides, however, will provide for a coordinated and continuous program throughout the range of education afforded by the local communities.

9. Evaluation of curriculum developments is encouraged continuously.

To trace the workings of these policies, it is helpful to look at the Planning Program as it actually operates.

All Interested Groups Take Part

The proposed plans for the first year were discussed with administrators and supervisors at their meetings in Madison in September 1944 and with teachers at their annual meeting in Milwaukee in November 1944.

The Madison meeting of the county supervisors was organized as a week's workshop.

Individuals were divided into nine sections and through group thinking and discussion each group formulated statements as to (1) a philosophy of education, (2) purposes of education, (3) criteria for judging teaching, and (4) a summary of teachers' problems.

As an integral part of the Cooperative Planning Program, a Wisconsin School Health Program was initiated by a committee representing the State Board of Health, the University of Wisconsin, and the State Department of Public Instruction. A health coordinator was chosen to head the program. Many cities and several counties were eager to become experimental and demonstration centers for carrying on intensive work in developing health programs. Centers were selected on a basis of size of the community, geographic distribution over the state, local interest in public health, local cooperation, present health program, and program potentialities.

Cities and counties were invited to select their liaison committees to serve as a means of contact between local and state programs. Within a month approximately seventy cities and forty-two counties had appointed such committees.

Specialists Lend Their Aid

In the meantime a curriculum staff was in the process of development. These staff members, many of them chosen from faculties of teacher-training institutions were made available as consultants to aid schools in starting programs of curriculum study or to assist individuals or committees on curriculum problems. There is an understanding with these teacher-training institutions that staff members are free to act as consultants when called by any curriculum study group. Expenses are paid from funds set up by the Wisconsin Education Association. In all these efforts it is considered important to encourage individual teachers as well as school and county groups to contribute to the statewide study.

First Study Bulletin Is Published

During the months of February, March, and April nine two-day sectional meetings were conducted at which county and city superintendents, supervising teachers, liaison committee chairmen, staff members, and other interested persons met with members

of the State Department. At these meetings a tentative draft of the *Study Guide* for use by professional and lay groups in defining the task of the school was presented. Suggestions made in these district meetings and in the State Curriculum Workshop held last summer proved an important basis for revision and *The Task of the School*, Bulletin No. 1, was the result.

The bulletin suggests that the task of the school may be defined through two possible approaches: (1) through a study of children in the home, school, and community and (2) through a study of present school practices in relation to child needs in society.

County superintendents and supervising teachers reviewed the summaries made by the nine groups of the September workshop. Problems important to future procedure, such as organizing counties for curriculum study and outlining characteristics desirable in supervisors in a democratic school organization, received primary consideration.

Program Tailored to Local Needs

In Wisconsin some schools are organized on a more or less straight subject-matter, grade-by-grade basis. Others use a block program organization and deal with the broad field areas. Some schools have broken down grade lines, and children are grouped according to abilities and interests. In view of this situation the need for a flexible type of curriculum organization was apparent.

Some statewide curriculum committees were set up to work in the areas of the broad fields (from kindergarten through high school), including language arts, social studies, science, mathematics, art, music, physical education, industrial arts, and home arts. Others will work on curriculum guides in business education, agriculture, and foreign languages. There are resource committees that will contribute in the fields of aviation, conservation, cooperatives, and intercultural relations.

Instead of organizing instruction around the various broad fields, many teachers and schools expressed a desire to have *problems* as organizing centers for the curriculum. The state committee working on this particular type of planning has been designated as the Problems Approach Committee. The problems approach may be used in connection with a core of required work in the ele-

mentary and secondary schools. Thus resources for the use of teachers will be presented in two plans of organization—broad fields and problems approach.

Summer Brings Opportunities for Group and Individual Contributions

Curriculum workshops were organized in several of the state teachers colleges and in the State University during the summer of 1945 for three purposes: (1) to assist teachers in planning their work and preparing units, (2) to enable committees from individual cities and counties to work together under guidance, where instructional materials and other resources are available for their use, and (3) to facilitate the work of various statewide committees and prepare bulletins.

Approximately eighty educators enrolled for the eight-week workshop at the University of Wisconsin. City and county superintendents, principals, teachers from county normal schools and teachers colleges, supervising teachers, teachers of special subjects, and classroom teachers from kindergarten through senior high school worked together on common and individual problems. Practically all divisions of the broad fields were chosen. One group elected to work in the field of problems approach.

A workshop planning committee, meeting once a week, planned interesting assembly periods which were held daily from 9 until 10 o'clock. Talks were given by specialists in various fields with emphasis on implications in curriculum building. Panel discussions and progress reports by the various committees were important concerns. Outlines, resource units, research summaries, and recommendations coming from these groups will be edited and turned over to the state committees.

At the end of the first four weeks and again at the end of summer school, each member was asked to evaluate the work. Excellent and constructive comments were a result. The consensus of opinion was that the summer curriculum workshops should continue throughout the five-year study. Since this group represented teachers, administrators, and supervisors from all parts of Wisconsin, its members will have the opportunity of exerting real leadership in the communities where they live.

Several members of the State Department
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Peter liked Miss Andrews. One day, when the children were painting, he made a picture of the mouse which wagged its tail. It was a beautiful picture, a very good likeness, Peter felt. The mouse had a crimson body, golden feet, and sky-blue eyes. Some of the children started to laugh but Miss Andrews said it was an in-



teresting painting, and asked Peter to tell her about it. Peter felt a glow inside as he told her all about the games he played with the mouse, how it wagged its tail just like a dog, and used to come to school with him when he was in the second grade.

This is the story of Peter. . . . Or is it?

Growth Through In-Service Action

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had the privilege of visiting similar curriculum workshops in the teachers colleges. All materials developed by these groups will also be turned over to the curriculum coordinator for distribution to statewide committees.

Policies Are Important in Future Plans

During the second year the plans call for the development of more extensive local activity with curriculum staff members aiding local groups in their study programs. Each statewide committee, as well as the several resource committees, plans to present preliminary reports for local study.

Some counties have made detailed plans for this year's work in curriculum study. One county has eight centers geographically located so that a village or city is the center. It is significant to note that these centers are where the rural children will go to high school. Thus first steps in developing a twelve-year program for all these boys and girls are being taken.

The groups built around the eight county centers will meet four times during the year. The school boards are granting four half-days for this purpose. The bulletin *The Task of the School* is to be used for the year's study. Each group will pool its findings from studies made during the year. A county liaison committee will in turn summarize all the reports for the statewide committees and then proceed with plans for the next year.

The Cooperative Educational Planning

Program has been set up as a five-year study but all who are working in study groups realize that curriculum planning is a continuing process and in a dynamic society such as ours the curriculum must change if it is to meet the problems of the day and make plans for the future. Membership will change from time to time; perhaps new committees will be organized. Always guiding the direction of the program are the goals set forth by the early Curriculum Guiding Committee:

- to stimulate widespread study of public education in relation to pre-school and school-age children, older youth, and society so that the educational program may be continuously improved.

- to coordinate the efforts of educators and lay citizens in defining the task of the school today and tomorrow.

- to work with local schools in conducting continuous curriculum studies, aiding teachers in finding solutions to present and emerging curriculum and guidance problems and coordinating the preparation of curriculum guides.

- to help teachers and pupils in cooperatively planning, executing, and evaluating those experiences which will lead most effectively to the attainment of the real purposes of education.

- to aid and stimulate the development of such statewide conditions as will facilitate continued curriculum improvement.

- to promote such interaction with other community groups and agencies as will more fully utilize the total educational resources of the community for the best growth of the child.

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